Going Up? Career Progress of Female General Staff across New Zealand Universities

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Abstract

This exploratory study examined career motivation, home and occupational salience and the presence of subjective discrimination across female general staff in New Zealand universities, through the use of a self-administered online questionnaire. In this current economic climate, pressures on universities show every sign of increasing and more information is needed to understand how higher education employees are faring in these uncertain times. This information includes hearing from the rarely researched general staff.

Further knowledge about this general staff group, recently termed 'multi-hybrid professionals' (Whitchurch, 2004) is essential to provide a richer picture of how these staff traverse the career labyrinth. In this thesis, the researcher examined whether female general staff are seeking career development alongside the multiple roles required of them at home and in the community. Examination of whether the women felt they faced additional barriers when compared to female academic staff or their male general staff colleagues was of specific interest in the higher education sector.

Respondents were found to possess high levels of career motivation, occupational, home and community salience. Work-based experiences were enhanced by having one's skills recognised, a good relationship with management and confidence in one's abilities. In contrast, a perception of limited career opportunities at the participants' universities reduced the importance placed on work and increased the level of role-based subjective discrimination perceived by participants when they compared themselves to female academic staff.

A surprising forty percent of the sample indicated a plan to leave their university either temporarily or permanently over the next five years. As a result, a number of

recommendations were made around addressing the adverse impacts of subjective discrimination and the importance of flexibility around paid work structures.

If universities wish to attract and retain top quality general staff, they must be aware of the negative effects posed by perceived discrimination and limited career opportunities. Likewise employee initiatives that go beyond the office location (such as flexi-work arrangements) should be encouraged and promoted as part of the plan to further a career in higher education.

The primary intent of this study was to contribute to supplementary research around general staff employees. Previous investigations of higher education staff have tended to focus on academics, which highlighted a need for the voice of general staff to be heard in the research literature.

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Chapter 1: Introduction

Background to Study

Political shifts in New Zealand have changed the higher education sector substantially over the past twenty-five years. In 2012 universities now serve mass higher education markets, modelling the structure of a corporate organisation by competing with one another for students, government funding and the commercial dollar (Whitchurch, 2006).

Labelled 'new managerialism' (Currie & Newson, 1998) these shifts towards commercial practice now come with the greater devolved responsibility of academic audits and the delivery of complex, broadly based projects such as student support and human resource development. One example of the new university interest in business enterprise is the creation of 'Uniservices', a private company owned by The University of Auckland where goals lie in the promotion of 'commercialisation of intellectual property' and which boasts over 180 patents (Shore, 2010).

As administrative and academic management have intertwined and hybrid roles have developed, the growth and cost of the shift toward university managerialism has been well documented (e.g. Larner & Heron, 2005; Strathdee, 2011). However the impact regarding shifts in the perceptions, values and behaviours of the general staff workforce has attracted far less attention in favour of areas such as senior academic leadership (e.g. Arini et al., 2008; August & Waltman, 2004; Sinclair, 2004).

Research in the area of general staff also struggles with a lack of operational definition. Gumport and Pusser (1995) point out that there is no uniform definition in higher education research of what constitutes administration or administrative functions. Szekeres (2004) in a tautological way, defines administrative staff as those employees

who have a role that is predominantly administrative in nature; however this doesn't explain the 'administration' role of web maintenance nor include recruitment teams.

The Association for Tertiary Education Management (ATEM) represents the Australasian group of staff who regard themselves as 'professionals' and definite it as a distinct occupational grouping, a clear work mandate but not inclusive of cleaners or gardeners (Conway, 2000). Other terms for administrative staff and their duties include: 'staff' in the USA, (Conway, 2000), 'glue workers' in Australia, (Eveline, 2004) and 'multi-professionals' in the United Kingdom (Whitchurch, 2006). Eveline (2004, p. 23) presents the rather simplistic definition held by many universities and bodies (e.g. Tertiary Workforce Profile, Ministry Of Education, 2009) and one that has attracted negative reactions from general staff (e.g. Conway, 2000) defined as "all those who do not qualify as academics" or "non-academic".

Since the equal opportunity movements of the 1970s, a particular group of interest has been female general staff. There has been concern expressed in the career literature for some time now regarding the applicability of more traditional career theories towards women's career development and the reliance upon samples of Caucasian, middle class males (Crozier, 1999; Prideaux & Creed, 2002; Pringle & McCulloch Dixon, 2003). Criticisms of the career theories range from disputing the assumption that occupational choices are made freely without barriers or stereotypes through to the idea that the paid work role can (and even should be) isolated from other life roles (Crozier, 1999; Greenhaus, Callanan, & Godshalk, 2010; Poole, Nielsen, & Skoien, 1995; Sullivan & Baruch, 2009).

A clear differentiation between work and life roles is most definitely not always the case – constraints can include quitting a successful job to relocate for the benefit of a partner's career (Poole et al., 1995), family, elderly parents and childcare obligations

being responsible for late starts up the promotion ladder (Elliot, 2003) and interrupted careers and part-time work which few men are prepared to risk (Ledwith & Manfredi, 2000).

Women hold multiple roles beyond their working lives and while these roles are not exclusive from one another, two schools of thought exist on the subject. One view suggests women may feel a depletion in energy as one role drains from another (e.g. Doherty, 2004). Alternatively other researchers have found that women may gain positive benefits when skills from one role spill over into additional responsibilities. (e.g. Powell & Greenhaus, 2010). Regardless of how successful they juggle, Elliot (2003) found both general and academic female university employees experienced higher levels of work and family role strain than men. With research suggesting women are often perceived to be less committed to their work due to divided life responsibilities (e.g. Currie, Thiele, & Harris, 2002; Meehan, 1999), there is bound to be significant impacts on career exploration and development within the university sector.

It must be noted that not all women (nor all men) necessarily seek traditional upward moves in their current university roles, often for reasons of a balanced work life or loyalty to a particular work group (Eveline, 2004). However career development for general staff has been traditionally defined by one moving out of a current position into a different role. Contrasted with the laddered structure of the academic pathway where academic staff maintain their scholarly role and formally apply to move up throughout the ranks of their own discipline is likely to exacerbate a feeling of being a 'second class citizen' by general staff.

General staff females not only appear to suffer from the same "second class citizen" identity and perceived lack of career path as male general staff (Strachan,

Payne, & Duirs, 1994) but there is an indication that females in general, perceive and experience additional career barriers due to the aforementioned balance between work, home and family (e.g. Chesterman, Ross-Smith, & Peters, 2003; Ledwith & Manfredi, 2000).

The feeling that one is 'second class' when compared to another group (e.g. McLean, 1996; Strachan et al., 1994) can be linked with the psychological concept 'subjective discrimination'. Subjective discrimination can be defined as the perception by an individual or group that his or her own situation is discriminatory whether or not overt discrimination actually exists (Hopkins, 1980). While research on the interaction between home and work may suggest that women would feel discriminated when comparing themselves to men, both Eveline (2004) and Strachan et al. (1994) found participants were more likely to rate themselves as disadvantaged when comparing themselves to academic staff women suggesting perceived role discrimination. As one staff member noted in Allen Collinson (2006) one problem with a support role is that when the staff member is efficient they are taken for granted, and only become visible if they do not function. Similarly Szekeres (2004) noted that in an institution where the emphasis is on academic qualifications, some staff do see the administrative staff as invisible. This attitude is not surprising as universities have a long history of rigid and clear status hierarchy, with senior academics at the top of the 'ivory' tower and secretaries, cleaners and casual staff in the 'ivory' basement (Eveline, 2004).

In August 2011, the global educational union Education International announced that it will be investing €68,000 toward addressing the collective bargaining issues general staff around the world face, including poor pay and working conditions and a lack of respect and recognition (Tertiary Education Union, 2011b). This commitment

towards the general staff workforce combined with the lack of literature on general staff overall means that further research in this area would be of benefit to universities.

Consequently, the themes identified in this review have assisted in generating the following research questions:

- What career motivators do general staff women in New Zealand universities hold?

- Do New Zealand University general staff women experience 'subjective discrimination' in the workplace and if so, which are their primary comparison groups?

Overview of Methodology

A cross-sectional self-administered online questionnaire was constructed to examine the research questions identified above. This study examined subjective discrimination and career motivators such as career motivation, home and occupational salience and to use pre-existing instruments for these constructs would have resulted in a lengthy document increasing the risk of 'respondent fatigue' and potentially reducing the survey response rate (Bryman, 2001). Thus the questionnaire was established from various sub-scales of pre-existing measurements with the development of scales from theory where no pre-existing or appropriate scale existed.

The sample was recruited from female general staff Tertiary Education Union (TEU) members (including part-time and contract based) employed across all eight New Zealand universities.

Definitions of key terms

Before examining the data for the study, it is essential to state the working definitions used during the research which are outlined in Table 1.1.

Table 1.1
Working Definitions Used in This Research

Term	Definition
Career	The pattern of work-related experiences (paid or unpaid) that span the course of a person's life (p. 10, Greenhaus et al., 2010)
Career Path	One's individual journey via job sequences and work history combined with the more subjective nature of career exploration and transition (Poole et al., 1995)
General Staff	Staff holding a general staff contract and employed in the office of the chancellors and vice chancellors, personnel services, accounting, auditing, purchasing, planning, marketing, technicians, recruitment, information technology, library and information management and web maintenance (based on Gumport & Pusser, 1995)
Organisational Group	The staffing group an individual belongs to, further broken down by gender – i.e. female general staff, male general staff and female academic staff (characterized as academics via a contract with their institution)
Occupational Grouping	Participants are asked to self-identify their role with one of the following - administrative assistant, library staff, technician, marketing, human resources, financial, student support/life, information technology and web maintenance, equity, planning, project implementation, other (adapted and extended from the categories of Strachan, Payne & Duirs, 1994).
Subjective Discrimination	The perception by an individual or group that her or his/their own situation is discriminating whether or not discrimination actually exists or occurs (p. 131, Hopkins, 1980).
Career Motivation	A multidimensional construct internal to the individual, including individual characteristics and behaviours that reflect career identity, insight into factors affecting one's career and the determination to persist towards career goals (p. 340, Noe, Noe & Bachhuber, 1990).
Occupational Salience	The degree to which an individual a) agrees that their work is an important means of self-definition and/or personal satisfaction and b) shows a willingness to commit personal resources to assure success or develop the role (based on Amatea, Cross, Clark & Bobby's Life Role Salience Scales, 1986).
Home Salience	The degree to which an individual a) agrees that life outside of work is an important means of self-definition and/or personal satisfaction and b) shows a willingness to commit personal resources to assure success or develop the role (based on Nevill and Super's (1986) Salience Inventory & Amatea, et. al's (1986) Life Role Salience Scales.

Looking ahead

Chapter 2 describes the relevant literature in greater detail, setting the scene for a New Zealand university as an organisation in 2012 and general staff as a population. Literature on subjective discrimination, career paths, career motivation and occupational and home salience is examined further in terms of current and past research. Chapter 3 outlines the methodological approach of the study including aims, sample, procedure and analysis. Chapter 4 details the findings from the analyses with a brief summary of the results. Chapter 5 provides a more detailed discussion of these findings, a consideration of limitations and suggestions for future research. A final conclusion reviews the study as a whole.

Chapter 2: Literature Review

Part I - Setting the Scene: The New Zealand University as an organisation in 2012

Like any other organisation a university is sensitive to changes regarding increased competition, global influence and a fluctuating employment market. In addition its strategic planning is also heavily susceptible to government and policy influence (Bowl, 2010).

'Neo-liberalism' saturated the tertiary market following the 'New Zealand' experiment (1984-1989), where previously it was assumed the best people to run universities were academics (Larner & Heron, 2005). During this time universities experienced a strong transition toward commercialization, with full competition between public and private institutions (Roberts & Peters, 2008). Higher education institutions were seen as 'providers' who were to respond to the preferences and demands of students or 'consumers' (Roberts & Peters, 2008). As a result, this period engendered a range of terms and research articles attempting to explain this shift toward a more commercial management structure.

The resulting management style is often termed 'New managerialism' (e.g. Currie & Newson, 1998; Currie & Vidovich, 1998; Doherty & Manfredi, 2006; Szekeres, 2006; White, Carvalho, & Riordan, 2011) and is defined as such during this study. It should be noted however that the terms 'corporate managerialism' (Szekeres, 2006), 'corporatization' (Newson, 1998), 'privatization' (Peters, 1998), 'marketization' (Szekeres, 2004), 'corporate colonisation' (Saunderson, 2002) and the "McUniversity" (Thomas & Davis, 2002) have also all been discussed in higher education research with one overlying theme – the three "Es"- Economy, Efficiency and Effectiveness (Saunderson, 2002) or in other words, practices borrowed directly from the corporate world.

Globalisation and corporatization can be seen as interactive processes termed by Currie as "a conception that combines a market ideology with a corresponding material set of practices drawn from the world of business" (Currie, 1998, p.2). The interaction of these processes within higher education was defined via the three main strategies of marketization, privatization and managerialism. Marketization is explained by the increased addition of marketing units as a response to heightened competition for students, government and private funding, (Szekeres, 2004). Privatization involves the ownership of research results shifting to the private sector sponsor and where students are increasingly encouraged to view their university degree as investments in their financial future security (Currie & Newson, 1998). Thirdly, managerialism is where the professoriate's core role now lies in attracting funds, grants and students, leaving generic non-academic managers to 'manage' all aspects of the life of academics and knowledge within tight regulatory and accountability frameworks (Blackmore, 2002).

In New Zealand, this period of rising managerialism was characterised tertiary education as a focus on 'results' and competitive funding and increasing student numbers, all seen as the solution to growing resource problems (Larner & Heron, 2005). For example Te Wananga o Aotearoa who had previously received less than $5 million of government funding in 1999 increased their equivalent full-time student (EFTS) numbers from 1000 to 30,000 by 2004 attracting over $230 million in government dollars (Strathdee, 2011).

Not only did all the universities and tertiary institutions enter into fierce competition with each other but also faculties and newly developed departments such as recruitment, advancement, international, IT and business development units began to compete for resources within each institution (Larner & Heron, 2005). The resulting silo effect where each university department was responsible for service payment (e.g.

postage, electricity) from other sections of the university or directly from outside elicited concern from both university administrators and scholars of higher education (e.g. Currie & Newson, 1998; Blackmore, 2002). The basis of their concern lay in the monetary bottom line now seen to be driving more and more administrative decisions (Mintrom, 2009).

Currie, Thiele and Harris (2002) interviewed men and women academic and general staff across two Australian universities and found the downgrading of collegiality to be a marked characteristic of the corporatized university. Studies have also argued that new managerialism embraces a traditional masculine style of management which could possible provide a challenge for women in higher education management (e.g. (Doherty & Manfredi, 2006; White et al., 2011).

This unease has only been exacerbated by another shift in government discourse emerging from the Labour coalition government of 1999. This government encouraged a 'partnering' ethos, articulating the view that as it provided the bulk funding to higher education institutions, it should play a greater role in the determination of sector outcomes (Strathdee, 2011). One of the first steps of the 1999 Labour government was to reduce roll growth. The introduction of the Performance Based Research Fund (PBRF) in 2004 meant the government would no longer provide guaranteed research funding to tertiary institutions (Strathdee, 2011). Also in 2004, the government announced it would not fund any enrolment growth over 15% or 1,000 domestic EFTs based on previous 2002 numbers. Suddenly tertiary education providers were faced with limited funding, capped student places and as the result of an increased student recruitment drive, newly developed departments full of general staff (i.e. marketing).

The election of the conservative National-led government in 2008 again signalled changes in higher education policy whereby a collaborative approach was still

required during the development of investment plans, yet greater competition between providers was seen as necessary. This government approach could have been viewed as somewhat contradictory according to Strathdee (2011), nevertheless the result was increased pressure on institutions and their staff (Shore, 2010).

Universally academic staff have responded negatively to managerialism, often perceiving general staff (who are very often the managers who embody the 'corporate' culture in the eyes of the academics) to be absorbing valuable resources. (Currie & Vidovich, 1998). Many universities created 'one-stop-shops' in a bid to streamline resources, processes and staff, placing administrative staff at the frontline of student services and taking the service deliverers another step away from academic staff, which is likely to result in even further perceived lack of understanding for each other's work (Szekeres, 2004). Szekeres (2006) also points out that general staff were being driven to provide a corporate experience (in terms of increased customer service contact) within an organisation where the university cannot always give the customer what they want and where these customers are not always right.

This corporate style pressure on staff within these organisations has only increased as New Zealand experiences the results of a global economic downturn and local recession. The Ministry of Education makes it clear in the Tertiary Education Strategy for 2010-2015 that "the Government is now facing significant deficits… our ability to provide extra funding for tertiary education is limited" (2010, p.23) which in turn, is having a significant impact across all staff at all New Zealand universities.

General staff numbers are fluctuating by year and institution as roles are disestablished and new departments created (Table 2.1). Staff in areas such as recruitment, alumni, advancement and marketing are seeing extra work placed on them in an environment of already heavy workloads, competitive tendering and limited

contracts. This additional work adds to the existing environment for general staff, where the availability of funding, the devolved nature of the organisation and the loyalty to their 'area' that can dictate the creation or indeed reduction of opportunities for promotion (Pilgrim, 1997).

Speaking from the U.K., Doherty and Manfredi (2006) acknowledge there has been little discussion of issues as they relate to general staff and this is reviewed further in Part II of this chapter. In terms of the corporate university the 'knowledge gap' around general staff is of concern because a direct result of managerialism is the expansion of roles especially in the more 'non-traditional' departments (e.g. advancement, marketing, web-based).

Table 2.1
General Staff numbers across New Zealand Universities for the years 2005 and 2009-2011

University	Source	2005	2009	2010	2011	Difference between 2005 & 2011 (%)
Auckland University	Annual Report 2005/09/10/11	2358	2627	2688	2734	15.95
Otago University*	Annual Report 2005/09/10/11	1688	2096	2152	2133	26.36
Canterbury University*	Annual Report 2005/09	957	1169	N/A	N/A	N/A
Waikato University	Annual Report 2005/09/10/11	973	895	882	897	-7.81
Auckland University of Technology	Annual Report 2005/09/10/11	819	900	937	993	21.25
Lincoln University	Annual Report 2005/09/10	293	296	294	N/A	N/A
Massey University	Annual Report 2005/09/10/11	1574	1553	1552	1519	-3.49
Victoria University*	Annual Report 2005/09/10/11	958	951	882	897	-6.32

*Amalgamated with their respective Colleges of Education between the years of 2005 and 2009, which may inflate any staff percentage increases.
N/A – Data not available

Part II - The Identity of General Staff

As mentioned in the introduction, the definition and categorization of administrative, or general staff (as they will be referred to in this work) can be problematic. Two major issues can be identified as contributing to this 'identity' problem.

Firstly the lack of research on general staff has been mentioned frequently (e.g. Castleman & Allen, 1995; Doherty & Manfredi, 2006; Graham, 2010; Whitchurch, 2006) especially when compared to the numerous pieces of work conducted on academic leadership in higher education (e.g. Arini et al., 2008; Maranto & Griffin, 2011). This lack of recognition does not automatically mean all general staff feel 'unheard', however from a terminology point of view, there may be discrepancies as to how 'administration' and 'administrators' are defined by the university, the academic staff, external agencies and indeed the staff themselves (Conway, 1998).

Secondly, the terminology aspect above informs issues relating to the diversity of general staff roles. The terms 'administrators' might apply to those staff with professional qualifications such as accountants, but not the academics who have administrative duties, and many attempts to channel the occupational grouping into a formal profession have resulted in protests of what about the cleaners, the gardeners and the librarians? Are they general staff too? How do you categorize people into a profession if you can't produce a clear definition? (Conway, 2000).

Some New Zealand institutions confuse the debate by adding the terms 'allied staff' (e.g. AUT University) to the aforementioned mix of categories with The University of Auckland officially replacing the term 'general staff' with 'professional staff' in 2011 (S. McCutcheon, personal communication, November 23, 2011). Yet many universities and the government (e.g. Tertiary Workforce Profile, Ministry of

Education, 2009) have (in their minds) addressed the problem by simply dividing staff into academic and non-academic (Allen Collinson, 2006). While technically accurate, many general staff are also undertaking their own academic study and resent this generic and exclusionary term for its 'non-existent' mentality (Conway, 2000; McInnis, 1998). This view is demonstrated by a general staff member from Dobson and Conway's (1998) work who quipped "when is an academic not an academic? When she is a member of the general staff" (1998, p.126).

ATEM (Association of Tertiary Education Management) which evolved in the mid-1970s (previously AITEA, Dobson & Conway, 2003) attempted to narrow the definition gap across Australasia and represent the group of staff who regard themselves as professionals, belonging to a distinct occupational grouping and who have involvement in university management (Conway, 2000). They do not represent cleaners, printers and gardeners (indeed many of those services have now been outsourced as external contracts as a result of the corporate shift outlined in Part I). Instead they acknowledge general staff today to be the result of changing identities and the evolution of the administration sector.

An endeavour to document this sector evolution was attempted by Whitchurch (2004) who examined and pictorially depicted the change in boundaries and identities for university staff across the years. Figure 2.1 shows that in the 1970s the university sector was characterized by institutions with clear cut boundaries and staff identities. Administration carried the basic functions required to maintain essential infrastructure such as finance and staff that performed in these roles were typically referred to as 'support' staff (Whitchurch, 2004).

1970s: ACADEMIC ADMINISTRATION
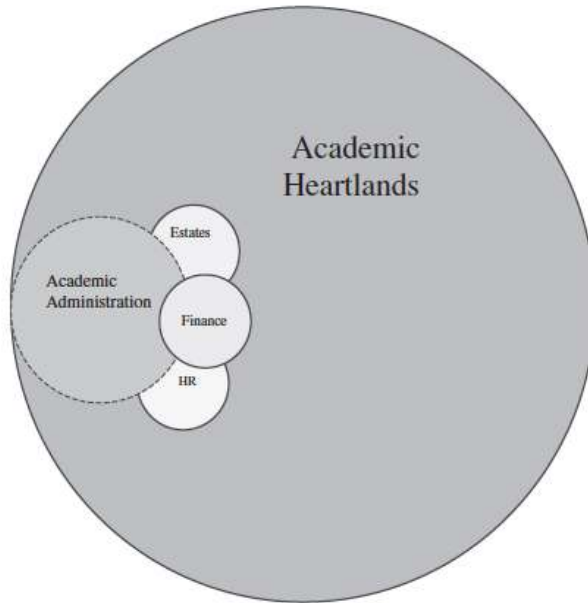
Note. _____ = Solid reporting line;   ------ = Permeable barrier

Figure 2.1 University staff identity and boundaries across the 1970s (Whitchurch, 2004)

In the 1980s and 1990s devolved management as a result of the managerialism (mentioned in Part I) meant that all levels were increasingly required to manage budgets and produce business plans (Whitchurch, 2004). This resulted in the creation of senior management teams and Figure 2.2 illustrates the process of decentralisation where departments and schools appointed their 'own' administrative staff but still possessed a solid reporting line to the senior management team who remained the academic budget holder (Whitchurch, 2004).

1980/1990s:
DEVOLVED MANAGEMENT
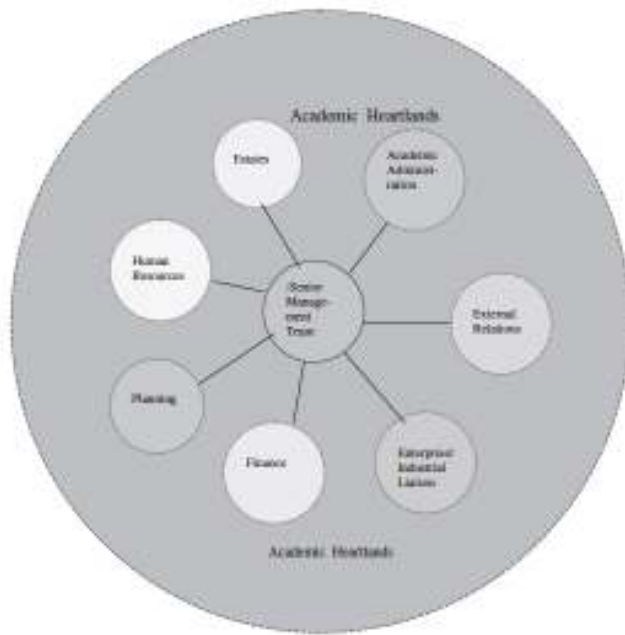
Note. _____ = Solid reporting line;   ------ = Permeable barrier

Figure 2.2 University staff identity and boundaries across the 1980s and 1990s (Whitchurch, 2004)

Over time the speed with which institutions and their processes grew, it wasn't possible to maintain such a tight rein on multiple academic and service units. In the 2000s the system became more dynamic and open with senior management serving more of a strategic and less of an operational role (Figure 2.3).   According to Whitchurch (2004), boundaries have now become soft and free form with areas such as marketing and advancement, which previously sat under External Relations, being granted separate citizenship and budgets of their own.

2000s: MANAGING INCREASINGLY OPEN INSTITUTIONS
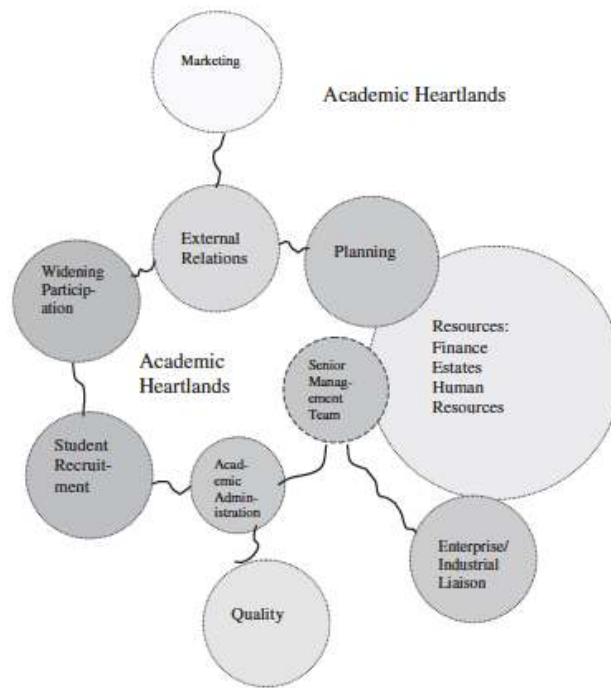
Note. _____ = Solid reporting line;   ------ = Permeable barrier; ⁓⁓ = Free form & open reporting lines (use of

committees etc. to regulate)

Figure 2.3 University staff identity and boundaries across the 2000s (Whitchurch, 2004)

This relaxing of boundaries led to the emergence of 'hybrid multi-professionals' (Whitchurch, 2006, p. 159) whose staff identities lay more with the ability to interface with a range of tasks and people rather than a strict organizational structure. Staff in Whitchurch's (2006) study demonstrated high levels of boundary crossing, moving across zones of activity and basing their identity on a commitment to their projects rather than referring to their designated organisational hierarchy. Whitchurch (2006) determined that general staff worked in a variety of 'domains' such as knowledge, institutional and sector domains and found the allegiance of general staff varied on a sector domain spectrum according to whether they had other affiliations such as membership of a specialist accrediting body. In other words staff from the library or

accounts may identify with being a librarian or accountant foremost and general staff subsequently or not at all.

The organisational agendas of the academic and general staff are part of institutional domain, where Whitchurch (2006) noted that the relationship between general and academic staff is a vigorous one. Her U.K. study found that dynamics between the two organisational groups impacted on general staff identity, how others viewed them and indeed how they perceived themselves to be viewed by others (Whitchurch, 2006).

Conway (1998) observes that while general staff and academics often possess individual goodwill the 'us' and 'them' dichotomy perseveres as an accepted unwritten rule between the two groups and forms the basis of much of the scarce but existing research on general staff. The dichotomy, described as often hostile and competitive suggests academics may be characterized by the general staff as unavailable when needed on urgent student issues and incompetent at managerial and administrative tasks. Likewise academics may view general staff to be obsessed with systems and processes stemming from the perceived 'corporate' environment of the university (Seyd, 2000).

It must be noted that this in-group/out-group divide is not a recent development resulting completely from managerialism practices. Eliot (1909) places general staff positions in a historical context with the words from his book, University Administration:

"…in general the administrative posts in a university are less attractive than the teaching posts, because they do not offer the satisfaction of literary or scientific attainment, the long, uninterrupted vacations which teachers enjoy, or the pleasure of intimate, helpful intercourse with a stream of young men (sic) of high intellectual ambition" (1909, p. 15).

Fast forward to the twenty-first century and research is still documenting devaluing of the general staff population. Eveline and Booth (2004) believe the

secondary status of general staff is reinforced through university policies and processes around physical environment, career development and decision making. The lack of owned space, constant interruptions and new reliance on modern technologies as part of customer service improvements contrasts with the valued work of academic research "conducted in private 'book-lined' offices" (Eveline & Booth, 2004, p. 43). Szekeres (2006) found the shift toward email based technology to be a very salient issue because instead of having students lining up the door, general and academic staff were now dealing with increased numbers of them via email. With this new reliance on remote communication, general staff participants in Szekeres' (2006) Australian study felt that other academic colleagues saw them as not being as physically busy with students and thus more able to 'drop everything' to attend to someone else's task.

A crystal clear divide between general and academic staff is not always the case. The contested occupational identity of research administrators was examined by Allen-Collinson (2006) who found them to be an interesting group in that they often moved between tasks of general staff and academic staff. When evaluating their roles, the study participants commented that when it suited their academic colleagues they were good enough to participate as a full member in academic affairs but then they would find themselves firmly cast in the role of administrative support. Many had taken up postgraduate study notably citing it as one method of obtaining occupational credibility and Allen-Collinson found research administrators to use relationships with academic colleagues as markers of both similarity and difference.

By far one of the most common themes within the general staff versus academic staff research is around perception of career opportunities for general staff (e.g. Eveline, 2004; Johnsrud & Inoshita, 2002; McInnis, 1998; Szekeres, 2004). As Szekeres (2004) points out general staff can gain promotion only by leaving their jobs and applying for a

new higher role, and if they do obtain one it is often accompanied by an increase in complexity and responsibilities. This differs substantially to academic promotion whereby staff make a formal application for promotion within their department and where success may not necessarily require automatic additional responsibilities, they do not move out of their discipline area (Szekeres, 2004).

General staff have been found to be fairly satisfied with the career aspect of a general staff role. In a study involving Australian general and academic staff, McInnis (1998) found that less than one third of his respondents agreed that they felt 'trapped' in a position with limited opportunity for advancement. General staff were more concerned about the appreciation (or lack of it) of their role by academic staff and the default identity of being a 'non-academic'(McInnis, 1998).

Although almost twenty years ago, Strachan, Payne and Duirs (1994) conducted the most recent work on New Zealand general staff women across seven New Zealand universities and found, in comparison to McInnis' Australian study, that 59% of general staff women did not believe the university could provide them with a career path. In addition when women were split into 'high qualifications' and 'low qualifications' group and asked to compare themselves to female academic staff they were likely to feel disadvantages across salary, value placed on their work, leave conditions, salary and involvement in decision-making. Comparatively the women felt a disadvantage regarding salary when asked to equate themselves to male general staff (Strachan, et. al., 1994).

Salary has been a notable point within general staff research especially regarding female employees. This interest in salary between genders is understandable as the New Zealand Income Survey for the June 2011 quarter stated a significant increase in the median hourly earnings in the Education and Training industry since 2009 and although

females did increase their median hourly rate to $19.50, it still paled in comparison to the male median hourly rate of $21.58 which was just over nine percent higher (Statistics NZ, 2010). New Zealand research is lacking around higher education salary rates particularly for general staff, with Robinson (2006) focusing on New Zealand teaching staff in his multi-country tertiary education comparison of salary. However Johnsrud and Inoshita (2002) noted in their USA study that men consistently earn more than women in every occupational group, including the clerical and secretarial group in which men are the minority and more recently Smith (2009) found the gender pay gap to be the highest (22%) amongst UK administrative staff.

There is reason to be apprehensive about the wage gender gap in addition to concerns over equity; in 2007 economists Tiago Cavalcanti and José Tavares produced a model which calculated that a 50% rise in the wage gap between the genders lowers a nation's capita income by 25%, suggesting the gap is not merely pervasive but also costly (Cavalcanti & Tavares, 2007). The global concern around women's representation in the workforce and the perceived costs and benefits evoke the following essential discussion around the female career, and more specifically the careers of female general staff members.

Part III – The Female Career

The term "career" is defined in this study as "the pattern of work-related experiences that span the course of a person's life" (Greenhaus et al., 2010, p. 10).

The definition by Greenhaus et al. was selected because it views a career to be the property of the individual rather than the organization. The word 'experiences' also acknowledges the importance of the objective and the subjective as a basis of an individual's career. For example an objective career event such as a partner being made redundant and being at home more with the children may also involve a change in the

subjective e.g. wife has more time to herself and begins to seek a challenge at work resulting in an objective career changes once again e.g. wife takes up a manager's position within her workplace.

Greenhaus et al. (2010) expand on their definition of career by not requiring that a person's work roles be professional in nature nor fully characterised by upward mobility. In the eyes of Greenhaus et al. and indeed the author, anyone engaging in paid or non-paid work-related activities from the objective (e.g. job positions) to the subjective (e.g. work values) is, in effect pursuing a career path. A 'career path' is common terminology in career development research and typically encompasses one's individual journey via job sequences and work history combined with the more emotional nature of career exploration and transition (Poole et al., 1995).

Researchers in career development have frequently attempted to describe the intricacies around people moving within these job sequences. Sullivan and Baruch (2009) reviewed the major advances in career theories (briefly outlined below) including the traditional linear model, protean and boundaryless careers and the Kaleidoscope Career Model.

The traditional career model is steeped in linearity, resting on the assumptions that growth and development will align as employees move in a single direction through a predictable set of career stages (Valcour & Ladge, 2008). Tangible career rewards such as promotion and increased pay are touted as measures of career success and while Super's (1957) career stages attempt to acknowledge that people may not always move methodically in a linear fashion during their career lives, these traditional theories make assumptions about certain groups such as women. Pointing to the complexity of a woman's career choice is a review of Australasian career development literature by Prideaux and Creed (2002). The review included findings where women across industry

felt the need to be flexible with their career (Gatenby & Humphries, 2000) and in higher education were likely to place high importance on the family outside of work (Poole et al., 1995). Critiques of the traditional theory in relation to women have also included the assumption that work is the primary life role for developing one's identity. Additionally occupational choices are made freely without uncontrollable barriers, limitations or stereotypes affecting decisions (Crozier, 1999).

One cannot deny that the capacity to bear children is an exclusively female attribute. It must be noted however that (assuming a linear model) the period of physical and emotional attention regarding dependents generally coincides in time with a career stage that requires maximum dedication to the professional career. Indeed Tomás and her colleagues (2010) found plans to bear or take care of children to be the principal limiting factor when general staff women considered acceding to positions of power.

Regardless of the biological child-bearing ability, many other theorists firmly believe that the individual plays a large role in making decisions which may oppose the traditional path expected in the linear theory - for example deciding whether or not to have children, adoption, surrogacy or planning full-time child care in tandem with little maternity leave and a full-time role. Evolving from the more rigid structure of traditional linear career theory – the protean career theorist argues people are able to rearrange skills, knowledge and abilities in response to an ever-changing workplace. Theorised by Hall (1996b) and operationalised by Briscoe and Hall (2006) into two dimensions (values driven and self-directed career management), the individual not the organisation is in control of her or her career (Sullivan & Baruch, 2009).

With the emphasis still on the individual, Arthur (1994) previously pushed a person's career opportunities beyond the boundary of a single employer. The notions of a boundaryless career takes shape as workers exchange loyalty and progression in one

organisation for flexibility, marketable skills, networking and continuous learning in multiple organisations (Sullivan & Baruch, 2009). Current critiques of the theory (Pringle & Mallon, 2003; Rodrigues & Guest, 2010) have included the fact that this approach sometimes gives the individual too much credit for driving their career when in fact changes in the business cycle (e.g. a country moving out of the economic recession of 2009) may also play a part.

More recently the Kaleidoscope Career Model (KCM) has been theorised by Mainiero and Sullivan (2005) as an attempt to specifically explain the process of women's career decision making. Their model also focuses on the individual, proposing that people didn't just reactively respond to one career or business event but instead they likened the career process to a kaleidoscope. This analogy describes where as the tube is rotated, the glass chips fall into a new arrangement and people shift the patterns of their careers by rotating different aspects in their lives to arrange their roles and relationships in new ways (Sullivan & Baruch, 2009).

Regardless of the depth of research and lively discussion into the various concepts of the career above, many studies on career development have had a strong reliance on samples made up of Caucasian, middle-class males including a large group who primarily use graduate students and U.S samples (Prideaux & Creed, 2002). The few existing career-decision making studies acknowledging culture have provided important information about minority groups of people such as Maori and Aboriginal females (e.g. Reid, 2011). For example Strachan and Duirs (1993) found general staff Maori women to perceive discomfort with using an appraisal system because self-promotion is not highly encouraged within their culture.

Rudman's work on self-promotion as a risk-factor to women demonstrates that despite culture, women do have a fear of social penalties as a result of promoting

themselves. Rudman (1998) found women who self-promoted were viewed less likeable, less competent and subsequently less hireable than their male counterparts. Her later study reinforced this finding showing that women were able to show promotion behaviours but only when promoting a peer rather than themselves (Moss-Racusin & Rudman, 2010).

The aforementioned traditional linear career theories are viewed as heavily gendered by many researchers because they assume individuals to be consistently engaged in full-time, long-term organisational employment with extensive commitment to one's career and place of work (e.g. Crozier, 1999; Pringle & McCulloch Dixon, 2003; Valcour & Ladge, 2008). Additionally researchers have argued that to understand a woman's career, alternate and more subjective forms of career success require attention in addition to work factors (Valcour & Ladge, 2008).

Many theorists are now favouring two general career models that are more protean and kaleidoscopic in nature and structure; where the individual's subjective perception of career success is influenced by identity and career goals which may change as a function of multiple potentially independent cycles of career exploration and 'non-work' responsibilities (Valcour & Ladge, 2008). For example Mainiero and Sullivan (2005) found in their survey of over 800 women that females examined the opportunities, road blocks and possibilities – then forged their own approach to a career without regard for traditional career models.

These findings align with Eagly and Carli's (2007) work on female leadership and professional endeavours. They postulate that the 1980s glass ceiling analogy that assumes that there is an absolute barrier at specific levels in organisations where women are stopped at a certain point in the linear career ladder is historically antiquated. Instead they suggest the labyrinth to be a better metaphor. All labyrinths have a viable

route to the centre but are full of twists and turns, both expected and unexpected, where career obstacles are acknowledged but not ultimately discouraging (Eagly & Carli, 2007). It is this labyrinth metaphor describing the female career that best represents the view of the author during this research.

Women and Careers in Higher Education

Much of the higher education career literature regarding females comments on the masculine management culture perpetrated within universities as a result of structural and cultural factors (e.g. Eveline, 2005; Meehan, 1999; Özkanli & White, 2008). This ranges from mentions of the 'queen bee' syndrome where women in positions of authority surround themselves with men, claiming they have never found gender an issue and consequently do little to further the cause of women colleagues (Meehan, 1999) to those who attempt to reconcile a more feminine approach with a career in higher education.

Studies show these feminine approaches often result in derogatory stereotyping toward women in the sector such as a comment by one general staff male in Currie et al.'s (2002) work "I have a few hobby horses. One of them is a disliking of women who demand as a right that somebody else raises their kids while they go and do what they want to do." (p. 71).

Another implicit assumption found by Goode & Bagilhole (1998) is that women are not doing the job as a career but in a bid to make ends meet or get out of the house "technicians are so badly paid, the only people who accept the job are those doing it as a second income" (p. 185).

Sometimes comments made by participants were initially positive such as the purposeful hiring of a general staff woman to a particular university department in

Goode and Bagilhole's (1998) study until the reasons behind the appointment were clarified:

"She provides an alternative conduit… I don't want to sound like a crass old git but women do have different problems to men, maybe medical. Quite a lot of our women are middle-aged and I was conscious that I didn't particularly want to have middle-aged women drift into my office and start telling me all about the menopause… so I thought she would make a good sounding board for these people" (1998, p. 186).

So women in higher education do experience stereotyping based on their gender and potentially age but how does this affect those who are trying to seek a career path within the general staff sector?

General Staff Careers

Although universities have made a conceded effort to provide new equity initiatives for staff to improve working conditions in term of salary-sacrifice for childcare and 'flexi-time' for those who work extra hours (The University of Auckland Equity Policies, 2010), the record is less favourable for other factors such as opportunities to advance (Graham, 2009). The biggest issue for general staff lies in the fact that there are only two methods of progressing to a higher level: a) applying for an advertised position at a greater level, competing with external and internal applicants and b) applying for job re-grading (where there is a request for one's role to be re-graded to a higher level based on increased responsibility). Selecting Option a) means staff must change positions in order to advance higher or indeed move out of their area before they can move up (Sagaria, 1988).

This contrasts strongly with the academic staff whose career path may either allow them to be promoted within the one department and/or with minimal changes in responsibilities (McMaster, 2002). For various reasons including loyalty to their department not all women (not all men) in general staff roles want to leave their teams to seek traditional promotion (Eveline, 2004) and instead, they apply for re-grading.

However applications for job re-grading are not always successful (Strachan & Duirs, 1993) and this has led to some managers in Castleman and Allen's (1995) study blaming lower levels staff for being inflexible and wedded to their jobs.

As mentioned previously, a good deal of the literature available on general staff careers provides evidence that general staff are aware and dissatisfied with the lack of promotion opportunities available to them in their sector (e.g. Castleman & Allen, 1995; Gillespie, Walsh, Winefield, Dua, & Stough, 2001; McLean, 1996). Specifically, Williams and Woodhouse (1999) reported on the New Zealand Universities Academic Audit of 1995-1998 and discovered that the lack of career pathways for general staff was perceived as a major constraint on their own development. So how does that affect those who are general staff, but also experiencing potential career challenges as a female?

Female General Staff Careers

The University section of the New Zealand Census of Women's Participation spends a substantial body of text congratulating itself for increases in female professoriates for the years 2004 (p.15, Olsson & McGregor, 2004), 2006 (p. 11, McGregor & Fountaine, 2006), 2008 (p. 73, McGregor, 2008) and 2010 (p. 83, McGregor, 2010).

Nowhere in those sections are female general staff mentioned in terms of their career stance or statistics. It is this focus regarding academic women (e.g. August & Waltman, 2004; Chesterman et al., 2003; Kolker Finkel, Olswang, & She, 1994; Özkanli & White, 2008) that masks the experience of those women who make up the majority of the staff in the less prestigious and lower paid groups in universities (Wieneke, 1995). For example Victoria University had 63% female general staff compared to only 37% male general staff in 2011 (Alderton & Muller, 2000). Wallace

and Marchant (2009) believe universities should be developing female middle-managers as a result of the gender imbalance identified by Wieneke (1995). A consequence of managerialism (discussed earlier) means universities are seeking highly qualified professionals in a variety of specialised areas (Chesterman, 2004) and studies such as Wallace and Marchant (2009) found female general staff to possess an abundance of high qualifications such as masters degrees.

The lack of documented findings on female general staff managers means that it is uncertain whether women are making gains in this area or not. Wieneke (1995) points out, the middle management positions are the very roles which are disappearing as a result of restructuring, declining budgets and new technologies. This reinforces the double bind identified earlier whereby even if universities do create career advancement programmes for female general staff (e.g. Haring-Hidore, 1988) participants experience jealousy, suspicion and disregard from their male colleagues and a dearth of career opportunities (Peganoff O'Brien & Janssen, 2005).

One British university was so concerned about the general staff's negative perception of career opportunities they asked Pilgrim (1997) to examine vertical and lateral career development in a bid to examine whether staff perceived career development to only consist of vertical promotion. Pilgrim found the vertical and lateral career development to be mutually exclusive and consistent with a more protean conception of career; individuals at particular times in their lives reported moving between both lateral and vertical career development. Although 80% of respondents felt that the university did not provide adequate training or advice on career development, 69% of the sample (mostly women) confirmed they were indeed seeking vertical career development. However many women also indicated they would still consider lateral career progression in the forms of secondments, job rotations and job

shadowing which provides a potential starting point for increasing the knowledge and awareness of alternative forms of career progression. Professional development exists within the realms of lateral development but like the role terminology, it is often hazy for general staff. Blackmore and Blackwell (2003a) believe that general staff would benefit from a specific professional development review due to the fact that teaching (and to some extent research e.g. research technicians) has become part of the work of many staff placed in the general staff category yet they may not have access to the same development as academic staff.

In terms of what general staff desire from their development, Martin (2012) found leadership, client management and relations and internal relations to dominate the top three in areas of professional development. While specific-role training such as conference attendance was noted as an important part of professional development for general staff (Reid, 2011), VanDerLinden (2003a) highlighted the value of nationally based programmes where USA partner organizations allowed staff to intern temporarily with senior management at various institutions. Professional development that embraces mentoring and strategic thought is proposed by VanDerLinden (2003a) to combine with other career related activities (e.g. further study) to impact career (especially lateral) development of the general staff population.

One general staff group that may not feel as disadvantaged with career development opportunities are librarians. Adams (2009) describes the approach taken by a library staff development committee to reinvigorate professional and personal development at The University of Auckland library via seminars on recruitment and salary processes and staff intranet. Breaking down Strachan et al.'s (1994) New Zealand study of the then seven existing universities further, 70% of clerks and administrative

assistants and 63% of secretaries were the least likely to perceive a career path compared with the 51% of librarians within the universities.

The research on staff identity in Part II already indicates that general staff can create sub-groups and base their identity on what is important to them so potentially those female general staff with external professional qualifications (e.g. Library Management, Accounting degrees) will not feel the lack of perceived opportunities as much as those with more generalist qualifications. Regardless of occupational grouping, 'second-class citizen' mentality has a huge impact on women across the university sector as Szekeres (2004) points out – women make up the majority of general staff, yet they are disproportionately in the lower-level positions. Further, Wieneke (1995) suggests that this data on gender inequality combined with the documented dichotomy between general and academic staff could mean that general staff women suffer a two-fold disadvantage – they may perceive themselves to be discriminated against as both a female *and* a general staff member.

Part IV - Subjective Discrimination

Acts of discrimination necessarily involve two participants – the perpetrator and the victim and to date much of the research focus has been on the people who practice the discrimination (Taylor, Wright, & Porter, 1994). However a considerable amount of the research described around female general staff careers also includes thoughts, feeling and perceptions resulting from inter-group relations within the university sector.

Subjective discrimination exists when an individual or group defines their situation as discriminatory by referring to their own subjective perceptions as termed by Hopkins (1980). Hopkins also identifies the importance in examining discrimination (perceived or otherwise) due to its effect on work environment quality whereby lack of perceived discrimination can contribute to a positive work environment. Being a target of

discrimination is a profound and emotional experience, and one according to Taylor, et. al. (1994) that requires effective coping skills. Furthermore Eccleston and Major (2006) suggest that repeatedly being the target of prejudice and discrimination will result in lowered self-esteem and a poor self-concept.

The study of American government female service staff by Naff (1995) indicated that women faced barriers as they attempted to advance into elite ranks and Rowe (1990) added to this by proposing females may be more likely to be adversely affected by discriminatory treatment in the workplace because they have been socialised to respond to disapproval to a greater degree than men. According to Naff (1995), the perception of discrimination can be just as harmful to performance as objective discrimination because once unfairness is perceived, groups will exhibit barrier behaviours (such as job resignation) regardless of whether acts of discrimination actually exist or not.

In addition Naff's (1995) study found subjective discrimination to have an impact on career choices made by women where although the perception of gender discrimination was positively related to the likelihood that a woman would apply for promotion within the government agency, it was more likely she would leave the agency altogether. The same study also found scores of subjective discrimination to increase with age and respondents who were turned down for a promotion or development opportunity registered a significantly stronger perception of discrimination against themselves and against women in general, than those who had not been turned down.

The above research relates to a major focus in the discrimination literature where members of a group (particularly a minority group) perceive more discrimination directed at the group in general compared to themselves personally as a member of that

group (Taylor, Wright, Modghaddam & Lalonde (1990), cited in Taylor et al., 1994). This phenomenon is termed personal/group discrimination discrepancy (PDS/GSD) and is described below in Figure 2.4.
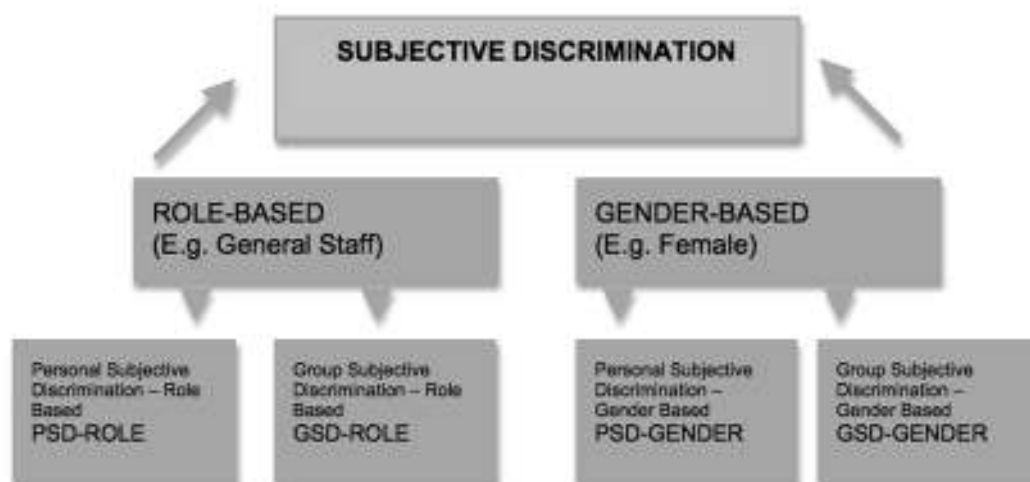
Figure 2.4 Descriptive flow chart for the elements of personal, group, role and gender-based subjective discrimination (Author, 2012)

The personal/group discrimination theory assumes that subjective discrimination can be broken down beyond organisational or role grouping (e.g. general versus academic staff) or gender even further down into group based discrimination (that is the perception the entire group is being discriminated against) and personal based discrimination (i.e. the discrimination is directed at the individual themselves as part of that group) (Figure 2.4).

As an example, Crosby's (1984) study of 405 Boston residents showed that the majority of employed women were upset by the situation of working women in America perceiving gender gaps, but few showed signs of feeling personally discriminated against. It was as Crosby describes it as if "virtually every working woman imagined herself to be the lucky exception to the general plight" (p. 371).

Crosby has conducted substantial research on this phenomenon and has offered some suggestions as to why this may occur. She postulates that in addition to response bias where complaints without planning to take action may be ill tolerated by society, people may experience denial of personal discrimination made up of both emotional and cognitive counterparts (Taylor et al., 1994). Similar to the response bias, people experience emotional discomfort when having to confront their own victimization because it is much easier to blame a group than having to identify an individual 'villain' – a process known as depersonalization (Hogg & Terry, 2000).

In most life situations individuals rarely receive all the cognitive material in a single block of information. Receiving the bulk of the details would allow them to cognitively process the situation with all the information, where discrimination as a result of their gender or organisational grouping could be more easily identified. Accordingly when a general staff woman doesn't receive a promotion it may be that she attributes her failure to her lack of experience, her interpersonal style or her organizational citizenship instead of gender discrimination as she is bound to differ from the norm on at least one of these dimensions (Crosby, 1984). Supporting this idea were participants in Crosby's (1986) study where upon receiving the 'total picture' regarding outcomes for men and women in an aggregate form meant they perceived more gender discrimination than when presented with case-by-case or 'personal' comparisons.

Furthermore, Eccleston and Major (2006) suggest that an individual's emotional response to a potentially stressful life event is a function of how they cognitively appraise the act in terms of whether the act is stable versus unstable, global versus specific, severe versus minor and controllable or uncontrollable. They tested different models and found that in the Group Identity lens model, group identification acted as a

moderator for perception of discrimination. In other words, those who highly identified with their group were more likely to interpret ambiguous information through a group discrimination lens than those less identified.

This suggests that people experience social categorization where individuals are assimilated to the relevant in-group or out-group based on a set of subjective attributes (prototypes) and cease to be viewed as unique individuals in favour of category membership (Hogg & Abrams, 2007). In doing this there is also the need to ascertain and affirm our own social identity or where 'I' becomes 'We' which, depending on the social context, becomes more or less salient when compared to our personal identity or indeed other social identities. For example a general staff librarian may increase the salience of her or his librarian identity when attending an Information Management conference then transition to more general staff when attending a union meeting for general staff, and change again once at home with her/his children where salience is personally focused as a parent.

Based on the above theory, one would expect that if one compared a woman (A) who derives little of her identity from the gender group i.e. her personal and social identities are fairly separate, with a woman (B) whose identities overlap completely that they would differ in their attributions of a gender based work comment. One might expect woman (B) to interpret the comment as both an attack on her personally and against women as a group while woman (A) may perceive it as one or the other but not necessarily both. Taylor, Wright and Porter (1994) discussed how subjective gender discrimination actually overrode the personal/group discrimination discrepancy in their study. The majority of their subjects (70.1%) perceived both a derogatory comment directed towards them personally as an attack against women in general and a

derogatory comment aimed at against women in general as an attack against them personally as a woman (Taylor et al., 1994)

This discussion demonstrates that subjective discrimination is not a simple construct and may be affected by a range of variables such as which out-group participants are being asked to compare themselves e.g. female academic staff or male general staff or the wording of questionnaire items ('you personally as a general staff member' versus 'average general staff member'). In turn whether subjective discrimination (both gender and role-based) is present in female general staff will be examined in this work as it may affect other constructs that make up the career progress of female general staff. One of those potentially related constructs is career motivation, namely if women perceive they are discriminated against as either a general staff member, female or both, this may affect their desire to extend their careers within the university environment.

Part V – Career-related Constructs

Career Motivation

An alternative view to the gender career model proposed previously is one based less on gender and more on a situational model of career commitment (Aven, Parker, & McEvoy, 1993). This model suggests that gender in and by itself has no special influence on how an individual involves herself/himself in, attaches to or identifies with career goals. Instead differences in attitudinal commitments are the result of individual work experiences, insights and identities (Aven et al., 1993).

Determining career motivation involves looking at the interrelated web of perception, urges and psychological processes used by individuals in combination with work experiences to determine their level of motivation (Kocabas, 2009). London

(1983) defined career motivation (often used interchangeably with career commitment, Day & Allen, 2004) as a multidimensional construct consisting of three major domains consisting of: career resilience (the extent to which people deal with career barriers or disruptions affecting their work), career insight (the realism and clarity of the individual's career goals) and career identity (the degree to which people define themselves by their work and by the organisation) (London, 1990). The domains are interrelated in that resilience sets the scene for career insight. If one believes in his/her ability to be effective he/she is more likely to be receptive to feedback around realistic goals, in turn informing a meaningful career identity (London, 1990).

Research has looked at different variables within the work place and found the presence of mentoring and managerial support increases career motivation in female and male staff (e.g. Day & Allen, 2004; Noe, Noe, & Bachhuber, 1990). Using a questionnaire, Sugalski and Greenhaus (1986) found those who selected mobility related career goals (i.e. sought vertical career development) and had a high level of education had higher career motivation scores than those with a lateral career development focus and lower levels of education even though the career motivation items were not purely focused on upward progression (e.g. 'To what extent have you designed better ways of doing your work?').

Several studies have examined motivation trends between different age and generational groups. Ledwith and Manfredi (2000) found their younger participants to be more positive about promotion and career advancement – they *expected* they would attain it at some point. Yet Bolton (2010) found the opposite in that career motivation increased with age. In both studies, the younger participants agreed it was likely they would have to shift out of their role and move elsewhere in order to attain advancement. From a generational perspective McCrindle (2006) found that 86% of Generation Y (30

years and under) respondents expected a promotion within two years or they would move on compared with 70% of Baby Boomers (47-65 years). Although both percentages are relatively high, the 16% difference still suggests that as one progresses further in one's career and gains more experience, the expectation of promotion lessens as opportunities to advance to decrease.

It is important to note that in his 1950s work on subjective career patterns, Super differentiated between attitudes toward the current job and attitudes toward career progress (Savickas, 2001). For example someone such as a graduate assistant may not enjoy her or his current job but still engage in high career motivation in terms of where that role is leading. As a result objective measures such as manager driven appraisal systems may not accurately assess a person's career motivation – after all London and Noe (1997) discovered correlations between supervisors' ratings and self-ratings in career motivation dimensions to be significantly low.

Rather than looking at day to day tasks, career motivation places a holistic and personal focus on the exploration a person conducts regarding wider occupational choice and satisfaction. Considerable research has demonstrated that the importance placed on work in general can influence individual's career motivation level. Noe et al. (1990) and Stumpf and Lockhard (1987) found the presence of high importance being placed on work to be positively and significantly related to career motivation. They suggested that it made sense that those employees who placed a higher level of significance on their work role were likely to have higher levels of career identity, insight and resilience than those who had less interest and involvement in their work lives.

The construct illustrated above is used widely in this thesis and can be termed occupational salience where it describes the degree to which an individual agrees that a)

their work is an important means of self-definition and/or personal satisfaction and b) shows a willingness to commit personal resources to assure success or develop the role (Amatea, Cross, Clark, & Bobby, 1986). In addition Sugalski and Greenhaus (1986) theorised that with the documented concern over lack of career opportunities (e.g. Castleman & Allen, 1995; Graham, 2009; McLean, 1996) perceived mobility opportunities would have a positive effect on career motivation and interact with occupational salience. Instead they found that while both occupational salience and perceived mobility opportunities were positively and significantly related to career motivation, their hypothesized interaction effect was not significant, suggesting that while both contribute, occupational salience can exist and affect career motivation behaviours without the presence of perceived mobility opportunities.

Regardless of individual differences, some gender effects have still been noted in the career motivation literature influencing the decision to examine career motivators in female general staff for this work. Meehan (1999) observed university based men perceived women in higher education to be less committed to their work, nicknaming their absences as the 'broken eyelash syndrome' (1999, p.41). Another woman in Naff's (1994) study felt her being a mother meant she was pigeonholed into being able to give less commitment to a potential new role "I'm only thinking of you. I know you have young children and this involves late meetings" (1999, p.511).

In fact many general staff in Currie et al.'s (2002) study blamed women's personal attributes for being unprepared to sacrifice themselves or work hard, reluctant to take risks or promote themselves and lacking the ambition to succeed. However Woodward (2007) studied senior women in higher education (both academic and general staff) and found lunch breaks to be a rarity, women arriving early and staying late to keep abreast of their work and completing work at home in the evenings or

weekends. Obviously women are working hard so why are they perceived to be less committed to their work and careers?

The Interaction of Home and Occupational Salience

The bodies of literature which examine the importance of one's occupational world and life outside of work would suggest that it isn't that women are less motivated or committed to their work but more that they hold a range of roles within life, and work is one of many roles that make up their aggregate identities. Although gone is the school of thought where girls cannot realistically plan on a career until they know what kind of man they will marry (Ginzberg, 1966), the presence (or absence) of a marriage or partnership, relationship quality, employment circumstances of one's partner and the care giving needs of children and elderly parents are increasingly salient issues in the lives of working adults (Elliot, 2003).

Just as occupational salience involves the importance of work to people, this idea of life outside of work is termed home salience for the benefit of this thesis and can be defined as the degree to which an individual a) agrees that family and life outside of work are an important means of self-definition and/or personal satisfaction and b) shows a willingness to commit personal resources to assure success or develop those roles (Amatea et al., 1986; Nevill & Super, 1986). It is inclusive of traditional and non-traditional family roles involving child-care (e.g. mommy track, Schwartz, 1989) and as a result of elderly parental care the newly termed 'daughter track' (Cabrera, 2006), however it also acknowledges that for some people further study, hobbies and outside interests are just as salient.

Research interest has been shown in both home and occupational salience and two significant trends have emerged from the area of combined research; a facilitative approach and the depletion approach. The facilitative approach suggests that

participation in both the work and home domains may create benefits for each other. Conversely the depletion perspective believes that because an individual only has a set amount of time and energy, engagement in one domain will deplete resources in another (Bagger, Li, & Gutek, 2008).

Powell and Greenhaus (2010) examined positive spill-over where positive affect, values, skills and behaviours are transferred from the work domain to the home domain or vice-versa in a way that benefits the other domain. They found women to experience higher levels of positive spill-over to men and those who scored higher on family role salience experienced lower levels of conflict. Woodward (2007) found that the women who operated the weakest boundaries between work and non-work were those who had no children, suggesting that the presence of family and/or higher home salience can have a strong effect in encouraging people to take regular breaks from their occupational role.

From the depletion perspective, Doherty (2004) considers that much of women's disadvantage in the workplace can be tracked back to their perceived dual social roles (i.e. work and home). In Currie et al.'s (2002) study when female general staff were asked whether higher education staff have to sacrifice certain things to get ahead, 42.6% of female general staff agreed and of that percentage, 20.4% indicated family was the biggest sacrifice compared to only 11.1% of general staff men. More recently in 2010, Weer, Greenhaus and Linnehan (2010) found extensive commitment to non-work roles (i.e. high home salience) to be negatively associated with job performance by women legal secretaries.

Elliot (2003) ascertained that women regardless of faculty or general staff status experience more work and family role strain (i.e. depletion) than men which may decrease psychological well-being. Namely, women may take home with them their

unpleasant experiences at work, rendering them less able to enjoy family life and more liable to suffer from the negative aspects of work and family role strain.
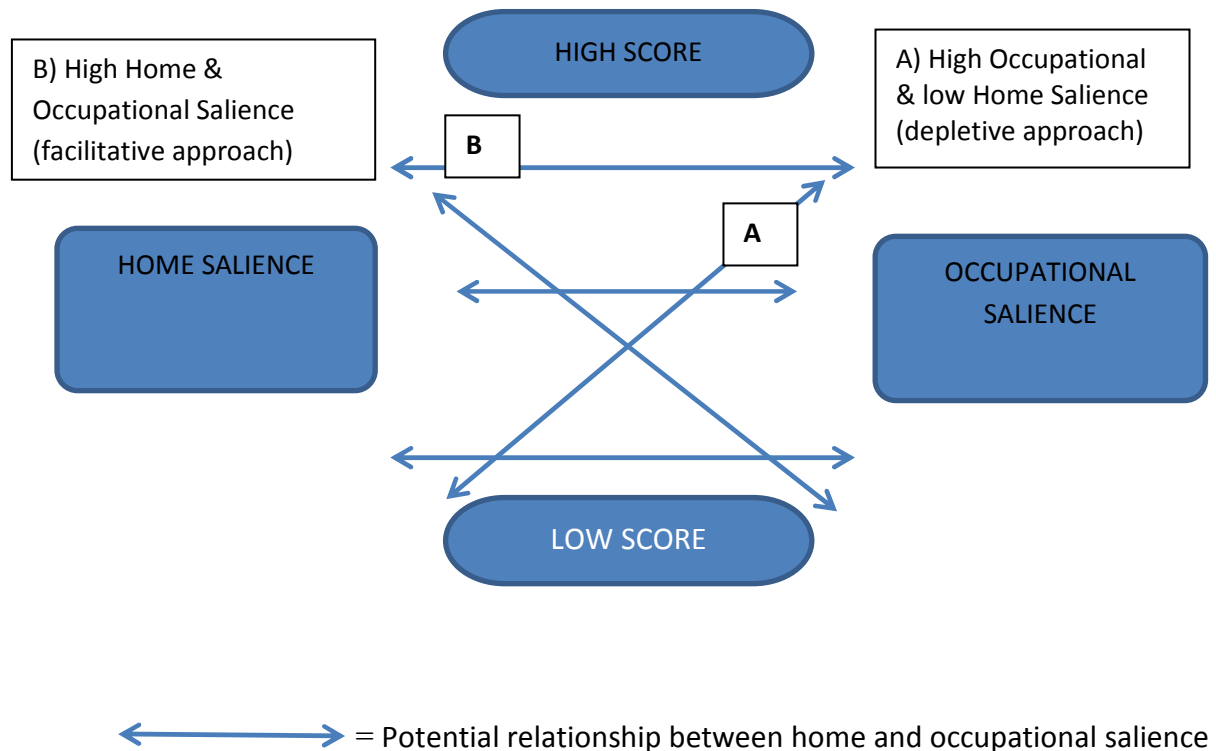
Figure 2.5 Relationship model between home and occupational salience (Author, 2012).

Regardless of the more dichotomous approach above where people place importance on their job or life outside of work, the model used in this research (figure 2.5) favours elements from both the depletive and facilitative views. Although not purely dichotomous (i.e. all or nothing), it does acknowledge that concentrated effort in one area (e.g. occupational salience depicted in long working hours – see point A in figure 2.5) may mean the perception of a negative outcome (e.g. energy and importance placed on caring for children reduced) as a result or vice versa. According to Ross-Smith and Chesterman (2009) this particular combination of occupational and home salience (where one is high and the other low) contributes greatly to career motivators

or indeed in their case career de-motivators regarding females' decisions in seeking promotion.

The model also acknowledges the facilitative approach in that an individual could also maintain equilibrium consisting of high levels of both home and occupational salience should the positive outcomes (e.g. lower levels of conflict between the salience of the two roles) outweigh any negative outcomes (e.g. depletion of energy/resources for one particular role – see point B in figure 2.5). For example, Bagger et al. (2008) found that if someone possessed high home salience, family interference with work was much less likely to lead to negative work-related outcomes

In summary the proposed model in figure 2.5 treats occupational and home salience as two constructs within the metaphorical kaleidoscope mentioned in Part III. Like any model which takes into account changes in life stages (e.g. birth and growth of dependents, impending retirement, stepping into roles with higher responsibility), figure 2.5 is proposed as a fluid model which captures a woman's home/occupational salience relationship at one point in time. The model acknowledges that as the labyrinth of a woman's career path depicted by Eagly and Carli (2007) experiences kaleidoscopic twists and turns, thus the occupational/home salience relationship will too.

Therefore this research study will examine the career experiences, home and occupational salience of female general staff. In addition, the presence of role and gender based subjective discrimination and changes in career motivation as a result of various career motivators will also be examined. Reasoning for examining these constructs lies in the research examples mentioned in the above sections, which suggest that the career boundaries around work and home are internally derived where the success an individual has in flexibly moving between the two could affect importance

placed on home and family, work and the setting of career goals (Winkel & Clayton, 2010).

Chapter Summary

A review of the constructs and variables examined above in relation to career motivation (e.g. subjective discrimination, occupational and home salience, and the type of career development sought) reinforces the power of identity in career decision making processes for university staff. A female general staff member may perceive discrimination when compared to her male general staff counterpart in terms of salary levels and being able to set and achieve realistic career goals. Her desire to advance in the organisation may be outweighed by the overwhelming experience of juggling multiple roles where she is expected to perform at work for less money and switch to carer mode at home for children or elderly parents.

Alternatively if asked to consider herself compared to another group e.g. female academic staff, her career resilience may suffer as a result of subjective discrimination. For example, resilience may reduce upon perceiving academic staff's straightforward promotion processes, their freedom to work flexibly from home and the appreciation given to their role. This resulting lack of resilience combined with a perceived lack of opportunities may also provide an interface with a reduced emphasis placed on the workplace and more salience placed on satisfaction and identities gained from activities outside of work.

The word 'may' is referenced multiple times in the summary above. This is because this is an exploratory study. There is little research solely on female general staff and their perception of other organisational groups, therefore how this may affect career exploration, occupational and home salience behaviour is unknown. As Mainiero and Sullivan (2005) note; asking if women are leaving organizations for home or

advancement reasons isn't a simple yes or no, but requires the examination of a complex relationship between non-work demands, social group and identity theory and career opportunities perceived by the females themselves.

The above summary of ideas and preceding literature review has aided in asking the following research questions:

- What career motivators do general staff women in New Zealand universities hold?

- Do New Zealand University general staff women experience 'subjective discrimination' in the workplace and if so, which are their primary comparison group?

The study may conclude that female general staff are very satisfied with their careers and opportunities for advancement with high levels of career motivation and occupational salience. However research must be conducted in order to determine if this is the case. Therefore the next section entitled 'Research Method' will outline the reasoning behind the research methodologies used to explore these questions.

Chapter 3: Research Method

The role of this chapter is to describe the research method employed in the current study. Firstly the epistemology is discussed, followed by a review of the survey design. The review includes information around how the sample was selected and collected and the measures used to formulate the questionnaire. Finally the statistical analyses proposed to answer the research questions and the results from those analyses are stated and described.

Epistemology

At the centre of any study design is its logic or rationale, where each piece of research follows a set of assumptions about the world, known as a paradigm (Keeves, 1997). For the researcher, these assumptions inform the view of the world they are examining, the individual's place in it, the range of possible relationships and the proper techniques for inquiring into that world (Punch, 2009).

The research approach used in this study was driven predominantly by the positivist paradigm, described by Nicholson (1996) as the simple view that social sciences can be built on the same model as the natural sciences. This definition can be further expanded using three paradigm characterizations suggested by Guba (1990):

Ontology:

What is the nature of reality? The basic belief system of positivism is based in a realist ontology where social reality is objective and individuals are considered responding agents to this objective environment (Matveev, 2002).

Epistemology:

Once a positivist epistemology has been adopted the researcher focuses on the objective, putting questions directly to the physical world and recording the responses (Guba, 1990).

Methodology:

According to the beliefs around a positivist paradigm, potential research bias is controlled for by only observing the physical world and avoiding the potential subjective influence from a researcher (Guba, 1990).

Baker (1992) alludes to criticism of positivism by researchers (e.g. Howe, 2009) who feel the positivist paradigm has created the idea of mythical practitioners who conduct value-free atheoretical research consisting of non-intrusive, totally objective observations of fellow humans. On the other hand, Nicholson (1996) and Bredo (2009) defend the use of the positivist paradigm within a social science context by explaining that positivism merely asserts the centrality of empirical propositions as a result of prior observation. This means theories exist which involve some of those propositions being interrelated in a logical manner and therefore some propositions (e.g. occupational salience) may imply other propositions (e.g. career motivation).

Following the assumptions of the positivist paradigm, female general staff were deemed to be individuals who are directly responding to motivators and barriers encountered during their career paths. However there was also the acknowledgement that as human researchers, some interpretation of observed results will occur and thus meaning will be imposed on these results in some form.

Although Howe (2009) argues that interpretation results in the loss of the pure scientific method where researchers cannot be fully objective with their work, Baker (1992) reassures his readers that there need not be a resulting rampant and

unconstrained subjectivism as scientists have begun to concede that data gathering is a theory laden process by where observations are spoken about more than the world itself. Matveev (2002) and Nicholson (1996) both agree that social science data gathering driven by positivism can avoid the potential paradigm risk of overgeneralisation by ensuring that concepts such as subjective discrimination, career motivation, occupational and home salience are defined carefully so they are reliable and valid in their conceptual inference of relationships.

In addition, Baker (1992) postulates that while research involving psychological concepts cannot be fully reducible to pure scientific positivism, the guiding principles of scientific methodology informs the systematic variation of methods which allow researchers to gradually distil the recurring from the transient. Using a positivist methodological approach with the questionnaire in this particular study allowed the minimisation of the researcher's own biases and subjective preferences by stating research questions in advance, counting and measuring responses and analysing these questionnaire responses with no contact with the actual people involved in the communication (Matveev, 2002).

Although positivism is not purely defined by measured relationships and mathematical models, many studies in the positivist paradigm involve one or the other or both (Nicholson, 1996). The positivist believes in the possibility of generalisation and the assumptions of the positivist paradigm in turn shaped a quantitative research design for the current study.

Research Design

The early social scientists were heavily influenced by the research procedures of those involved in the physical sciences and aimed to imitate the physical science procedures to build knowledge (Punch, 2009). In the 1950s and 60s due to ethical and

practical limitations on applicability, educational psychology researchers began to adjust their approaches to differentiate between two strands of quantitative design; experimental and non-experimental (Punch, 2009). Both strands possess the advantages of a quantitative design, with well-developed pre-specified frameworks, specific stating of the research problem, clear outlines of hypotheses, independent and dependent variables and the elimination/minimization of subjectivity (Matveev, 2002). However as the current study did not try to control research participant's perceptions of subjective discrimination, career motivation, occupational and home salience, employing a quantitative experimental questionnaire design could not be justified.

One weakness of the quantitative method as noted by Matveev (2002) is that outcomes are limited only to those variables outlined in the original research proposal due to closed type questions and structured format.

Survey Design

Survey design represents a design for research that is based on a particular logic of data collection and analysis for drawing conclusions about the social world (The University of Auckland, 2012). The most popular method of survey design is a questionnaire (deVaus, 2001) and so a cross-sectional self-administered electronic questionnaire was selected to collect data for the current study.

The area of interest is relatively under-researched therefore there was interest in collecting as many people's opinions as possible. Indeed Reinharz (cited in McLean, 1996) notes the value of a questionnaire lies in its ability to put a problem on the map by showing it is more widespread than previously thought. Sudman (2002) insists that there is no such thing as a single correct design and all research design represents a compromise directed by practical considerations such as limitations on time, budget and availability of data.

This study was restricted both in terms of time and budget, and a questionnaire allowed data to be collected quickly at a single point in time without costs yet reaching a large geographical area (Bryman, 2001). Fink (2009) notes the cheaper cost, growing familiarity and mobility of online questionnaires. However as acknowledged above regarding quantitative design, by selecting a questionnaire over an interview design, there are restrictions over being able to prompt and probe respondents (Bryman, 2001).

In administering a questionnaire the researcher has a choice of using existing instruments or developing new instruments to measure and collect data (Rosier, 1997). While there is benefit in the pre-development and validation of existing instruments, they may not have adequately operationalized the concepts needed for this particular study (Rosier, 1997). The study examined subjective discrimination, career motivation and occupational and home salience and to use the full pre-existing instruments for the latter three constructs would have resulted in a lengthy document increasing the risk of 'respondent fatigue' (Bryman, 2001).

Although there is limited systematic research on questionnaire length, deVaus (2012) suggests research has indicated that a lengthy document could result in refusal to participate, hence the desire to reduce excessive item numbers. A high degree of paraphrasing would have resulted from the combination of all scale items as career motivation, home and occupational salience scales all involve items around work, home and career. Additionally existing home and occupational salience scales also included items regarding home-making and marital status which was deemed old-fashioned in the current context. Thus the questionnaire was based on various sub-scales of pre-existing measurements with the development of scales from theory where no pre-existing or appropriate scale existed (see Appendix A). Open-ended questions were also included at each section, allowing the participants to comment more freely should they wish.

Recruitment and Selection

Sampling

A sample is a set of subjects selected from a population (Miller & Salkind, 2002). The goal of sampling is to select a sample where the sampling error (or difference between sample and the population characteristics) is minimised thus increasing the generalizability of the study. Purposive sampling was selected as a sampling method for this research. This method involves selecting a sub-group of the population where due to available information, they are likely to be informed around the objective of the study and can be judged to be representative of the total population (Sudman, 2002).

The Tertiary Education Union (TEU) was chosen as an appropriate sub-group of the female general staff population because it possesses over 1500 general staff women and every university in New Zealand includes at least one female TEU member (S.McNabb, personal communication, June 8, 2011). Because one point of contact with the TEU provided access to multiple participants across New Zealand, the costs of fieldwork and travel could be reduced (Miller & Salkind, 2002). In addition working through one external party (TEU) allowed the sampling in this study to progress quickly as opposed to lengthy time spent gaining permission from individual Human Resource departments in order to access their university staff. Miller and Salkind (2002) also note disadvantages due to the lack of measurement of variability and bias of estimates when using the sub-group method and caution that it requires strong knowledge of the population and sub-group selected.

In terms of its history the TEU represents over 12,000 staff in higher education institutions across New Zealand, was founded in 2009 and was established a result of the amalgamation of the Association of University Staff (AUS) and the Association of Staff in Tertiary Education (ASTE). The AUS was founded as the Association of

University Teachers (AUT) in 1923 and in 1992 a second merger, between AUT and the New Zealand University Technicians Union created AUS. The origins of ASTE arise from the incorporation of the Association of Teachers in Technical Institutes (ATTI) which was founded in 1960 (Tertiary Education Union, 2011a).

It was not practical to attempt to contact all female general staff across New Zealand universities and then select a random sample from this population. Rather the criteria established for this study were:

- Participants must be female

- Participants must be TEU members

- Participants must be classified as general staff as deemed by the working definition "Staff holding a general staff contract and employed in the office of the chancellors and vice chancellors, personnel services, accounting, auditing, purchasing, planning, marketing, technicians, recruitment, information technology, library and information management and web maintenance" (based on Gumport & Pusser, 1995).

Temporary contract and part-time staff were included if they met the above criteria.

Ethical considerations.

Empirical research collecting data from and about people invites ethical issues (Punch, 2009). Many people have become suspicious of questionnaires, fearing that the information they provide will be used inappropriately (Fink, 2009), particularly in this case where people are being asked to comment on aspects of their jobs. Approval from the Auckland University of Technology Ethics Committee (AUTEC) ensured ethical considerations regarding the research design and purpose had been recognized and addressed as discussed below and due approval was obtained for the current study.

Storage and privacy

According to Fink (2009), to ensure privacy all complete written questionnaires should be kept in locked files and only the researcher and in this case, the supervisor should have access to them. When using online software such as Survey Monkey the data in the system was kept private and confidential with researcher password only access and links are protected during transmission with an enhanced SSL encryption package.

Anonymity

Kraut et al., (2004) cautioned that researchers undertaking online methods of research need to clearly understand and explain whether individuals are identifiable or anonymous, especially when making use of software packages such as SurveyMonkey.com. Anonymity was selected for this project as the tertiary environment in New Zealand can be considered relatively small and lack of anonymity may have dissuaded some potential respondents from completing the questionnaire. This questionnaire used Survey Monkey and the Web Link Collector, which was configured not to save email or Internet Protocol addresses – this meant that none of the data received was able to be traced back to an individual's email or Internet Protocol address.

Informed consent

Williams (2005) stipulates that potential questionnaire participants must be given as much information as possible as to the purpose, design and method of the study if they are to make an informed choice (2005). Agreement to participate in this study was inferred by the respondent choosing to complete the online questionnaire via the Survey Monkey web link (Appendix C). Information about the study was available prior to answering the questions which included the declaration of anonymity and being informed of the participant's right to personally withdraw from the research at any time

by clicking on the Exit this Survey button. This material was also outlined in the information sheet attached to the introductory email from the TEU on behalf of the researchers which also informed participants that they may contact the researchers or TEU should they wish to receive a summary of the final results (see Appendix C).

Procedure – Survey Distribution

The link to the final questionnaire was emailed to the Women's Officer for the TEU along with the Information Sheet. The information sheet was embedded into the TEU website and both links were included in an introductory email sent out by the TEU Campaigns and Communications Officer (see Appendix C).

The final questionnaire link was emailed to all suitable potential respondents from the national TEU database, inviting them to click on the Survey Monkey link and answer the resulting questions within the timeframe of sixty two days. This email was sent from the TEU Campaigns and Communications platform on behalf of the researchers to all female members who were general staff at a New Zealand University (Appendix C). Emails were sent to all suitable potential respondents, which was in excess of 1500 and also included a follow up reminder email 31 days before the close of the questionnaire. This was because although issue salience has been attributed to higher response rates (e.g. Cook, Heath, & Thompson, 2000), email based research has not been found to reliably result in high response rates (Sheehan & McMillian, 1999).

Measures

Definitions

The operational definitions for both continuous and discrete variables for the study are outlined below.

Subjective Discrimination: The perception by an individual or group that his or her/their own situation is discriminating whether or not discrimination actually exists or occurs (Hopkins, 1980).

Organisational Group: The staffing group an individual belongs to, further broken down into gender i.e. female general staff, male general staff and female academic staff (characterized as academics via a contract with their institution).

Occupational Grouping: Participants are asked to self-identify their role with one of the following: administrative assistant, library staff, technician, marketing, human resources, financial, student support/life, information technology and web maintenance, equity, planning, project implementation, other (adapted and extended categories of Strachan et al., 1994).

Occupational Salience: The degree to which an individual a) agrees that their work is an important means of self-definition and/or personal satisfaction and b) shows a willingness to commit personal resources to assure success or develop the role (based on Amatea et al., 1986's Life Role Salience Scales).

Home Salience: The degree to which an individual a) agrees that life outside of work is an important means of self-definition and/or personal satisfaction and b) shows a willingness to commit personal resources to assure success or develop the role (based on Nevill & Super's (1986) Salience Inventory and Amatea, et. al's (1986) Life Role Salience Scales).

Career Motivation: A multidimensional construct internal to the individual, including individual characteristics and behaviours that reflect career identity, insight into factors affecting one's career and the determination to persist towards career goals (based on the definition by Noe et. al., 1990).

Measurement

Using the software package http://www.surveymonkey.com the questionnaire employed a combination of categorical scales for items such as age and level of education, biographical options for professional organisation membership and a five point Likert scale for attitudinal based items (e.g. career goals) (Fink, 2009). Survey

design resources typically suggest five or seven point Likert scales to be the most commonly used (e.g. Fink, 2003a). A five point scale was selected in this study because a) an odd number of scales acknowledges that respondents may in fact have a neutral attitude when answering the item (Sauro & Lewis, 2012) b) respondents would visually be able to see all options across just one line and c) Fink (2008) recommends the use of a five point scale for self-administered questionnaires. Comment boxes were available below each section to provide additional descriptive information for the results and were examined using content analysis.

Item generation

Although many of the constructs the research questions identified would be considered latent (hidden), latent trait theory suggests the trait's interaction with the environment would produce surface level observable indicators called 'items' (Punch, 2009). Fink (2006) suggests that all survey instruments, regardless of format should contain only items that are pertinent to the questionnaire's objectives and deVaus (2012) reminds us that what can be included in a questionnaire is almost without limit; however length of the questionnaire is a consideration.

As noted earlier these items have come from pre-existing sub-scales and relevant literature, which was important to ensure they were relevant overall to the constructs being measured.   To summarise the varying level of dimensions and variables being examined, Punch (2009) suggested creating a conceptual map that outlines the constructs being measured and the resulting items. For ease of reference, a full list of items used in the questionnaire is depicted in Appendix A, with the conceptual map of final constructs and their resulting items available in Appendix B.

Pilot questionnaire

Following Punch's (2009) suggestion a small subset of intended sample (e.g. career centre staff, equity office staff, administrative staff) (N = 15) were asked to view

the pilot questionnaire online and provide feedback on the items. Six staff responded with feedback and this resulted in a reduction/editing of items due to ambiguity or ease of response. A final copy of the questionnaire can be found in Appendix C.

Questionnaire Overview

Section One: Demographics

This section asked basic demographic information such as where the participant was employed whether they were a TEU member, how long they had worked in the sector, occupational group, role status (e.g. full-time/part-time), position location (faculty/central), grading, ethnicity, age, education and if they belonged to any professional organisation (see Appendix A).

Section Two: Career Experiences at the University

This section asked questions about the participant's career experiences at their current university including their knowledge of performance reviews, equal opportunity policies and their thoughts toward training, career progression opportunities and career path factors affecting them personally e.g. 'I believe career development can take forms other than promotion (e.g. secondment, rotation, shadowing)'. In addition this section also asked the women to identify various proposed plans of action in their careers for the next five years (e.g. leave sector, apply for higher grade promotion, possible career change) (see Appendix A).

Section Three: Subjective Discrimination

This section addressed subjective discrimination firstly by asking whether they felt general staff were discriminated against in any way and if so what it related to. Two matrixes were supplied based on the questions of Strachan et al. (1993) (items 44 & 45, Appendix A), asking the women to indicate what kind of advantage they felt as a female general staff member in comparison with male general staff and then female academic staff over eleven areas of work; Salary Rate, Hours of Work, Flexibility of Working

Hours, Physical Working Conditions, How Your Work is Valued, Challenge/Interest of the Job, Involvement in Decision-making, Working as One of a Team, Relationships with Senior Staff, Opportunities to Gain Qualifications and Opportunities for Personal and Professional Development.

Section Four: Career Motivation

This section was based on the questions of Noe et al. (1990) and London (1993) (Appendix A) and split the concept of career motivation into three sections: (i) career insight where questions were asked regarding the participant's realistic view of their career goals e.g. 'To what degree do you have a specific plans for achieving any career goals?' (ii) career identity where questions were asked regarding the women studying for further work-related qualifications and seeking extra work-related information e.g. 'I have taken courses towards a career-related qualification(s)' and (iii) career resilience where the ideas that the participants had designed better ways of doing their work, had felt they done a good job and were still able to suggest new ideas even after being opposed were examined e.g. 'To what extent do you look for opportunities to interact with influential people in your university?'.

Section Five: Occupational Salience

In this section the women answered questions about the importance of life within and outside of their work roles e.g. 'It is important to me that I have a job/career in which I can achieve something of importance'. Occupational Salience items were partly informed by items from the Life Role Salience Scales (Amatea et al., 1986) (Appendix A) and assessed by asking questions regarding the reward value of their work and the commitment involved in devoting time and effort to one's career.

Section Six: Home Salience

The Home Salience items contained a mixture of items from the Life Role Salience Scales (Amatea et al., 1986) and the Salience Inventory (Nevill & Super, 1986)

(Appendix A) and examined the value of being involved in community, family and other activities outside of the workplace as well as the participant's commitment toward that role e.g. I actively seek work that does not interfere with my extra-curricular activities'.

Reliability and Validity

Reliability

This can be basically defined as consistency and stability of the instrument over time (Punch, 2009). To test for this Cronbach's coefficient alpha (α) can be calculated to determine the extent to which the items are consistent with each other and can be written as a function of the number of construct items and the average inter-correlation among the items (Sauro & Lewis, 2012).

Validity

Although validity can be rather complex with differing types, Sauro & Lewis define it at a basic level as:

"To what extent does the instrument measures what it is supposed to measure?" (p. 187).

Face or content validity can be determined by allowing the survey to be reviewed by subject matter experts during the draft review and pilot test stage so that it includes everything it should and does not include anything it shouldn't (Litwin, 1995). Content validity is addressed by the current study by thoroughly defining the definition content (see Table 1.1 for working definitions) and developing indicators that sample from all areas of that content as shown in Appendix A.

Additionally construct validity is a measure of how meaningful the survey instrument is when in practical use (Litwin, 1995). Messick (1980) points out that the concept of validity has become oversimplified with the division of 'types' as seen above and that construct validity is the basic meaning of validity. He laments that many test

users focus on one type of validity as if any one type will do, rather than the specific inferences they intend to make from the scores.   Instead Messick notes that any inferences regarding prediction and test scores are based on some kind of underlying construct and suggests that resulting correlational patterns and factor structures should be assessed in comparison with other measures such as London's (1983) original Career Motivation scale. Litwin (1995) notes that such validity in its purest form can often only be determined after years of using the instrument. Technically then, any research involving a new instrument will initially lack that validity. The only method of increasing this type of validity is to replicate the study in future research. The author's hope is that the current study will be replicated in future work in order to build on that aspect of validity and further contribute to general staff-based research.

Analyses

This section aims to outline the data analyses chosen in order to answer the research questions. Reasoning is also provided as to why each method was or was not selected in the context of the current study.

Data screening

A total of 370 participants responded to the survey. Four participants and their corresponding data were immediately removed because they were not Tertiary Education Union members. Descriptive statistics were calculated on demographic, career based and predictor variables. Survey comments examined via content analysis were included with the quantitative results where relevant as additional descriptive information[1]. Item 8 'At what level is your role located?' was removed prior to the demographic analysis as it was clear that universities differed in their ranking systems of staffing levels, rendering the collected data as incomparable.

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[1] Quotations have been amended from the original regarding font and any identifying information or spelling where necessary

Research Question 1: Career Motivators

Career-based Constructs: Factor Analysis

In the interest of examining participant career motivators, exploratory factor analysis was used initially to examine any underlying structure(s) within items 44-78 and to observe any potential constructs pertaining to Career Motivation, Occupational and Home Salience and Subjective Discrimination (role and gender based).

Exploratory factor analysis was selected as a method because this was a unique study in that the questionnaire contained a combination of items from different areas not previously discussed together in research (e.g. theory-based Career Motivation scale items, amended Home/Occupational Salience scales and non-scaled items taken from research regarding Subjective Discrimination) but asking about similar areas (e.g. home, work and career), thus formalized hypotheses had not been set previously (Hair, Black, Babin, & Anderson, 2010).

The actual size and visual appearance of the distributions is important in assessing normality (Tabachnick & Fidell, 2001). As an initial step, responses to items 44-78 were mapped using histograms. Principal Axis Factoring was conducted on the remaining data in order to reduce the number of variables down into smaller components and assess the nature of factors (Warner, 2008). Factorability, multicollinearity (where variables are themselves, highly correlated, Tabachnick & Fidell, 2001) and sphericity (which requires that the variances for each set of difference scores are equal, Tabachnick & Fidell, 2001) were also assessed at this point.

Varimax rotation was selected for ease of interpretation because it simplifies the factors by making clear definitions between high and low loadings (Stevens, 2009) and is the most commonly used default method for exploratory factor analysis (Tabachnick & Fidell, 2001). Prior to conducting the Principal Axis Factor (PAF) analysis, a stringent criterion for factor loadings of .4 or higher was set (Hair et al., 2010). Internal

consistency for the resulting factor scales was calculated using Cronbach's alpha noting that values between .60 and .70 are considered lower level in terms of acceptability (Hair et al., 2010).

Summated scales were calculated from each factor by summing the value of each item and converting this to a percentage out of 100, including reverse scoring of any negative loading items. For example if Career Motivation items sum to a total of 30 and a respondent scores 21/30 than the final percentage score out of 100 would equate to 70%.

Motivator Prediction: Multiple Regression

Firstly the author deemed the factor analysis data to have met the assumptions for parametric analyses (where independent parameters are varied to observe the response of the dependent parameter, Punch, 2009).

Next correlation and multiple regression analyses were conducted across the resulting factor construct composite scores (dependent variables) and a group of ten predictor (independent variables) with significant results highlighted in the following results section.

Multiple linear regression analysis (MLR) was selected as an analytical method due to its ability to estimate the conditional expectation of the dependent variable when the independent variables are held fixed. In other words, MLR is able to identify career motivators held by the participants by examining whether any predictor variables (e.g. age) influence changes in career-related constructs (e.g. career motivation) when the remaining predictor variables are held fixed (Tabachnick & Fidell, 2001).

In the context of this study, the criteria for predictor variable selection was based on their relevance to career path (e.g. lateral career development), home-life (e.g. part-time/full-time), occupational role (e.g. role tenure) and a range of demographic

variables which, as the predictors change may be associated with changes in the dependent variables (Hair et al., 2010). (See Table 3.1 for the variable list).

Because eight of the ten variables were categorical, dummy coding was used to convert each level of these variables into replacement dichotomous variables so MLR could be used. For example the two level Full-time/Part-time variable was replaced with the dummy variable Full-time (0 – Yes, 1 – No) and the reference variable Part-time (0 – Yes, 1 – No) (Hair et al., 2010). Variables such as age can be either categorical or continuous, however are often treated as a categorical variable in research (Cavalcanti & Tavares, 2007). Categorization of the potentially continuous variables Age, Role and Sector Tenure was selected because the actual measurement of the variables was categorical, namely, participants were not asked to enter their own age, instead they selected from pre-determined categories.

The six dependent variables involved six separate tests and thus the Bonferroni correction was used where for six tests with a significance level of .05, the Bonferroni corrected significance level was set at .0083 (.05/6). While this correction limits the risk of Type 1 error involved in multiple significance tests, it must be noted that the procedure errs on the conservative side (Warner, 2008).

Due to the previous lack of previous research with general staff, (especially relating to career-based constructs), a conservative approach was selected to reduce the potential of inflated results because a) the Bonferroni Correction is an acceptable method when searching for signification associations without pre-established hypotheses (Gatenby & Humphries, 2000) and b) statistical caution was preferred with the exploratory and master's level nature of this study.

The threats to linearity, normality and homoscedasticity (property of a set of random variables where each variable has the same finite variance, Tabachnick &

Fidell, 2001) were assessed by examining a residual scatterplot between the set of predictor variables and each dependent variable (Hair et al., 2010).

Multicollinearity was assessed by examining the variance inflation factors (VIF) for each set of regression tests. The common cut off is noted as 10 (Hair et al., 2010), however the cut-off for this study was set between 3 and 5 which was acknowledged to be a more stringent range by Hair (2010).

Testing Home versus Occupational Salience

To examine the relationship between Home and Occupational Salience in the sample, a paired samples t-test was employed. The t-test compared the mean scores of Home Salience percentage scores with Occupational Salience percentage scores for the same participants, and was conducted after assessing a normal distribution using a Q-Q plot. One of the major factors from the initial analysis was Community Salience. Consequently a paired samples t-test was also conducted with Occupational Salience percentage scores after assessing the normal distribution of Community Salience percentage scores using a Q-Q plot.

Table 3.1

List of Predictor Variables Analysed via Multiple Regression

Item #	Predictor Variable	Levels
20	In terms of my own career ambitions, there is a clear career path at my university that I believe I can realistically follow.	Disagree
		Undecided
		Agree
23	I feel that at least some of the above options are available to me in my current position.	Disagree
		Undecided
		Agree
7	Please indicate where your position is located within the university:	Faculty Level
		Central Administration
		Library Staff
		Research Centre
5	Please indicate which occupational group the majority of your role falls into: (a)	Administrative Support
		Library Staff
		Admissions & Regulations
		Academic Programmes
		Shared Services
		Strategic Planning & Quality Assurance
		Student Support
9	What ethnicity do you identify with? (b)	New Zealand Māori
		New Zealander
		Other
11	What is your highest educational qualification? (c)	University Entrance or below
		Tertiary Level Undergraduate/Diploma
		Tertiary Level Postgraduate
3	How long have you worked in the tertiary sector? (d)	Short (5 years or less)
		Medium (6-15 years)
		Long (16 + years)
4	How long have you been in your present position? (e)	Short (under 2 years)
		Medium (2-6 years)
		Long (7 + years)
6	Please indicate whether your role is currently:	Full-time
		Part-time
10	Please indicate your age group (years): (f)	<30
		30-49
		50+

a) *Roles were condensed into seven categories based on respondent answers*
b) *Ethnicity was condensed into three categories because ethnicities in addition to New Zealanders involved multiple categories with few participants in each*
c) *Qualifications were categorised depending on levels to indicate whether a participants had school level, undergraduate or postgraduate qualifications*
d) *Participants were condensed into short, medium and long sector tenure for ease of analysis*
e) *Participants were condensed into short, medium and long role tenure for ease of analysis*
f) *Participants were condensed into three age groups for ease of analysis*

Research Question 2: Subjective Discrimination

Subjective Discrimination – Personal versus Group

Whether the participants felt they had personally experienced discrimination at work was assessed in section 3 (Appendix A, items 44 & 45) The section asked the questions 'In comparison with Male General Staff – what kind of advantage do you feel as a general staff woman in terms of:' and listed eleven career and work based areas of comparison to examine the presence of personal subjective discrimination (see Section 3, Appendix A). The same was done asking the participants to compare themselves to Female Academic Staff.

The results for 'Strong Advantage/Disadvantage' and 'Some Advantage/Disadvantage' were condensed into simply Disadvantage or Advantage for analysis. Frequency tables of their responses gave an indication as to whether the women felt an advantage, disadvantage or neither on each area comparing to each of the two other organisational groups.

Whether the respondents felt general staff experienced discrimination as a group was assessed via the questions 'Do you feel general staff are discriminated against in any way and if so please indicate what the discrimination was related to' (Appendix A, Items 40 & 41) were asked and a frequency percentage table outlined the responses.

Two independent samples t–tests were conducted to see if participants were more likely to report one type of discrimination than the other (e.g. personal versus group based). Although the two sets of data for each test came from the same population, a decision was made to employ an independent samples t-test because the respondents may have differed between the two questions and a paired sample was not appropriate due to the item formats being different (e.g. percentage score versus categorical).

The t-tests examined a) there was a significant difference in the mean scores of participant's SD-Role percentage scores and those who thought general staff were discriminated against due to role (SD-Group (Role)) and b) if there was a significant difference between SD-Gender percentage scores and those who thought general staff were discriminated due to gender (SD-Group (Gender)).

The assumptions of homogeneity of variance and a normal distribution were screened for using the Levene's test and a Q-Q plot (Warner, 2008).

Subjective Discrimination: Gender versus Role

Participants scored on both SD-Role and SD-Gender, therefore a paired samples t-test was employed to statistically evaluate whether participants experienced different levels of subjective discrimination when comparing themselves to Female Academic Staff and Male General Staff. The t-test compared the mean scores of SD-Role percentage scores with SD-Gender percentage scores for the participants, and was conducted after assessing a normal distribution using a Q-Q plot.

Chapter Summary

How the sample was selected and collected, the measurements used and the development of the questionnaire were stated in this chapter. In addition the reasoning behind the use of the selected statistical methods was provided with the results of these analyses described in Chapter 4 below.

Chapter 4: Results

The current chapter outlines the results of the analyses stated in Chapter 3. Firstly the demographic range of the data is described along with the respondents' answers to career based questions around areas such as professional development and job re-grading. Secondly the results of the factor analysis are discussed in respect to items contributing to career motivation, home, occupational and community salience and subjective discrimination. Thirdly career motivators arising from the regression analysis are presented in respect to research question one. Finally the results of the t-tests are discussed in respect to research question two regarding subjective discrimination.

Data Screening

Descriptive statistics were calculated for all demographic and predictor variables (see Tables 4.1 and 4.2). The variable categories for Sector Tenure, Role Tenure, Occupation, Full-time/Part-time, Ethnicity, Age and Education Level were condensed on a logical basis to seven levels or less for each variable to allow a more manageable set of data and simplify further analysis. Career variables from Section 2 were also simplified with scales for items 14-23 and 35 being condensed (see Appendix A).

Demographic Data

In an effort to profile the 'typical' respondent, descriptive statistics were calculated for the demographic data (see Table 4.1).

Table 4.1
Summary of the Demographic Variables

Variable	Variable Levels	N	Percent
Sector Tenure	Short (5 years or less)	82	22.5
	Medium (6 - 15 years)	173	47.4
	Long (16 years +)	110	30.1
	Missing	26	
Role Tenure	Short (Up to 2 years)	55	15.1
	Medium (Between 2 & 6 years)	167	45.8
	Long (7 years +)	143	39.2
	Missing	26	
Occupation	Admin Support	123	33.9
	Library	71	19.6
	Admissions & Regulations	2	0.6
	Academic Programmes	53	14.6
	Shared Services	72	19.8
	Strategic Planning & Quality Assurance	13	3.6
	Student Support	29	8.0
	Missing	2	
Full-time/Part-time	Full-time	303	83.0
	Part-time	62	17.0
	Missing	26	
Role Location	Faculty	163	45.2
	Central Admin	131	36.3
	Library	50	13.9
	Research Centre	6	1.7
	Other	11	3.0
	Missing	4	
Ethnicity	NZ Māori	18	4.9
	NZ	290	79.5
	Other (e.g. Indian, Chinese, United Kingdom, Samoa)	57	15.6
	Missing	26	
Age	< 30	25	6.8
	30 - 49	179	49.0
	50+	161	44.1
	Missing	26	
Education Level	University Entrance or below	55	15.1
	Tertiary Level U/G/Diploma	164	44.9
	Tertiary Level P/G	146	40.0
	Missing	26	
Professional Organisation Membership	Yes	121	33.7
	No	238	66.3
	Missing	6	

The 'typical' respondent to the questionnaire had been in the higher education sector for between 6 and 15 years (47.4%), had been in their current role for between 2 and 6 years (45.8%), considered themselves to be in an Administrative Support role (33.9%) which was full-time (83%) and located at the Faculty level (45.2%). She identified herself as a New Zealander (79.5%), was aged between 30 and 49 years (49%), possessed a tertiary level qualification at the undergraduate or diploma level (44.9%) and was not likely to belong to a professional body (66.3%).

Career Based Variables

A relatively high response rate from the online questionnaire indicated the participating women felt strongly about being represented in the higher education research "This questionnaire has highlighted many areas of concern that I have voiced over the many years I have worked at UNIVERSITY[2]"

The participants were asked a range of questions about their careers within their university including information about re-grading applications and training. A good spread of responses emerged when participants were questioned about the presence of career opportunities for their individual roles and universities. When broken down by occupational group, respondents who most frequently disagreed there were career options were based in Student Support (75%), Academic Programmes (74.5%) and Administrative Support (69.5%) with those based in the Library experiencing the least disagreement (45.6%) and the highest agreement (30.9%) (Table 4.2).

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[2] University name has been omitted to avoid any potential participant identification

Table 4.2
Data summary of Clear Career Path at My University sorted by Occupational Group.

Occupational Group	Frequency	Disagree (%)	Frequency	Agree (%)
Student Support	21	75.0	0	0.0
Academic Programmes	38	74.5	7	13.7
Administrative Support	82	69.5	14	11.9
Strategic Planning & Quality Assurance	23	69.2	1	7.7
Shared Services	41	59.4	7	10.1
Admissions & Regulations	1	50.0	0	0.0
Library	31	45.6	21	30.9

Note: In answer to the question *"In terms of my own career ambitions, there is a clear career path at my university that I believe I can realistically follow."*

Summarising this overall career data in Table 4.3, 70.3% of the participants viewed their current position at their university as contributing to their career with a total of 63.5% disagreeing that there was a clear career path at the university they could realistically follow.

In spite of the perceived lack of career path, more than half of respondents (57.9%) felt they had been promoted in some way since joining the university and 45.3% were familiar with their employer's equal opportunities policies. A total of 42.5% would make an appointment to see a career specialist at the university with an additional 41.6% indicating that 'maybe' they would.

Over seventy-five percent of respondents (78.7%) believed career development could take forms other than promotion (e.g. secondment) and 30.9% agreed that these options were available to them in their current position with half (49.9%) indicating they felt the options were not available to them.

Table 4.3
Summary of the Career Based Variables

Variable	Disagree (%)	Undecided (%)	Agree (%)	N
Item 14 - Current role contributes to career	12.8	16.9	70.3	350
Item 15 - Has experienced promotion	34.4	7.7	57.9	349
Item 19 - Equal Opportunities policies familiar	27	27.6	45.3	351
Item 20 – Realistic career path is present	63.5	22.2	12.8	351
Item 36 - Staff promoted due to "who they know"	20.5	38.3	41.2	342
Item 37 - University respects accomplishments as a general staff member	38.6	26.9	34.5	342
Item 38 - Viewpoint heard if repeated by academic staff member	19.4	17.6	51.9	341
Item 39 - The university respects the accomplishments of academic staff members	3.3	13.5	83.2	340

	Yes (%)	No (%)	Maybe (%)	
Item 24 - Would make career appointment	42.5	16	41.6	351

	Yes (%)	No (%)		
Item 25 - Re-grading application made	32	68		347
Item 26 - Re-grading application successful	52.8	47.2		108
Item 27 - Applied for higher grade position	41.5	58.5		328
Item 28 - Higher grade application successful	48.2	51.8		141
Item 31 - Training and Development offered	84.9	15.1		350
Item 32 - Voluntary training attended	91.4	8.6		347

	Yes (%)	No (%)	Somewhat (%)	
Item 33 - Training encouraged by manager	53.4	21	25.6	348

Two thirds of the sample (64.7%) agreed they were familiar with the promotion processes at their university however only 12% agreed with the statement 'I am happy with my university's current process of promotion and grading'. A majority of respondents (87.7%) were familiar with the performance review process at their university with 41.2% indicating they felt comfortable, and 39.8% indicating they did

not feel comfortable with the use of self-promotion during performance reviews (Table 4.3).

Regarding re-grading and new role applications, 32% had made an application for re-grading in the past with half (52.8%) of these applicants being successful. Of the 41% who had applied for a higher grade position, 48.2% were successful in their applications.

In terms of training and professional development, 84.9% had been offered training and development by their university in the last two years. Most respondents (91.4%) had attended voluntary training within their roles with a total of 53.4% being actively encouraged, and 25.6% somewhat encouraged by their managers to attend training and development courses (Table 4.3).

When asked about their roles as general staff compared to academic staff, 51.9% of the respondents agreed that the viewpoint of a general staff member was often not heard at a meeting until it was repeated by an academic staff member. Additionally when asked if the university respected the accomplishments of both organisational groups, 83.2% of the respondents agreed those of academic staff were respected yet only 34.5% agreed that those of general staff were respected (compared to Disagree, 38.6% and Undecided, 26.9%) (Table 4.3).

In addition to the career data, participants were also asked to given an indication as to what their career plans for the next five years may entail as well as indicate whether various factors had personally affected their career path (Section 2, Appendix A).

Table 4.4
Data summary in answer to the question "Do you personally feel that your career path has been affected by the following:"

Variable	Negative Effect (%)	No Effect (%)	Positive Effect (%)	N
Relationship with manager	28.4	19.9	51.6	331
Gender	24.4	70.8	4.8	332
Age	21.5	70.4	8.1	335
Ethnicity	7.1	87.5	5.4	336
Family Responsibilities	26.8	67.9	5.3	336
Lack of suitable qualifications	26.6	68.1	5.3	335
Confidence in my abilities	35.3	27.6	37.1	337
Lack of suitable openings to advance too	66.8	24.9	8.3	334
Having my skills recognised	34.5	26.1	39.5	333

Table 4.4 summarises the responses to items about the participants' career paths with the highest proportion of participants indicating that personally their career paths had been positively affected by their relationship with their manager (51.6%), confidence in their abilities (37.1%) and having their skills recognised (39.5%). Having a lack of suitable openings to advance to was seen to have a negative affect for third thirds (66.8%) of the respondents while somewhat surprisingly other factors (gender, age, ethnicity, family responsibilities and lack of suitable qualifications) were deemed to have an effect on career paths by a quarter of the respondents.

The plans for future career moves indicated by respondents included leaving the university sector completely (10%), a possible career change (13%), seeking a higher role within the university either outside the department/faculty (14%) or within their department/faculty (18%) or no change at all (17%) (Table 4.5). Respondents were able to indicate more than one plan hence the total frequency of 606 and a total of 41% respondents indicated a plan that involved leaving the university (excluding Resign from current job) either temporarily or permanently.

Table 4.5
Data Summary of Participant Five Year Plan Indication

Five Year Plan Indication	Frequency	Percent
Seek higher grade level role within department/faculty	109	18
No change planned	101	17
Seek higher grade level role within university but outside department/faculty	85	14
Possible career change	80	13
Leave the university sector	61	10
Seek role in another university at a higher grade level	55	9
Resign from my current job	35	6
Retire from the university sector	26	4
Seek role in this university at the same grade level	25	4
Seek role in another university at the same grade level	17	3
Take a leave of absence	12	2
Total	606	100

Note: Participants were able to indicate more than one plan resulting in a total N of 606

Questionnaire Comments

In line with the significant governmental funding deficits identified in Chapter 2, a strong awareness and frustration around university funding and restructuring was immediately apparent via content analysis in the optional questionnaire comment sections. Like the remainder of the data, the comments were anonymous where individual participants were unable to be identified. Information was omitted should a comment make reference to information that may identify a particular university. In addition to answering questions about their careers and situations when compared to female academic and male general staff, many chose to also articulate their frustrations around the constant state of 'flux' (as termed by two participants) experienced by both themselves and their university colleagues.

Participants described work situations that involved a roller-coaster of occupational changes due to down-sizing and departmental reshuffles including comments like "I was promoted to a higher banding for a few months, but then down-banded again due to restructuring" and "With the degree of restructuring that seems to constantly be happening, I expect to get made redundant one day".

Many felt that department restructuring would be the main influence regarding any future career considerations "Undergoing merger, keeping options open for career opportunities as we know things are changing" .

For some participants this was a reason to pause all career-related thoughts:

"I don't really know where our new dept. is headed at the moment, and the people that will be there to work with that I enjoy working with, so am a bit reluctant to put in time and effort to pursue anything further at present."

"I don't view my job as a "career". I really like it. But I don't expect it to last. While I will work very hard for short-term ""job"" development, I do not want to invest in a "career" that could be taken away from me at any moment

A large proportion of the restructuring comments were not as passive, with some comments heavy with emotion and at times, resentment "Having had my career destroyed after 35 years by being restructured, I now have little interest in rebuilding".

For many participants the difference between their past experience and how they saw the organisation today served as a reference point when considering their career paths across the years:

"I feel that I have been able to have a reasonable and satisfying career within the Uni but I would not recommend it for younger people as the continual de-professionalisation and constant reorganisation make it a stressful place to work without many of the benefits that previously existed.".

Participants who chose to mention Canterbury University and the 2010 September earthquake highlighted that such a massive and unexpected natural disaster will ultimately have a flow-down effect on employment and perhaps alter previous career plans. For example participants commented "Due to earthquakes in Christchurch, it makes it highly improbable that suitable positions will become vacant, jobs are being lost and not replaced" and "I had begun to prepare for re-grading application, but then the earthquake happened and it all got too hard, and to be honest I doubt the effort will be rewarded".

In the following section, results pertaining to the first research question 'what career motivators do general staff women in New Zealand hold?' are discussed. This includes reporting on the resulting contracts from the factor analysis and the influence had by the predictor variables on these constructs via multiple linear regression analysis.

Research Question 1: Career Motivators

Factor Analysis

Items 48, 49, 63, 64 and 66 (refer to Table 4.6) were deleted prior to extraction due to presenting as bimodal variables (Figure 4.1.)
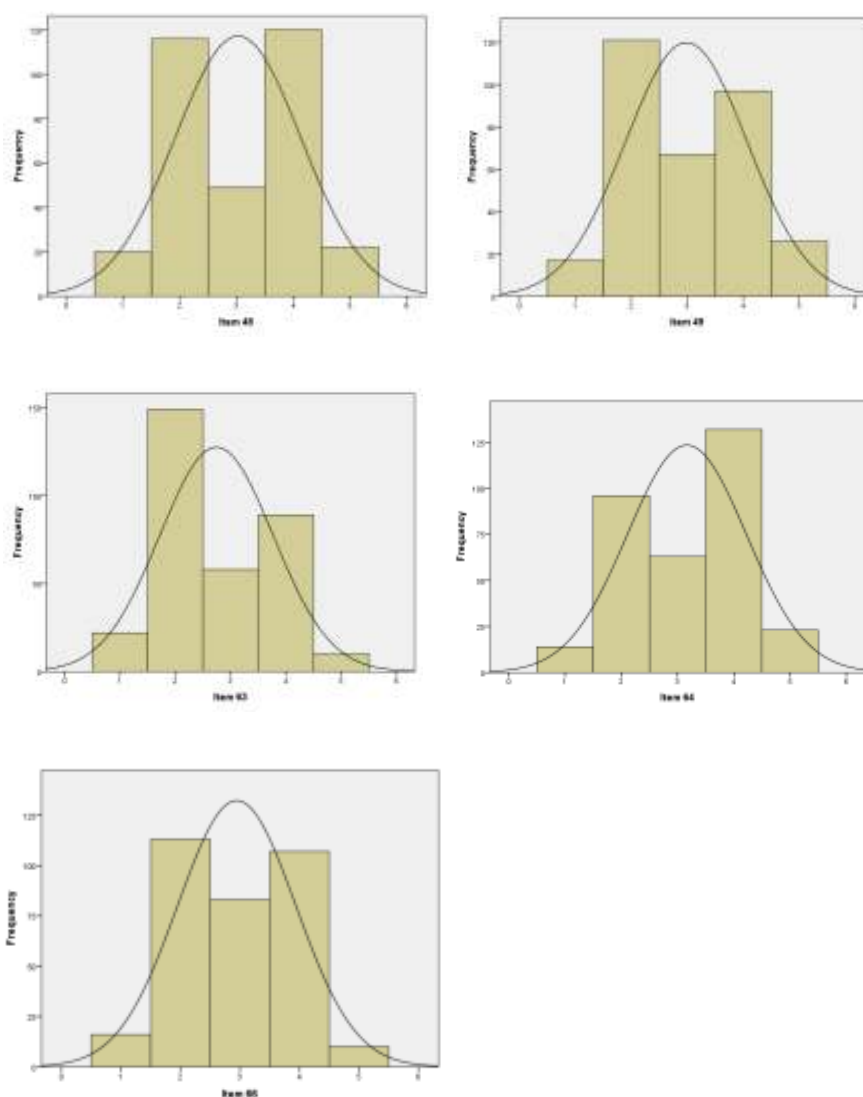
Figure 4.1. Histograms showing bimodal data for Items 48, 49, 63, 64 and 66.

The items provided attitudinal information where participants: i) agreed and disagreed equally that they spent free time on activities to help their job and wanted to work but not have demanding careers ii) disagreed with joining professional organisations to help their jobs and expecting job/careers to give them more satisfaction than anything else and iii) agreed that building a name and reputation for themselves through work/career was one of their life goals. However as the items did not fulfil the analytical requirements of a 'normal' curve they were not able to be included in subsequent analyses.

Noting Kline's caution (1994) that items could load unrealistically onto factors if they were paraphrases of other items e.g. 'I seek extra information regarding university affairs' and 'I seek developments specifically within my field at the university', items 50 and 51 were removed for paraphrasing item 56 ('To what extent do you look for opportunities to interact with influential people in your university?'. A summary of the removed items can be found in Table 4.6. Item 75 was also removed as questionnaire comments indicated there was some confusion with the item and thus the validity of the item was in question "Why does 75 suddenly ask about studying? I've never studied part-time, but I think it is a good thing".

Table 4.6
Items Removed From Questionnaire Including Item Descriptions

Item Number	Item Description
48	I spend my free time on activities that will help my job.
49	I join professional organizations related to my career goal(s).
50	I seek extra information regarding university affairs.
51	I seek developments specifically within my field at the university.
63	I expect my job/career to give me more real satisfaction than anything else I do.
64	Building a name and reputation for myself through work/career is one of my life goals.
66	I want to work, but I do not want to have a demanding career.
75	Studying part-time requires many sacrifices but I think the end result is worth it.

The minimum amount of data for factor analysis was satisfied, with a final sample size of 335 (using listwise deletion), providing a ratio of over eight cases per variable (Tabachnick & Fidell, 2001).

Principal Axis Factoring (PAF) was used to examine the 44 remaining items proposing to assess aspect of Subjective Discrimination, Career Motivation, Occupational Salience and Home Salience in SPSS. These analyses provided information regarding factorability, multicollinearity, singularity, likely number of factors extracted and items that might be excluded from subsequent analysis.

Firstly, it was observed that 40 of the 44 items correlated at least .3 with at least one other item, suggesting reasonable factorability. Secondly, the Kaiser-Meyer-Olkin measure of sampling adequacy was .82, above the commonly recommended value of .6, and Bartlett's test of sphericity was significant ($\chi2$ (741) = 4421.98, p < .001) meaning the data is likely to factor well based on correlation and partial correlation.

Principal Axis Factoring (PAF) showed the largest squared multiple correlation (SMC) between variables where each, in turn serves as DV for the others to be 0.742, not overly close to 1 thus multicollinearity was not a threat in this data set (Table 4.8). Given these overall indicators, factor analysis was deemed to be suitable with all 44 items.

Initial eigen values in the PAF indicated that the first six factors explained 20.20%, 10.91%. 7.46%. 6.4%, 4.4% and 4.01% of the variance respectively. The seventh, eighth, ninth, tenth and eleventh factors had eigen values between .9 and 1.35 and each explained between 2.3% and 3.44% of the variance (see Table 4.7).

PAF solutions for seven, eight and nine factors were each examined using varimax rotation of the factor loading matrix. The six factor solution, which explained 53.44% of the variance, was preferred because of: (a) the 'levelling off' of eigen values on the scree plot after six factors (Stevens 2009) (see Figure 4.2); and (b) the

insufficient number of primary loadings and difficulty of interpreting the seventh factor

and subsequent factors.

Table 4.7
Total Variance Explained Based on a Principal Axis Factoring Solution with Varimax Rotation for up to Eleven Components

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.876	20.196	20.196	4.847	12.427	12.427
2	4.253	10.906	31.102	4.805	12.321	24.748
3	2.907	7.455	38.557	2.596	6.657	31.406
4	2.497	6.403	44.959	2.374	6.086	37.492
5	1.717	4.403	49.362	1.638	4.200	41.692
6	1.590	4.078	53.440	1.455	3.729	45.421
7	1.343	3.443	56.883			
8	1.260	3.232	60.115			
9	1.108	2.842	62.957			
10	.965	2.474	65.431			
11	.909	2.330	67.761			
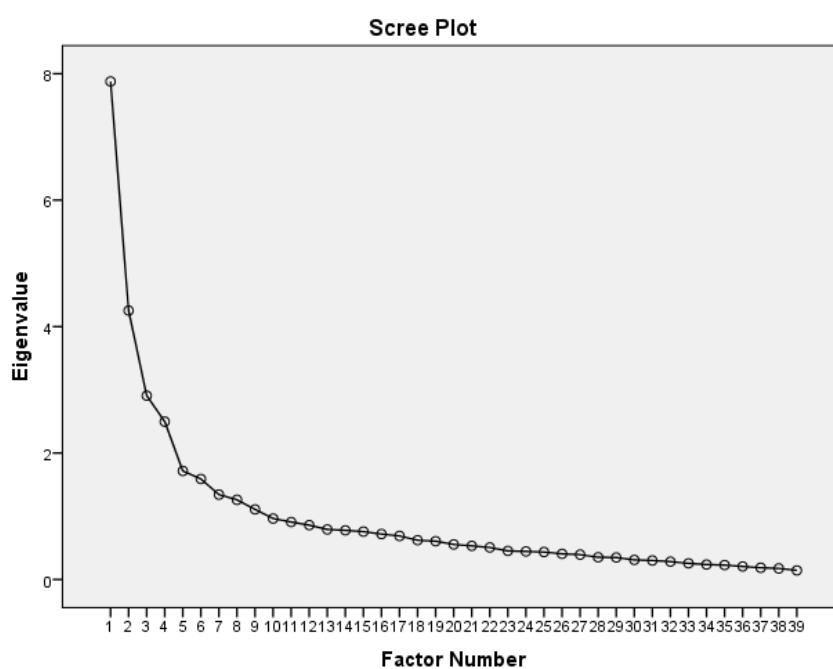
Figure 4.2. Scree plot showing a noticeable drop in eigenvalue after the sixth component for PAF factor analysis with varimax rotation.

A total of five items (44 Flexibility of Working Hours, 45 Teamwork, 47, 52 and 77) were eliminated because they did not contribute to a simple factor structure and failed to meet a minimum criteria of having a primary factor loading of .4 or above.

The items 52 'To what extent do you believe other people when they tell you that you have done a good job?', 47 'I have taken courses towards a career-related qualification', 77 'I actively seek work that does not interfere with my extra-curricular activities' and 45 'In comparison with Female Academic Staff what kind of advantage do you feel in terms of working as part of a team?' did not load above .4 on any factor. The item 44 'In comparison with Male General Staff what kind of advantage do you feel in terms of flexibility of working hours?' had similar factor loadings (between .421 and -.463), on factors two and six.

The factor loading matrix for the final solution using Principal Axis Factoring (PAF) is presented in Table 4.8. All items in this analysis had primary loadings over .4 and used the varimax rotation.

Reliability

Career motivation.

The factor label suggested by London (1983) was suitable for the extracted factor, however Career Identity items did not load significantly onto this factor and a decision was made to retain the resulting factor as a whole rather than break it down into sub-scales (e.g. Career Insight, Career Resilience) (Table 4.8).

Home salience.

The factor label based on the work of Amatea (1986) examining the importance of life outside of work was retained to describe activities involving family (Table 4.8).

Table 4.8

Factor Loadings and Communalities Based on PAF with Varimax Rotation for 39 Items (N = 335)

	Factor						Communalities
	1	2	3	4	5	6	Initial
SD Role Work Value	0.83						0.74
SD Role Salary Rate	0.76						0.63
SD Role Decision Making Involvement	0.73						0.68
SD Role Flexibility of Hours	0.7						0.65
SD Role Challenge/Interest of job	0.67						0.55
SD Role Personal/Prof Development Op	0.64						0.68
SD Role Senior Staff Relationships	0.63						0.63
SD Role Qual Gaining Opportunities	0.61						0.62
SD Role Hours of Work	0.5						0.55
SD Role Physical Working Conditions	0.46						0.44
SD Gender Decision Making Involvement		0.79					0.71
SD Gender Work Value		0.73					0.68
SD Gender Senior Staff Relationships		0.72					0.6
SD Gender Challenge/Interest of job		0.66					0.53
SD Gender Team Work		0.63					0.48
SD Gender Personal/Prof Development Op		0.63					0.66
SD Gender SalaryRate		0.62					0.62
SD Gender Physical Working Conditions		0.6					0.5
SD Gender Qual Gaining Opportunities		0.59					0.58
SD Gender Hours of Work		0.54					0.41
Item 67 - OS - Role Commitment			0.7				0.53
Item 68 - OS - Role Commitment			0.69				0.5
Item 59 - CM - Insight			0.55				0.53
Item 60 - CM - Insight			0.49				0.48
Item 56 - CM Resilience			0.48				0.45
Item 65 - OS - Reward Value			0.46				0.31
Item 76 - HS - Role Commitment			0.42				0.36
Item 72 - HS			0.4				0.34
Item 57 - CM - Resilience				0.69			0.48
Item 54 - CM - Resilience				0.65			0.49
Item 58 - CM - Resilience				0.55			0.43
Item 61 - CM - Insight				0.52			0.37
Item 55 - CM - Resilience				0.47			0.38
Item 53 - CM - Resilience				0.45			0.4
Item 78 - HS - Role Commitment					0.7		0.44
Item 74 - HS - Reward Value					0.69		0.45
Item 70 - HS - Reward Value					0.64		0.4
Item 73 - HS - Volunteer						0.78	0.55
Item 71 - HS - Community						0.72	0.55

A further two items relating to life outside of work and home 'The idea of allocating time to services within my community and outside of the university is attractive to me' and 'I value being involved in voluntary work outside of the university' loaded on a separate factor (Table 4.9) which was labelled Community Salience for its emphasis on voluntary work as opposed to paid employment.

Occupational salience.

The factor label inspired by (Amatea et al., 1986) was retained to describe the importance of work based activities however three items from London's (1983) Career Motivation scale, two from Insight 'To what degree do you have a specific plan for achieving any career goals?', 'To what degree have you taken the initiative to discuss your career goals with your manager?' and one item from Resilience 'To what extend do you look for opportunities to interact with influential people in your university?' as well as one item from the occupational/home salience literature 'I like spending time with my family and friends but feel my work is just as important' also loaded onto the factor (Table 4.8).

Subjective discrimination.

The factor labels outlined in the methodology (influenced by Strachan et al., 1994) for both Role Based and Gender Based Subjective Discrimination factors suited the extracted factors and were retained to describe the items (see Table 4.8).

Internal consistency for each of the scales was examined using Cronbach's alpha. The alphas were high to moderate: .88 for Subjective Discrimination - Gender Based (10 items), .90 for Subjective Discrimination - Role Based (10 items), .76 for Career Motivation (6 items), .70 for Occupational Salience (7 items, .73 for Home Salience (3 items) and .83 for Community Salience (2 items) (Table 4.10). The scales were assessed using Scale if Item Deleted option in the PASW statistical package and

no substantial increases in alpha for any of the scales could have been achieved by eliminating more items.

Although only two items loaded onto Community Salience, these two items were highly correlated (.68) and Tabachnick (2001) suggests that while a two-item factor should be examined with caution, if the two variables are highly correlated with each other but no other items the factor may be reliable. All other items had low correlations with both Community Salience items 71 and 73, with item 70 correlating the highest with item 71 (.17) and item 74 with item 73 (.21).

Composite scores were created for each of the six factors, based on the sum of the items which had their primary loadings on each factor which were then converted into a percentage out of 100. Higher scores indicated a greater degree of Subjective Discrimination (Role and Gender), Career Motivation and Occupational, Community and Home Salience. Descriptive statistics for the composite scores are presented in Table 4.10.

Table 4.9

Confirmed Factors with Item Sets Based on a Principal Axis Factoring Solution with Varimax Rotation for 39 Items (N = 335)

Factor	Item #	Description
Subjective Discrimination - Role	44	In comparison with FEMALE ACADEMIC STAFF - what kind of advantage do you feel as a general staff woman in terms of:
		How your work is valued
		Salary rate
		Involvement in decision-making
		Flexibility of working hours
		Challenge/interest of the job
		Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)
		Relationships with senior university staff
		Opportunities to gain qualifications
		Hours of work
		Physical working conditions
Subjective Discrimination - Gender	45	In comparison with MALE GENERAL STAFF - what kind of advantage do you feel as a general staff woman in terms of:
		Involvement in decision-making
		How your work is valued
		Relationships with senior university staff
		Challenge/interest of the job
		Working as one of a team
		Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)
		Salary rate
		Physical working conditions
		Opportunities to gain qualifications
		Hours of work
Occupational Salience	67	I value being involved in a career and expect to devote the time and effort needed to develop it.

68	I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.
59	To what degree do you have a specific plan for achieving any career goals?
60	To what degree have you taken the initiative to discuss your career goals with your manager?
56	To what extent do you look for opportunities to interact with influential people in your university?
65	It is important to me that I have a job/career in which I can achieve something of importance.
76	It is important to me to have some time for myself and my own professional development in lieu of spending large amounts of time with family.
72	I like spending time with my family and friends but feel my work is just as important.
Career Motivation	
57	To what extent have you created processes to accomplish jobs without waiting for your manager?
54	To what extent have you designed better ways of doing your work?
58	To what extent have you evaluated your job performance against personal standards rather than comparing it with what others do?
61	To what degree do you feel you are aware of your skill strengths and weaknesses?
55	To what extent have you still made work-based suggestions to others even if they have disagreed with you in the past?
53	To what extent do you set difficult but not impossible work goals?
Home Salience	
78	I plan to or expect to continue devoting a significant amount of my time and energy being involved in my family.
74	Although family involvement outside of work requires energy and time, the love and enjoyment of family experiences are worth it all.
70	It is important to me to feel I am a participating member of my family.
Community Salience	
73	I value being involved in voluntary work outside of the university.
71	The idea of allocating time to services within my community and outside of the university is attractive to me.

Table 4.10

Descriptive Data for each Factor Composite Score including Item and Sample Number, Cronbach's Alpha, Mean, Standard Deviation and Correlations between Factor Composite Scores.

Factor		Item #	N	Mean	SD	α	1	2	3	4	5	6
1	Career Motivation	6	329	73.75	11.98	0.76						
2	Community Salience	2	324	74.94	16.02	0.83	*.109					
3	Occupational Salience	8	329	63.85	11.19	0.74	**.438	0.03				
4	Home Salience	3	324	84.71	12.79	0.73	-0.00	**.208	-0.11			
5	Subjective Discrimination - Gender	10	330	63.68	8.27	0.88	0.05	-0.01	0.07	0.03		
6	Subjective Discrimination - Role	10	326	70.25	12.14	0.9	**.151	-0.02	0.11	-0.03	**.423	

* Correlation is significant at the 0.05 level (two-tailed)
** Correlation is significant at the 0.01 level (two-tailed)

Examination of the histograms suggested that the distributions looked approximately normal (see Figure 4.3). Overall, these analyses indicated that six distinct factors were underlying female general staff responses to a combination of questionnaire items and that these factors were moderate to high in their internal consistency.
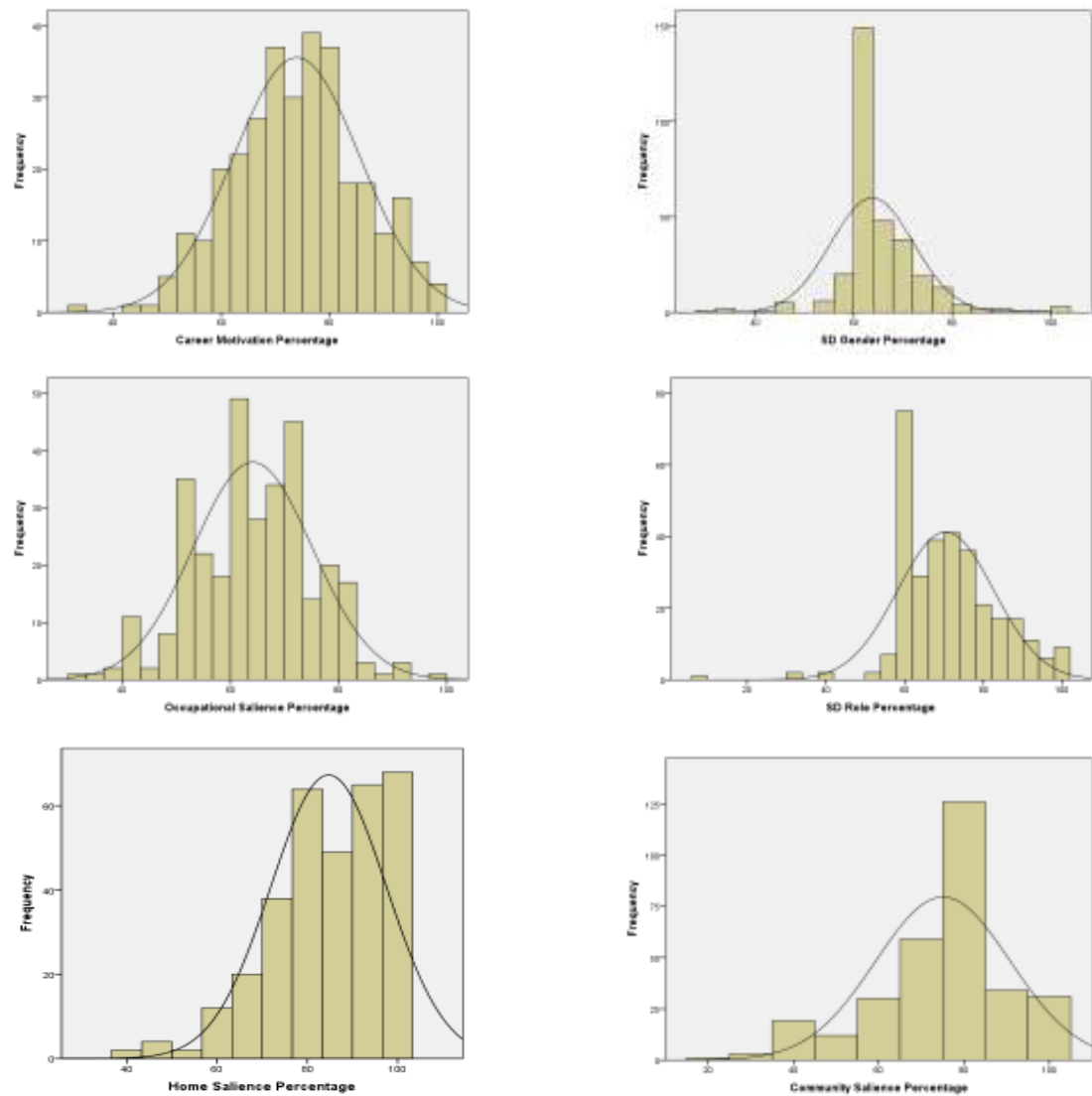
Figure 4.3. Histograms showing distribution data for the six factors

The unrotated principal component factor analysis, principal component analysis with varimax rotation, and principal axis analysis with varimax rotation all revealed the presence of six distinct factors with eigenvalue greater than 1.0, rather than a single factor. The six factors together accounted for 52 percent of the total variance; the first (largest) factor did not account for a majority of the variance (21%). Thus, no general factor is apparent.

For the final stage, a principal axis factor analysis of the remaining 38 items, using varimax rotations, was conducted, with five factors explaining 53.82% of the variance. Four of the forty two items were eliminated and differences in factor structures were found regarding Career Motivation (London, 1983) and Occupational/Homes Salience (Amatea et al., 1986) however the original factor structure influenced by Strachan (Strachan et al., 1994) was retained. An approximately normal distribution was evident for the composite score data in the current study, thus the data were well suited for parametric statistical analyses.

Predictor Variables

Predictor variables were created from the demographic data in Table 4.4. Items regarding Career Opportunities and Lateral Career Development within the university setting were also included in the predictor variable set for the factor analysis condensed into a three-point Likert Scale (1 = Disagree, Neither Disagree or Agree and 3 = Agree). Regarding Career Opportunities, a total of 347 women responded to the statement 'In terms of my own career ambitions, there is a clear career path at my university that I believe I can realistically follow' (M = 2.01, SD = 1.47).

Surveying the participant's view on Lateral Career Development, 351 women responded to the statement 'I believe career development can take forms other than promotion (e.g. secondment, rotation, shadowing)' (M = 4.48, SD = 1.07). Figure 4.4

shows the distribution of the two variables where Career Opportunities has a positively skewed distribution and Lateral Career Development has a negatively skewed distribution.
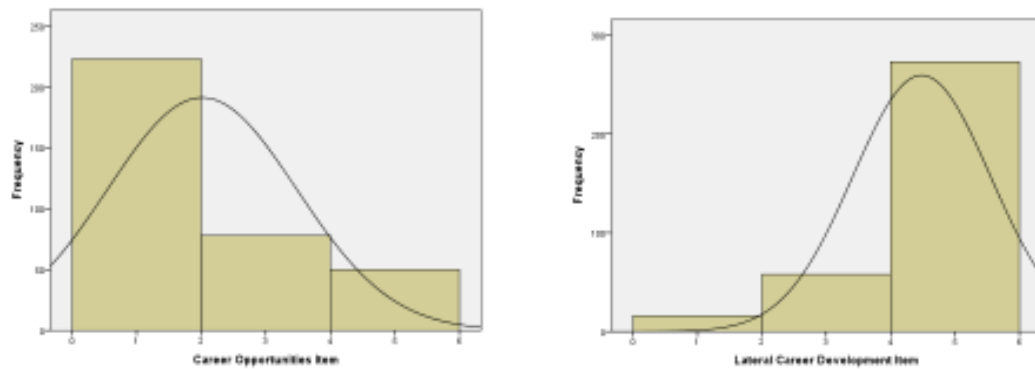
Figure 4.4. Histograms showing data distribution for additional predictor variables

Multiple Regressions

Correlation and multiple regression analyses were conducted between the six factor construct composite scores (dependent variables) and the potential predictors outlined above (independent variables). The demographic variables were dummy coded after screening for regression assumptions to allow the use of categorical predictor variables within the regression equation. Table 4.10 shows that the dependent variables to have fairly low correlations (with the highest correlation calculated at .438 between Career Motivation and Occupational Salience) so it was appropriate to conduct six individual regressions between each dependent variable and all independent variables.

Career motivation

Visual examination of the unstandardized residuals from the predictor variables plotted with Career Motivation looked to possess linearity, normality and homoscedasticity (see Figure 4.5). Multicollinearity was not a concern as none of the

predictor VIF results were over the set cut-off of 5 (the highest was 1.48) thus multiple regression analyses were conducted to examine the relationship between composite Career Motivation scores and potential predictors.

Table 4.11 displays the standard error, unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), R^2, and adjusted R^2 for Career Motivation. The multiple regression model was significant with all twenty three predictors ($R^2 = .13$ F (23, 300), = 242.95, p = .006).

Differences in Career Motivation scores were found to be significantly different between those with an Undergraduate/Diploma level education and those who held postgraduate qualifications where, holding all other 22 predictors constant, on average the Career Motivation score for those with undergraduate/Diploma level qualifications was 4.23% lower than the score for those who held postgraduate qualifications (B = -4.233, p = .004).
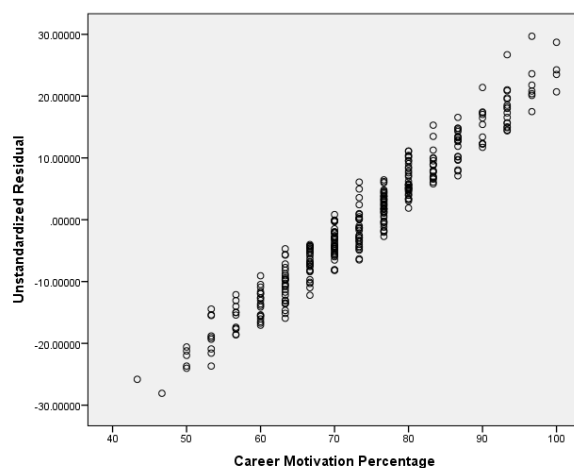
Figure 4.5. Residual scatterplot between predictor variables and Career Motivation.

Table 4.11

Summary of Multiple Regression Analysis for Career Motivation Composite Scores (N = 323)

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Career Opportunities	.573	.449	.072	1.277	.202
Lateral Career Development	-.434	.617	-.041	-.703	.483
Role Location Faculty (D)	-.218	3.248	-.009	-.067	.946
Role Location Central Admin (D)	-1.857	3.263	-.078	-.569	.570
Role Location Library (D)	-2.314	3.695	-.068	-.626	.532
Role Location Research Centre (D)	.639	5.586	.007	.114	.909
Occupation Admin (D)	-.709	2.393	-.029	-.296	.767
Occupation Library (D)	-7.143	3.040	-.244	-2.349	.019
Occupation Admissions and Regs (D)	10.860	8.306	.074	1.308	.192
Occupation Academic Programmes (D)	-2.811	2.771	-.085	-1.014	.311
Occupation Shared Services (D)	-2.060	2.561	-.072	-.804	.422
Occupation Strategic Planning (D)	7.239	3.803	.124	1.904	.058
Ethnicity NZ Maori (D)	2.396	3.197	.048	.749	.454
Ethnicity NZ (D)	.783	1.907	.027	.411	.682
Dummy Education UE or Below (D)	-3.670	2.086	-.114	-1.759	.080
Education Undergraduate/Diploma (D)	-4.233	1.463	-.183	-2.893	.004*
Sector Tenure Short (D)	-1.825	2.214	-.065	-.825	.410
Sector Tenure Medium (D)	-1.742	1.596	-.076	-1.092	.276
Role Tenure Short (D)	-1.725	2.276	-.052	-.758	.449
Role Tenure Medium (D)	.797	1.543	.035	.517	.606
Full time (D)	-.019	1.708	-.001	-.011	.991
Age <30 (D)	3.543	2.965	.076	1.195	.233
Age 30-49 (D)	3.249	1.423	.141	2.284	.023

R^2 = .13   Adjusted R^2 = .06
*Significant at the < .008 level   (D) = Dummy Coded Variable

Occupational salience

Visual examination of the unstandardized residuals from the predictor variables plotted with Occupational Salience looked to possess linearity, normality and homoscedasticity (see Figure 4.6). Multicollinearity was specifically a concern for Role Location where the VIF results were over 5 (6.79) so the variable was removed and multiple regression analyses were conducted to examine the relationship between composite Occupational Salience scores and remaining potential predictors.
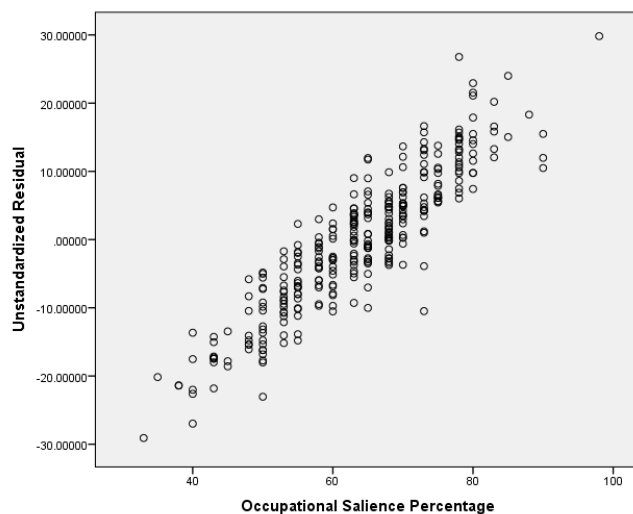
Figure 4.6. Residual scatterplot between predictor variables and occupational salience.

Table 4.12 displays the standard error, unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), R^2, and adjusted R^2 for occupational salience. The multiple regression model was significant with all nineteen predictors ($R^2 = .18$, $F_{(19,304)} = 3.42$, $p < .001$).

Differences in occupational salience percentage scores were found to be significantly different between those participants who held postgraduate qualifications and those who held Undergraduate or University Entrance or lower qualifications.

Table 4.12

Summary of Multiple Regression Analysis for Occupational Salience Composite Scores (N = 328)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Career Opportunities	1.310	.419	.171	3.128	.002*
Lateral Career Development	.606	.575	.059	1.054	.293
Occupation Admin (D)	-1.102	2.223	-.047	-.496	.620
Occupation Library (D)	-6.531	2.477	-.231	-2.637	.009
Occupation Admissions and Regs (D)	9.833	7.733	.069	1.272	.204
Occupation Academic Programmes (D)	-1.489	2.549	-.047	-.584	.560
Occupation Shared Services (D)	-2.637	2.369	-.096	-1.113	.266
Occupation Strategic Planning (D)	1.147	3.533	.020	.325	.746
Ethnicity NZ Maori (D)	-.206	2.975	-.004	-.069	.945
Ethnicity NZ (D)	-1.912	1.768	-.068	-1.082	.280
Education UE or Below (D)	-6.005	1.943	-.194	-3.091	.002*
Education Undergraduate/Diploma (D)	-4.795	1.352	-.214	-3.546	.000*
Sector Tenure Short (D)	-.335	2.057	-.012	-.163	.871
Sector Tenure Medium (D)	.712	1.491	.032	.478	.633
Role Tenure Short (D)	2.718	2.118	.085	1.283	.200
Role Tenure Medium (D)	3.054	1.435	.137	2.128	.034
Full time (D)	1.989	1.590	.067	1.251	.212
Age <30 (D)	4.290	2.750	.095	1.560	.120
Age 30-49 (D)	.887	1.316	.040	.674	.501

R^2 = .18

Adjusted R^2 = .12

*Significant at the < .008 level

(D) = Dummy Coded Variable

Holding all other 19 predictors constant, on average the score for those who held postgraduate qualifications was 4.8% higher compared to those who held undergraduate qualifications (B = -4.75, p < .001) and 6% higher compared to those whose qualifications were University Entrance level or below (B = - 6.005, p = .002).

Career opportunities predicted change in occupational salience scores (B = 1.310, p = .002) where perception of more career opportunities across Likert scale ratings was associated with a 1.3% increase in occupational salience scores.

Home salience

Visual examination of the unstandardized residuals from the predictor variables plotted with Home Salience looked to possess linearity, normality and homoscedasticity (see Figure 4.7). Multicollinearity was not a concern as none of the predictor VIF results were over the set cut-off of 5 (the highest was 1.47) thus multiple regression analyses were conducted to examine the relationship between composite Home Salience scores and potential predictors.
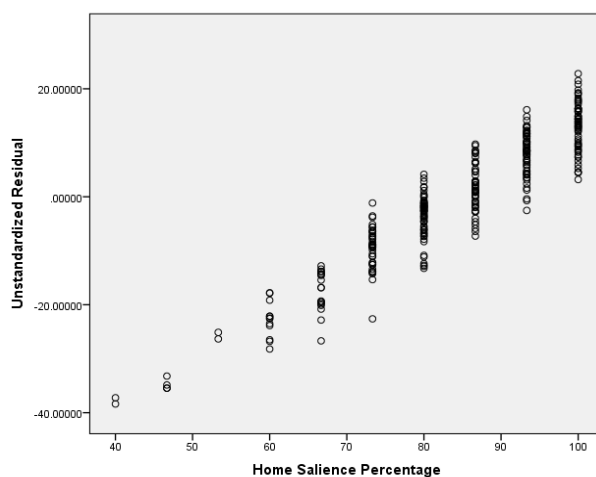
Figure 4.7. Residual scatterplot between predictor variables and Home Salience.

Table 4.13 displays the standard error, unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), R^2, and adjusted R^2 for Home Salience.

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The multiple regression model was significant with all twenty three predictors (R^2 = .15 F (23, 295) = 345.63), p < .001. Differences in Home Salience scores were found to be significantly different between those whose roles were located within a faculty compared to those who said they were not based in a faculty, research centre, library or central administration. Holding all other 22 predictors constant, on average the score of those located in a faculty was 9.95% lower than the score for those who indicated 'other' when asked about role location (B = -9.954, p = .008) (Table 4.13).

Variance in Home Salience scores were also found to significantly differ between those who had been in the sector for sixteen years or more when compared to those who had been in the sector for a medium length of time (6-15 years) (B = 4.898, p = .006) and a short length time (five years or less) (B = 7.286, p = .003) (Table 4.13). Holding all other 22 predictors constant, on average the score of someone with long sector tenure was 4.9% lower than someone with medium sector tenure and 7.29% lower than a women who had been in the sector for five years or less (Table 4.13).

Differences between those who were part-time and full-time in their roles also emerged with the Home Salience score of someone in a full-time role on average being 7.93% lower than respondents in a part-time role (B = -7.931, p < .001) (Table 4.13).

Table 4.13
Summary of Multiple Regression Analysis for Home Salience Composite Scores (N = 318)

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Career Opportunities	-.577	.498	-.066	-1.158	.248
Lateral Career Development	-.528	.695	-.044	-.760	.448
Role Location Faculty	-9.954	3.706	-.386	-2.686	.008*
Role Location Central Admin	-9.782	3.714	-.368	-2.634	.009
Role Location Library	-6.770	4.159	-.177	-1.628	.105
Role Location Research Centre	-7.683	6.209	-.081	-1.238	.217
Occupation Admin	-4.770	2.647	-.174	-1.802	.073
Occupation Library	-5.729	3.353	-.176	-1.708	.089
Occupation Admissions and Regs	-15.760	9.154	-.097	-1.722	.086
Occupation Academic Programmes	-3.179	3.071	-.086	-1.035	.301
Occupation Shared Services	-4.902	2.827	-.154	-1.734	.084
Occupation Strategic Planning	-6.834	4.191	-.105	-1.631	.104
Ethnicity NZ Maori	-2.260	3.524	-.041	-.641	.522
Ethnicity NZ	-.270	2.105	-.008	-.128	.898
Education UE or Below	2.953	2.327	.082	1.269	.206
Education Undergraduate/Diploma	2.032	1.631	.079	1.246	.214
Sector Tenure Short	7.286	2.447	.233	2.977	.003*
Sector Tenure Medium	4.898	1.770	.191	2.767	.006*
Role Tenure Short	-2.967	2.526	-.080	-1.175	.241
Role Tenure Medium	-.453	1.710	-.018	-.265	.791
Full time	-7.931	1.885	-.232	-4.207	.000*
Age <30	-1.952	3.269	-.038	-.597	.551
Age 30-49	.644	1.575	.025	.409	.683

$R^2 = .15$ Adjusted $R^2 = .09$
*Significant at the ≤ .008 level   (D) = Dummy Coded Variable

Community salience

Visual examination of the unstandardized residuals from the predictor variables plotted with Community Salience looked to possess linearity, normality and homoscedasticity (see Figure 4.8). Multicollinearity was not a concern as none of the predictor VIF results were over the set cut-off of 5 (the highest was 1.47) thus multiple regression analyses were conducted to examine the relationship between composite Community Salience scores and potential predictors.

The multiple regression model for Community Salience and the twenty three predictors was found to be not significant (R^2 = .104, $F(23, 295)$ = 1.489, p = .072). As the assumptions of linearity, normality, homoscedasticity and multicollinearity had not been violated, a decision was made not to further examine Community Salience within a regression equation.
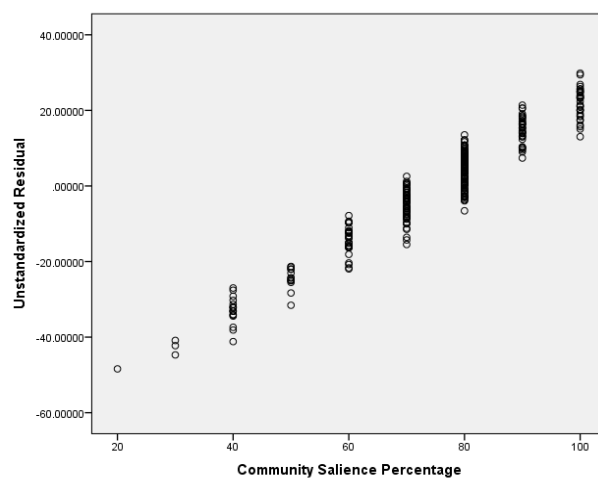
Figure 4.8. Residual scatterplot between predictor variables and Community Salience.

Subjective discrimination – gender

Visual examination of the unstandardized residuals from the predictor variables plotted with SD Gender looked to possess linearity, normality and homoscedasticity (see Figure 4.9). Multicollinearity was not a concern as none of the predictor VIF results were over the set cut-off of 5 (the highest was 1.49) thus multiple regression

analyses were conducted to examine the relationship between composite SD Gender scores and potential predictors.

The multiple regression model for SD Gender and the twenty three predictors was found to be not significant (R^2 = .094, $F(23, 302)$ = 91.40, p = .126). As the assumptions of linearity, normality, homoscedasticity and multicollinearity had not been violated, a decision was made not to further examine SD Gender within a regression equation.
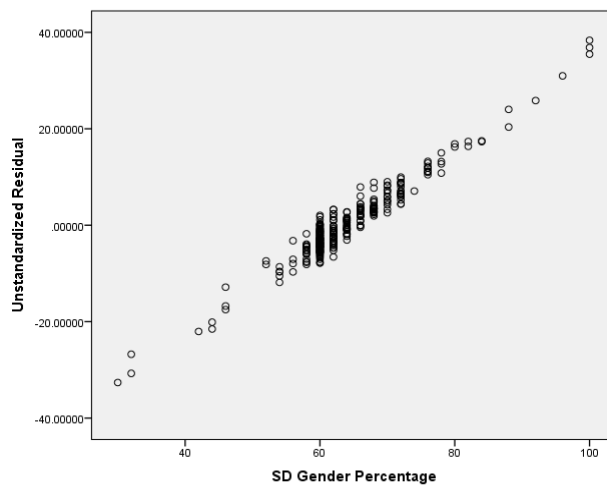
Figure 4.9. Residual scatterplot between predictor variables and Subjective Discrimination – Gender.

Subjective discrimination – role

Visual examination of the unstandardized residuals from the predictor variables plotted with SD Role looked to possess linearity, normality and homoscedasticity (see Figure 4.10). Multicollinearity was not a concern as none of the predictor VIF results were over the set cut-off of 5 (the highest was 1.44) thus multiple regression analyses were conducted to examine the relationship between composite SD Role scores and potential predictors.
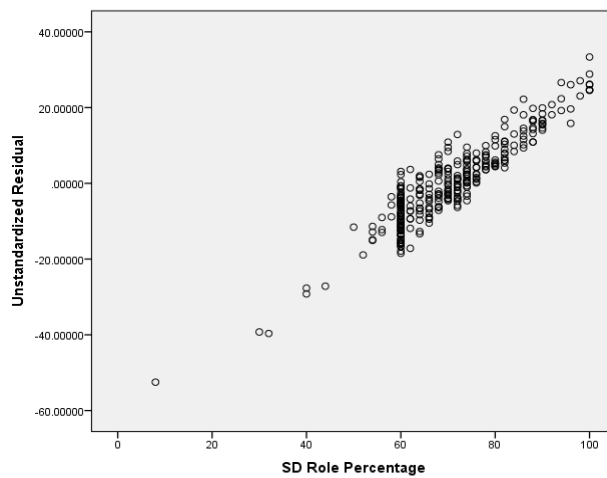
Figure 4.10. Residual scatterplot between predictor variables and Subjective Discrimination – Role.

Table 4.14

Summary of Multiple Regression Analysis for SD Role Composite Scores (N = 321)

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Career Opportunities	-2.634	.459	-.317	-5.735	.000*
Lateral Career Development	-.590	.647	-.052	-.913	.362
Role Location Faculty (D)	4.423	3.220	.180	1.373	.171
Role Location Central Admin (D)	3.333	3.239	.132	1.029	.304
Role Location Library (D)	2.220	3.716	.061	.597	.551
Role Location Research Centre (D)	1.397	5.683	.016	.246	.806
Occupation Admin (D)	.523	2.429	.020	.215	.830
Occupation Library (D)	2.449	3.088	.079	.793	.428
Occupation Admissions and Regs (D)	5.680	8.516	.037	.667	.505
Occupation Academic Programmes (D)	-.123	2.808	-.004	-.044	.965
Occupation Shared Services (D)	.539	2.633	.017	.205	.838
Occupation Strategic Planning (D)	-3.016	3.895	-.049	-.774	.439
Ethnicity NZ Maori (D)	6.429	3.267	.121	1.968	.050
Ethnicity NZ (D)	.845	1.915	.028	.441	.659
Education UE or Below (D)	-3.500	2.177	-.102	-1.608	.109
Education Undergraduate/Diploma (D)	-3.380	1.504	-.138	-2.247	.025
Sector Tenure Short (D)	-4.153	2.260	-.138	-1.837	.067
Sector Tenure Medium (D)	-1.679	1.636	-.069	-1.026	.306
Role Tenure Short (D)	.486	2.313	.014	.210	.834
Role Tenure Medium (D)	-.769	1.583	-.032	-.486	.628
Full time (D)	2.541	1.766	.077	1.439	.151
Age <30 (D)	-.197	3.084	-.004	-.064	.949
Age 30-49 (D)	4.497	1.459	.185	3.082	.002*

$R^2 = .19$ Adjusted $R^2 = .12$

*Significant at the < .008 level   (D) = Dummy Coded Variable

Table 4.14 displays the standard error, unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), R^2, and adjusted R^2 for SD Role. The multiple regression model was significant with all twenty three predictors (R^2 = .19, $F_{(23, 298)}$ = 383.86, P <.001. Career opportunities predicted change in SD Role (B = -2.634, p < .001) where perception of more career opportunities across Likert scale ratings was associated with a 2.63% reduction in SD Role scores. Differences in SD Role scores were found to be significantly different between the 30-49 year olds and 50+ year old respondents where, holding all other 22 predictors constant, on average the score for 30-49 year olds was 4.50% higher than the score for those who were aged 50 and over (B = 4.497, p = .002).

Home versus Occupational Salience – Paired t-test

A paired samples t-test was conducted between Home Salience and Occupational Salience Percentage scores. Inspection of Q-Q Plots revealed both Home Salience percentage scores and Occupational Salience percentage scores were both normally distributed (see Figure 4.11).
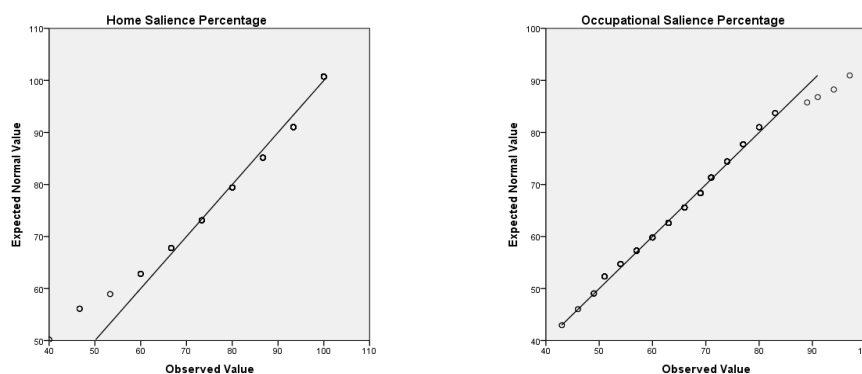
Figure 4.11. Normal Q-Q plots of Home Salience Percentage and Occupational Salience Percentage

The paired samples t-test (t (323) = -20.66, p < .001) showed that Home Salience percentage scale scores were significantly higher (M = 84.71, SD = 8.41) than Occupational Salience percentage scale scores (M = 66.38, SD = 12.79) suggesting the participants experienced a higher degree of Home Salience when compared with their Occupational Salience scores.

Community versus Occupational Salience – Paired t-test

A paired samples t-test was conducted between Community Salience and Occupational Salience Percentage scores. Inspection of Q-Q Plots revealed both Community Salience percentage scores (see Figure 4.12) and Occupational Salience percentage scores were both normally distributed (see Figure 4.11).
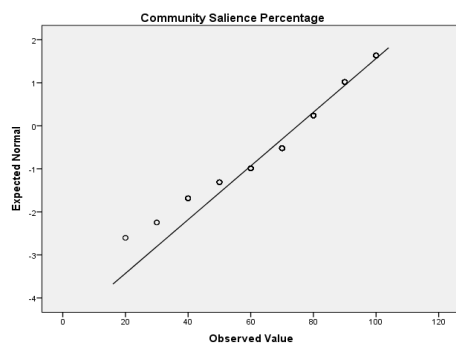
Figure 4.12. Normal Q-Q plot of Community Salience Percentage

The paired samples t-test (t (323) = 8.60, p < .001) showed that Community Salience percentage scale scores were significantly higher (M = 74.94, SD = 16.02) than Occupational Salience percentage scale scores (M = 66.38, SD = 12.79) suggesting the participants experienced a higher degree of Community Salience when compared with their Occupational Salience scores.

Research Question 2: Subjective Discrimination

Do New Zealand university general staff women experience 'subjective discrimination' in the workplaces and if so, which are their primary comparison groups?

Subjective Discrimination – Personal versus Group

The discrimination personally perceived at work by the respondents is examined in Table 4.15. The table gives the percentages of women who felt an advantage, disadvantage or neither when comparing themselves to male general staff and female academic staff across eleven areas.

The highest frequencies when the participants compared themselves to male general staff occurred in the 'Neither disadvantaged or advantaged' column, suggesting the women didn't see a huge advantage or disadvantage either way when compared to male staff. However it must be noted that the women were not completely neutral in their comparison with male employees. Salary rate, how their work was valued, involvement in decision-making and relationship with senior university staff when compared with male counterparts were all deemed a disadvantage by 29.8 to 39% of the respondents (Table 4.15).

In contrast when the women compared themselves to their female academic colleagues, the disadvantage perceived was much higher for every area of comparison (Table 4.15).

When asked to compare themselves to female academic staff, a high proportion of respondents indicated they felt disadvantage regarding salary rate (63.6%), flexibility of working hours (49.4%), how my work is valued (63.2%) and involvement in decision-making (51.4%) suggesting some discrimination was felt in comparison to female academics.

Table 4.15

Data Summary in Answer to Items 44 and 45 Across Eleven Areas of Comparison as Reported by the Research Sample.

Areas of comparison	Compared to Male General Staff (SD-Gender) (%)			Compared to Female Academic Staff (SD-Role) (%)		
	Disadvantage	Neither disadvantaged or advantaged	Advantage	Disadvantage	Neither disadvantaged or advantaged	Advantage
Salary Rate	39.0	60.4	0.6	63.6	35.2	1.2
Hours of work	12.9	83.7	3.4	41.6	47.8	10.6
Flexibility of hours	11.3	79.0	9.7	49.4	44.8	5.9
Physical Working Conditions	8.1	86.1	5.9	20.2	76.9	2.8
How your work is valued	36.9	61.0	2.1	63.2	35.0	1.8
Challenge/interest of the job	16.5	81.3	2.1	35.3	62.2	2.4
Involvement in decision-making	29.9	67.1	3.0	51.4	44.9	3.7
Working as one of a team	12.8	83.2	4.0	46.3	50.0	3.7
Relationships with senior university staff	29.8	64.0	6.1	46.3	50.0	3.7
Opportunities to gain qualifications	14.9	81.4	3.6	36.5	60.4	3.1
Opportunities for personal and professional development	11.2	84.1	4.6	28.8	66.3	4.9

Note. Regarding Items "In comparison with Male General Staff/Female Academic Staff – what kind of advantage do you feel as a general staff woman in terms of:"

In terms of general staff perceiving an advantage when comparing to female academic staff, the highest frequency occurred in terms of hours of work (10.6%) (Table 4.15).

Section 3 of the questionnaire examined general discrimination by asking 'Do you feel general staff are discriminated against in any way and if so please indicate what the discrimination was related to'. Two thirds of the respondents agreed. As a group they thought general staff were discriminated against with the top three reasons listed, namely, being in a general staff role (83.7%), speaking out (29.4%) and gender (18.6%)

(Table 4.16). Age (12.2%), having dependents (10.9%), and ethnicity (6.3%) were noted to a minor extent (Table 4.16).

Table 4.16
Data Summary in Answer to Items 40 and 41 including Frequency and Valid Percentage as Reported by the Research Sample.

Variable	Variable Levels	Frequency	Percent
Agree General Staff are discriminated against	Yes	221	64.8
	No	120	35.2
Related to:	Being in a General Staff role	185	83.7
	Speaking Out	65	29.4
	Gender	41	18.6
	Age	27	12.2
	Having dependents	24	10.9
	Ethnicity	14	6.3
	Physical Disability	11	5
	Out of work activity	8	3.6
	Sexual Orientation Preference	8	3.6
	Marital Status	5	2.3
	Not having dependents	3	1.4

Note. Regarding Items "Do you feel general staff are discriminated against in any way and if so please indicate what the discrimination was related to"

Subjective Discrimination – Gender

In order to examine Subjective Discrimination – Gender within the sample, an independent t-test was conducted between SD Gender Percentage scores (personal ratings) and of those women who agreed general staff experienced discrimination (either relating to gender or not relating to gender) (see table 4.16) hereafter termed the SD Gender Group.

Inspection of Q-Q Plots revealed SD Gender Percentage was normally distributed for both levels of SD Gender Group (1 – Discrimination related to gender and 2 – Discrimination did not relate to gender) (see Figure 4.13). Homogeneity of variance as assessed by Levene's Test for Equality of Variances indicated unequal variances (F = 9.22, p = .003), thus the data from the Equal Variances Not Assumed

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output was used (which involves not using the pooled estimate for the error term for the t-statistic and also making adjustments to the degrees of freedom using the Welch-Satterthwaite method, Sauro & Lewis, 2012).

Figure 4.13. Normal Q-Q plots of SD Gender Percentage for Group SD Gender (Yes) and Group SD Gender (No).

The independent t-test (t (44.48) = 4.75, P < .001) showed that personal SD Gender percentage scale scores were significantly higher for those women who thought general staff experienced discrimination relating to gender (M = 71.95, SD = 11.43) as opposed to those who didn't feel gender contributed toward the discrimination (M = 62.91, SD = 6.91).

Subjective Discrimination – Role

An independent t-test was also conducted between SD Role Percentage scores (personal ratings) and of those women who agreed general staff experienced discrimination (either relating to role or not relating to role) (Table 4.15) hereafter termed the SD Role Group.

Inspection of Q-Q Plots revealed SD Role Percentage was normally distributed for both levels of SD Role Group (1 – Discrimination related to role and 2 – Discrimination did not relate to role) (see figure 4.14). Homogeneity of variance as

assessed by Levene's Test for Equality of Variances indicated equal variances ($F = 2.57$, $p = .111$), thus the data from the Equal Variances Assumed output was used.

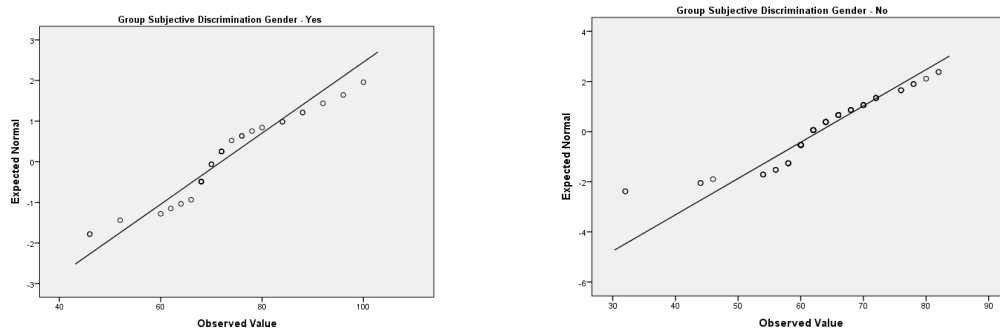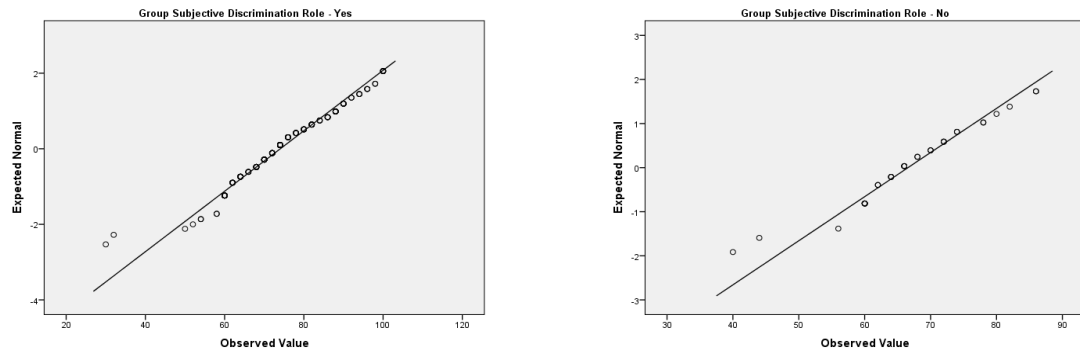*Figure 4.14.* Normal Q-Q plots of SD Role Percentage for Group SD Role (Yes) and Group SD Role (No).

The independent t-test (t (208) = 3.33, $P = .001$) showed that personal SD Role percentage scale scores were significantly higher for those women who thought general staff experienced discrimination relating to role (M = 74.06, SD = 12.50) as opposed to those who didn't feel role contributed toward the discrimination (M = 66.57, SD = 10.00).

Subjective Discrimination – Gender versus Role

A paired samples t-test was conducted between SD Gender and SD Role Percentage scores. Inspection of Q-Q Plots revealed both SD Gender percentage scores and SD Role percentage scores were both normally distributed (see Figure 4.15).

The paired samples t-test (t (323) = 10.41, p < .001) showed that SD Role percentage scale scores were significantly higher (M = 70.32, SD = 12.09) than SD Gender percentage scale scores (M = 63.72, SD = 8.30) suggesting the participants experienced a higher degree of role based subjective discrimination when compared with gender based subjective discrimination.
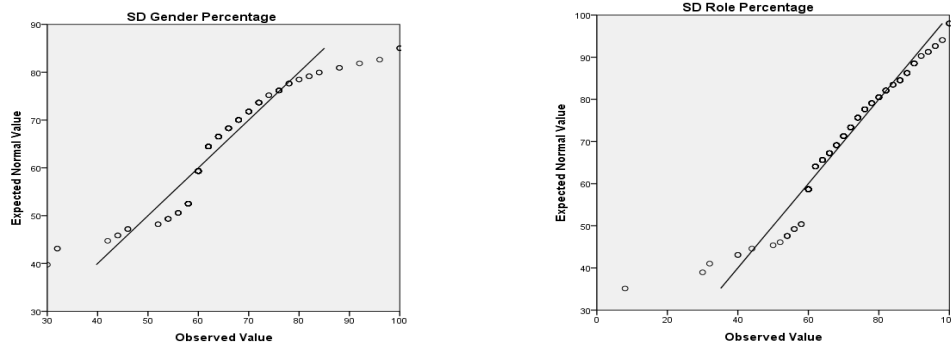
Figure 4.15. Normal Q-Q plots for SD Gender Percentage Score and SD Role Percentage Score.

In summary, the general staff women did not appear to perceive a strong advantage or disadvantage when asked to compare themselves to their male counterparts but indicated high levels of perceived disadvantage around salary and the value of their work when comparing to female academic staff.

A high proportion of the participants agreed that general staff were discriminated against because they were in a general staff role. Those who perceived gender discrimination to affect general staff as a group were also more likely to perceive themselves to be discriminated against personally due to gender (e.g. high subjective discrimination gender scores). The same effect was found between perceived group discrimination relating to role and subjective discrimination role scores. Overall, participants in the study perceived more discrimination around being in a general staff role then gender discrimination.

The summary of results below serves to briefly reiterate the reasons for conducting the current study, restate the research questions and outline the results in relation to those research questions.

Summary of Results

The purpose of the study was to assist in identifying career path barriers and motivators and add to the minimal research previously undertaken regarding female higher education general staff. The study was conducted via an online self-administered questionnaire and research questions included a) identifying career motivators held by general staff women in New Zealand universities and b) ascertaining whether women experienced 'subjective discrimination' in the workplace and if so, compared with which other organisational groups.

In terms of career motivators, the research question can be broken down into several areas regarding one's career journey:

First of all how did the women view their careers?

Nearly three-quarters of the women viewed their current role as contributing to their careers, however more than half also felt there was no clear career path for them to realistically follow. The majority of those believing the university lacked career development came from areas of Student Support, Academic Programmes and Administrative Support; with Library staff more likely to have confidence in an existing career path. Although over three quarters of the respondents believed that career development didn't need to involve vertical progression, nearly half of the participants felt alternative lateral development options (such as secondment) were not available to them.

The appropriateness of professional development on offer for general staff was also raised via survey comments. While the majority of the respondents were actively offered and attended voluntary training and development, survey comments indicated that development topics were not always perceived as useful for their individual roles.

In terms of motivation for the future, just under eighty-five percent of the sample indicated they were planning a career change of some kind in the next five years, suggesting the women were actively looking to develop their careers. Those with postgraduate qualifications were likely to have higher career motivation scores and also place more importance on work (occupational salience) especially if the presence of career opportunities was perceived.

A perceived lack of suitable openings to advance to was deemed to have a negative effect on career paths for the women, with three factors providing positive and motivating effects including: having one's skills recognised, a good relationship with management, and confidence in one's abilities. For those respondents who placed high importance on life outside of the university, those with specialist roles (i.e. not based in faculties, libraries, research centres or administration) and part-time workers were more likely to score highly on home salience. Correspondingly the longer participants had been in the higher education sector, the less importance was placed on life outside of work.

Overall home and community salience scores for the sample were significantly higher than occupational scores. However at just above sixty-five percent, the mean occupational score for the sample still demonstrated a strong importance placed on work by the women.

The second research question examined whether subjective discrimination existed within the female general staff sample when the women compared themselves to male general staff (gender-based) and/or female academic staff (role-based):

Was role or gender-based subjective discrimination present within the sample?

Nearly three-quarters of the sample believed general staff were discriminated against in some way with the majority of the sample selecting 'Being in a General Staff Role' as their primary reason.

On average, scores for role-based subjective discrimination were significantly higher than gender-based scores. The women didn't perceive a huge advantage or disadvantage either way when comparing themselves to male general staff indicating gender-based subjective discrimination was not an issue for them. However when asked to compare themselves personally with female academic staff, respondents felt disadvantaged on salary (63.6%), flexibility of hours (49.4%), involvement in decision-making (51.4%) and how their work was valued (63.2%).

A small percentage (just over ten percent) felt an advantage toward the academic women in the hours they worked and the perception of career opportunities being available was associated with a significant decrease in subjective discrimination (role-based) scores.

The study also sought to determine differences in perceived discrimination toward general staff as a group when compared with perceived discrimination of one's self personally. Women who scored highly on personal subjective discrimination scales were more likely to also agree general staff were discriminated as a group and attribute that discrimination to the same factor as their previous response (e.g. general staff role or gender).

No effects of personal/group discrimination discrepancy (Taylor, Wright, Modghaddam & Lalonde (1990), cited in Taylor et al., 1994) were found suggesting the women felt discriminated against both at the personal and group level.

As universities continue to adapt to an uncertain economic climate, university staff have experienced the metamorphosis of processes and staffing decisions as managerialism influences universities to adhere to a more corporate structure. For general staff the new identity of the multi-hybrid professional has emerged, characterised by restructuring, ever-changing project work and permeable boundaries across what were once rigid and insular reporting lines. The variability involved in such diverse roles has long provided concern around the lack of consensus for an operational role definition and the resulting psychological impact on staff, yet much of the higher education research still focuses on those of their academic colleagues.

As previously discussed some research has touched upon the 'us' and 'them' attitude documented between general and academic staff, however this is often from overseas samples. Of distinct interest is the existence of subjective discrimination within the New Zealand university work environment and how perceived discrimination as a result of one's gender or role may affect career motivation i.e. the drive to set, strive towards and achieve planned career goals. New Zealand female general staff particularly warrant further examination to assess whether the multi-hybrid role spills over from work into the additional roles of family and home life (e.g. occupational and home salience) and whether perceived discrimination has an impact on these processes.

The next chapter examines the results from the study in greater detail. Discussion of the results is integrated with the literature from Chapter 2 looking at identity of general staff, the female general staff career, subjective discrimination and career-related constructs such as career motivation and occupational, home and community salience.

Chapter 5: Discussion

The following chapter discusses the study results in light of the earlier literature review. Quotes from the questionnaire comment sections have been utilised to further illustrate the women's views in their own words[3].

Firstly, the nature of the 'multi-hybrid professional' identity along with how the women perceived the university as an organisation today is examined using demographic information such as professional body membership and views on professional development. Secondly, a review is provided under the heading The Female Staff Career, conferring how women have negotiated the labyrinth of re-grading and higher role applications as well as their perceptions of career opportunities at their university. Thirdly, the presence of role-based and gender-based subjective discrimination is evaluated in light of: personal versus group discrimination, reasons why the women may perceive any discrimination and career motivators that may have affected subjective discrimination scores. Fourthly, the four career-related constructs of Career Motivation, Occupational, Home and Community Salience are examined considering variable interactions that influenced participant scores across the study. Finally, this chapter provides a final overview of the key findings, outlines the limitations of the study, discusses the implications for theory and practice, makes suggestions for future research and arrives at some final conclusions.

The next section discusses the demographics of the respondents in light of their professional development and their identities as the 'hybrid multi-professionals' (Whitchurch, 2004) of these universities.

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[3] Quotations have been amended from the original regarding font and any identifying information or spelling where necessary.

The Identity of General Staff

The diverse range of occupational groups highlighted the presence of the hybrid multi-professional (Whitchurch, 2004) where departments have branched out into areas of speciality and their staff contribute towards university-wide projects, often being moved into different areas:

"I have been shifted to another area within my current job - the new position is of no interest to me, is micromanaged, and is really discouraging. I've been on secondment before and won an award for the high quality of the work I did in that challenging role".

The provision of professional development is a logical outcome of employing staff who constantly cross zones of activity and projects. The bulk of the participants acknowledged that the university had offered them training and professional development within the last two years, with over half being actively encouraged by their managers and over 90% attending voluntary training within their roles.

Such a high degree of training opportunities and uptake is wonderful to see, however are certain development options perceived as relevant or attainable by the proposed audience? Many women expressed frustration at not being able to seek the development they felt was needed in their roles and to move ahead:

"I'm capable of much more than I have the opportunity to do here, but was unable to secure a different, higher paying, more challenging job I applied for - they found someone with my skills plus web design experience. I wish I was able to gain training in skills like web design that are apparently necessary for the attainment of higher positions".

The frustration was most apparent when the women compared themselves to academic staff. Opportunities for professional and personal development were twice as likely to be considered a disadvantage when the participants compared themselves to female academic staff as opposed to when comparing themselves to male general staff.

Questionnaire comments suggested the dissatisfaction lay in the fact that (consistent with Wallace and Marchant, 2009) many general staff were highly educated (indeed just under 85% of the sample held tertiary undergraduate qualifications or above), however they were expected to continue up-skilling formally in their own time:

"Unfortunately as general staff, our teachers are not funded or given time for research so we do that in our own time to remain competitive in our careers outside this institution".

In addition, some respondents were frustrated at having to jump through a range of administrative hoops for a small chance to attend work-related conferences:

"Academic staff members are able to attend conferences at the drop of a hat, which is of course important for their professional development, but for general staff asking to attend conferences, even once a year, this is most controversial. I have been denied the opportunity to attend conferences multiple times, even though the conferences are highly relevant to my job".

Multiple respondents also felt their professional development was viewed as less "professional" when compared to academic staff:

"There appears to be a very clear division between academic and general staff in how such opportunities are presented and valued. As a 'general staff' member, more frequently, HR emails about professional development seem to be entirely centred around workshops on parenting, sleeping well and eating right. While work/life balance is of course important, it would be great if the work side of life was of more focus in terms of professional development course delivery. The courses of greater interest to me (e.g. Project Management) are constantly oversubscribed, which I feel shows that there is a demand among general staff for greater opportunities to develop 'professional' skills".

Additionally, the nature of the development was seen to be limited by departmental teaching subjects. Some respondents seemed to perceive that in certain universities (not necessarily their own), the chance to study was offered but only if the departmental discipline was selected:

"...so [there is] advantage in study - so long as you are not 'forced' to study in the area that you are working in. (I am not sure if I were secretary in the Maths and Stats dept I would be keen to do Maths and Stats)".

The nature of Whitchurch's hybrid multi-professional poses a challenge for those external professional organisations that aim to provide development across these varied staff roles (e.g. Association of Tertiary Education Management - ATEM). The majority of female general staff from the sample didn't indicate belonging to a professional body at all (66.3%) with only seven women stipulating ATEM membership and for a third (34%) of all respondents who did indicate belonging to a professional body, the majority of the membership was for LIANZA (Library Information Association of New Zealand). Only three participants identified with the Tertiary Education Union (TEU) as their professional body which proved interesting because the sample was from TEU databases and so technically the entire sample could have selected yes to the membership question should they have perceived it to be a professional organisation.

Overall, it appears that definitions around what encompasses professional development for general staff should be examined further within the higher education sector. Universities may spend a great deal of money and resources on Staff Development Units and staff attend these with the encouragement of their managers, however the questionnaire comments indicate development can be subjective for each individual, with a potential to border on the patronising when compared with academic staff.

Although ATEM attempts to offer professional development to general staff, many are not present as members to receive it in the first place. Should ATEM (and indeed the TEU) wish to increase their membership and be perceived as a professional organisation by current and potential members, there may be benefit in encouraging

stronger identification as a professional organisation to the general staff audience. For example, ATEM professional development programmes that involve collaboration with other more role-specific organisations (e.g. Australia and New Zealand Laboratory Animal Association) could provide mutualistic benefit to both the professional development needs of university staff and increasing organisation membership alike.

The following section extends the discussion on professional development and hybrid multi-professional identity by examining how the women view their career as a whole within the university sector.

The Female General Staff Career

More than seventy percent of respondents viewed their current positions as contributing to their career with some participants making it clear they really enjoyed their roles:

"I wish I had discovered this job years ago. I love this role and have come to it through teaching international students. It allows me to combine my love of study, my personal life experience and my knowledge of teaching amongst other things".

However two thirds of the participants (almost sixty-five percent) also disagreed that there was a realistic career path that could be followed at their institution with the same proportion indicating a lack of suitable openings to advance to provided a negative effect on their career paths:

"It has only recently become clear to me that I have hit a ceiling and that there are few if any options for career progression in this university".

Library staff were an exception to this negative view, with the occupational group not only recording the strongest agreement with the presence of a career path (30.9%) but also possessing the highest membership to one body (LIANZA).

The perception of greater career opportunities held by staff employed in university libraries were also found by Adams (2009) and Strachan, et. al. (1994). This

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contrasted with the small proportion of administration staff (11.9%) who agreed there was a career path to follow, again similar to the findings of Adams (2009) and Strachan, et. al. (1994). Career progression within the library sector shows some similarities to that of an academic path (e.g. ability to move up from junior to more senior roles without leaving team or department and access to specialised and technical professional development) which may assist in explaining the higher degree of association membership and career path presence.

It must be acknowledged however, that although a good proportion of library staff agreed there was a career path, fewer than thirteen percent of total respondents subscribed to the idea of a realistic career path being present. This general lack of agreement indicates that a good proportion of the respondents struggled with their next step; were either undecided about a career path presence (22.2%) or disagreed that one was present at all (63.5%).

In terms of the Labyrinth metaphor proposed by Eagly and Carli (2007) one could identify this as a momentary pause in the career maze. The question is what strategies are these women using in terms of navigating the twists of perceived limited career opportunities?

Fewer than half the women had attempted to traverse the vertical advancement and promotion path (a total of 41% had applied for a higher grade position in the past) with under half of the participants successful in those applications. The vertical advancement path involves a potential change of position and application to roles often outside the current area in order to move up in salary, responsibility and grade level.

In terms of promotion procedures, over sixty percent of respondents were familiar with the system at their university however only twelve percent were happy

with the promotion process. Those respondents who had not been successful gave reasons including:

a) Management influence: "any career opportunities and advances have been blocked by the ex HOD as a result of a personal dislike"
b) Lack of qualifications e.g. "I feel the university is biased towards those that hold degrees, even if there is someone else with more experience and skills to do the job"

Some respondents also felt their lack of promotion was due to institutional Human Resources policies:

"I have also been told after some applications that I am not being interviewed because the candidates are not strong enough and they want to re advertise and re interview. It hard not to feel like I am deliberately not being promoted and I have no idea why."

Over 30% of participants described their attempt to have their positions re-graded with many speaking of their grapple with the application process "Re-grading is a difficult and time consuming grovelling exercise in hindsight not to ever be undertaken again".

Yet with just over half those applicants being successful, many respondents credited their managers as being central in pushing the process to completion regardless of the outcome "Last Nov/Dec[4] a review of the grading for my position was started (along with many other positions) with no results yet. My manager is supportive but it is held up higher up the chain".

This attitude was not surprising as the highest proportion of participants indicated that their career paths had been positively affected by their relationship with their manager, confidence in their abilities and having their skills recognised.

At the same time should a positive rapport between employee and manager not exist, to entrust something as important as re-grading to that relationship may be a risky

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[4] November/December 2010

action, especially with many employment related activities already relying heavily on manager/staff ratings. As one participant comments "Performance reviews and promotions appear to be very subjective rather than objective. Success depends very much on your manager rather than an individual's real performance".

While over 85% of respondents were familiar with the performance review process, satisfaction with the use of self-promotion was more divided. Just fewer than forty percent of participants did not feel comfortable with the use of self-promotion during performance reviews. Concurrently with Rudman's (1998) findings in the USA, women expressed some discomfort in promoting themselves "The quiet achiever is often passed over in preference to the under achieving self-promoter. Valid checks and balances are absent".

No significant pattern around Māori women expressing more discomfort with self-promotion was found (unlike Strachan, et. al. (1994). While the current study had seven more Māori participants, Māori women comprised 7.2% of Strachan, et. al.'s total sample compared with only 4.9% in the current study. These numbers indicate that should the current study have collected more female Māori responses, patterns around self-promotion effect may have been different.

Two-thirds of respondents felt they had been promoted since joining the university and vertical development did not seem to be the sole definition of career progression amongst the sample. Instead the results suggested the women viewed lateral development more favourably than those of Pilgram's (1997) participants who were strongly focused on vertical progression.

Lateral career development could be considered as a labyrinth option (compared to vertical career progression and re-grading options) with over three-quarters of the

participants believing career development can take forms other than promotion (e.g. secondment, rotation, shadowing) .

Despite a strong belief in lateral career development, nearly fifty percent of participants indicated those options were not available to them in their current role. It would be interesting to see if female general staff would embrace a more formalised lateral career development process - after all approximately forty percent indicated they would definitely make an appointment with a career specialist and a similar proportion indicated that given the opportunity they may seek career advice.

Regardless of which strategy was considered, the women in this study took the issue of future career moves in the next five years very seriously. Over three-quarters of the sample were actively planning career movement with one-third planning to seek a higher role within the university (either within or outside their current department) while just over forty percent planned leaving the university in future either temporarily or permanently.

Subsequently it can be seen that the women in the study consider their role contributes to their career, but are not optimistic about vertical career opportunities from their current positions. A large proportion of the sample believed career development can be more than merely vertical. In saying that, some have attempted the rocky path of vertical promotion and re-grading application with mixed results.

Just under half of respondents indicated they considered leaving the university in the next five years which invites more discussion into why they may feel the need to move on.

As part of the picture, the next segment discusses how the women perceived the presence of discrimination at work, both from a personal and a group level and when compared with both their male general staff counterparts and female academic staff.

Subjective Discrimination

Nearly two-thirds of the sample felt general staff were discriminated against as a group. Although gender was selected as one of the top three reasons for the discrimination, role-based subjective discrimination scores were statistically higher than gender-based discrimination. Conversely the regression equation predictors were not significant when asking women to compare themselves to male general staff. For this reason, it appears women don't feel a high degree of subjective discrimination when comparing themselves to their male counter-parts.

More significantly, the presence of role-based discrimination suggests Rowe (1990) was correct in his view that females can be adversely affected by subjective discrimination regardless of origin:

"Being a woman in a highly male-dominated field has advantages and disadvantages. I think I am given quite a bit of 'leeway' because I am a woman - I feel I can ask for and will receive help with many things - but also I feel unheard when offering ideas and invisible around opportunities to contribute and for promotion. I feel like a 'Foreigner' in a department that is very supportive of foreigners in a general way, but that still sees us as outside the decision-making core...."

Being in a general staff role was the top reason for general staff experiencing discrimination "General staff are not as valued as academic staff. We are seen as an overhead".

However only a third of the women had discussed any perceived discrimination with someone more senior in the workplace. This might be explained by a fear involved in 'speaking out', the second highest reason given for general staff experiencing discrimination:

"I believe my job description is not graded correctly and I just want the process to be completed and to find out the result. The delay is really unreasonable but I feel I can't speak out about it as it could work against me. I do not comment to in any way identify me".

From a personal level, general staff women felt disadvantaged when compared to female academic staff around their salary rate, flexibility of working hours, how their work is valued and their involvement in decision-making. These results echo the work of Strachan & Duirs (1993) who also found general staff women perceived disadvantage across salary, value placed on work and involvement in decision-making.

Interestingly the participants in Strachan and Duir's (1993) work also felt disadvantaged when compared to male general staff regarding salary. This finding was not replicated in this study. This perceived gender parity could stem from the women feeling there is equality for men and women across general staff, but alternatively as explained by some participants, there may not actually be enough male general staff around to allow adequate comparison "I honestly don't know enough male general staff in comparable positions to answer".

The perception of limited career opportunities was combined with significantly high role-based subjective discrimination scores in the participants, with over forty percent of the respondents indicating a plan to leave the university in the next five years. This combination of opportunities and subjective discrimination mirrored Naff's (1995) findings when she examined perceived gender discrimination in female USA federal staff. Differences in the current study lay in role-based subjective discrimination significantly dropping as participants reached fifty years of age whereas seventeen years earlier, Naff (1995) found gender-based subjective discrimination increased.

The drop in subjective discrimination as one gets older indicates age may be a factor in the perception of career opportunities, where younger staff place more emphasis on opportunities for promotion than older staff (e.g. baby boomers) (McCrindle Research, 2006). Perhaps as one ages, the effort (and desire) to seek

progression in one's career reduces, as does the concern over how potentially discriminatory work situations will affect one's career.

Earlier American based research (e.g. Crosby, 1984) portrayed women who spoke of female discrimination but believed they personally were the lucky exception to the rule; however participants in the current study did not support this view. Instead when participants felt general staff had been discriminated against for reasons of gender or role (respectively), the same women also felt personally discriminated against due to role and/or gender.

Like Taylor's (1994) study which examined Canadian immigrants, it seems the participants didn't experience any depersonalisation or personal/group discrimination discrepancy and were able to confront any victimization when examining the prejudice at a personal level. In fact many women used the questionnaire to discuss the discrimination experienced by themselves in day to day working life:

I have to say that I feel that I am more respected, valued and treated as one of the team by my male colleagues than by the female academics I am surrounded with. It is the female senior academics that treat you like you are thick, feels like being in a class system.

One way of explaining the identification and presence of personal role-based subjective discrimination in the sample may be due to the women being able to use the questionnaire to reflect on the 'total picture' of their career "It is a relief to be able to talk about these issues which generally do not get discussed here".

Crosby (1986) suggested being able to review cognitive information from a top down perspective (rather than pieces of situational information at a time) can change whether people attribute potentially discriminatory situations to external circumstances or themselves personally. Another explanation could be the Group Identity Lens model (Eccleston & Major, 2006) which suggests that because the participants are all

assimilated to an 'in-group' e.g. general staff, female and members of the TEU, the degree of identification with the in-group would serve as a moderator for perceived discrimination. In other words, Eccleston and Major (2006) would imply that being highly identified with the TEU and feeling strongly about general staff issues, would mean the women were more likely to interpret ambiguous information as discrimination when compared with those less identified with the group.

Overall, the women of this study showed strong support for the presence of role-based subjective discrimination, regardless of group or personal reference points. This belief-system contributes towards the notion of the 'us' and 'them' dichotomy, which seems to prevail fourteen years after being discussed in Australia by Conway (1998). As one woman from the study related "Previous DVC told me to 'pipe down in the penny seats' at a meeting because I was there 'in support' rather than in my own right. I suspect he would not have said this to an academic attendee".

In fact the only area of work female general staff felt an advantage over female academic staff on was hours of work. The finding suggested that while women experienced the devaluing of general staff mentioned by Eveline and Booth (2004), they were not completely unsympathetic to the plight of the academic woman with one participant commenting "As General Staff, I don't feel pressure to work outside the 40 hour work week, whilst Academic Staff do".

Another respondent also acknowledged that academic women may face their own challenges:

"But academic staff have more stress and often their flexible work hours means they have to do marking/planning etc. in the weekend/evenings. I have no desire to be this. I am happy to accept the lesser status for a better work/life balance".

Overall, scores on gender-based subjective discrimination were found to be significantly lower than role-based discrimination, supporting the proposition of Aven, et. al. (1993) that differences in career commitment and attitudes can be attributed to an individual's experiences, insights and identities, rather than solely based on gender.

Curiously the women gave the impression they saw their careers as a trade-off between home, work and life balances and a lesser status, suggesting that 'career' is an all-encompassing combination of home and work life for the female general staffer. The variables that contribute to feeling motivated within one's career or encourage one to place emphasis within or outside of work are discussed under the next heading 'Career-related Constructs'.

Career-related Constructs

Predictors of Career Motivation

In this study the women with postgraduate qualifications possessed significantly higher career motivation scores when compared with those women with qualifications at the undergraduate level, emulating Sugalski and Greenhaus (1986), who also discovered their highly educated managerial participants more actively explored career options.

The need to explore oneself and one's career options appear not to cease but intensify with the possession of a higher degree qualification. Did the women feel there were no higher positions within general staff roles that could value their MAs and PhDs and were thus motivated to seek academic positions? As one respondent commented:

"Many of my answers in this section are focused on my goals towards achieving an academic rather than a general staff career. I don't believe as a general staff member I will receive the recognition and job satisfaction of my brain being stretched compared to if I was in an academic position".

Alternatively, women with undergraduate qualifications did not have as much motivation to seek career development or extra qualifications compared to those who

had already gained a higher degree. With the current research resulting in high levels of subjective discrimination around role, those with lower qualifications could harbour resentment over academic staff perceived to have advantages in formal study:

"Academic women have many more opportunities to gain qualifications, it is seen as a requirement of their job. General staff don't have such job requirements - if we wish to study further it's at our own expense and in our own time".

Although role location did not prove to be a significant predictor of career motivation, it would have been interesting to delve further into the geographical location of the participants' campus. As demonstrated by one woman respondent, motivation within the career labyrinth can be fraught with road blocks that are not easily removed without major changes. "I work at a satellite campus in SMALL TOWN[5]. There is no career path available to me at this campus. To progress I would need to move to CITY[6]"

Nevertheless a lack of action taken is not necessarily indicative of low career motivation. This respondent may have been highly motivated to develop her career within higher education, however she may have to either wait for an opening to occur or look at physically relocating herself (and potentially family) to another centre.

Additionally, if a woman did not enjoy her current role, it did not necessarily mean she lacked the driving force to seek development. As Super (1957) pointed out, there is a real difference between attitudes to one's current job (e.g. current job satisfaction) and career motivation (the drive to develop a future career). One respondent demonstrates the difference by indicating low job satisfaction but a high level of career motivation "This job is the best job that I could get at the time. It doesn't use any of my qualifications so I will be seeking to move back into my field of work when I find such as position".

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[5] Note: Name of town was removed to protect university identification
[6] Note: Name of city was removed to protect university identification

Overall the factor analysis model for this study supported a model with a high number of resilience items. The more intensified focus on resilience is potentially a result of the 'new managerialism' management style of modern day universities. How people dealt with disruptions and barriers such as replacing permanent staff with short-term contracts, fear of restructuring and the formation of educational one-stop-shops were found to be prevalent in the day to day lives of general staff "Now it is all to go to a contact centre where the staff can't possibly know/address 40% of the questions/advice students are seeking. Roll on automation despite the fact it can only service a part of the staff/student advice area".

In this study only one career insight item was retained from London's (1983) work on career motivation which examined the awareness of one's skills and weaknesses while two other career insight items regarding goal-setting fell under occupational salience. Perhaps goal-setting behaviours are most commonly experienced by the women during pre-determined and formal performance reviews, resonating less with the proactivity requirements in being career motivated and more with work salience.

London (1986) argued that the sub-scale of career resilience informs the creation and setting of realistic goals, which in turn result in a meaningful career identity. However no career identity items contributed towards career motivation (or any other construct) in this study. Women did not relate with any items regarding professional organisation membership or spending free time on activities that will help their job. The lack of professional organisation membership has already been identified in the sample, however it appears that if the women do indeed define themselves by their work and organisation "My job at the uni at the moment is a JOB, not a CAREER" they do this via the item themes of occupational salience and the subjective discrimination group

identity lens, rather than activities such as seeking extra information university affairs and career-related qualifications.

Occupational Salience

Overall the factor analysis model for occupational salience supported that of Amatea, et. al. (1986) where the items identified the commitment and value involved in placing high importance on one's occupational role.

In addition, occupational salience also contained high loading items previously associated with other constructs. Items around setting and discussing career goals with management and the consideration of work in relation with family loaded highly on occupational salience as opposed to previously loading on career motivation and home salience in other studies (e.g. Noe, et al. 1990; Amatea, et. al. 1986). This suggested that even when the origin of an item was from another construct such as home salience, if asked to reference their work role in any way the women were more likely to associate that item with other work-based items to form occupational salience.

Importance placed on work was motivated by whether a participant agreed there were career opportunities at their current university and what level of qualification they currently held. Those women who did perceive opportunities scored more highly on occupational salience, suggesting (consistent with Sugalski and Greenhaus, 1986) that a belief in existing opportunities within and external to the role could be associated with feelings of positive importance about one's current role:

"I am 49. I wish I had discovered this job years ago. I love this role and have come to it through teaching international students. It allows me to combine my love of study, my personal life experience and my knowledge of teaching...amongst other things".

The current study found women who possessed postgraduate qualifications scored significantly higher across occupational salience than participants with undergraduate or lower qualifications. With a similar trend found with career

motivation, could it be that higher qualifications are synonymous with women who place stronger meaning on their current roles and seek development more intensely than their non-postgraduate counterpart? An alternative explanation for those who held undergraduate or lower qualifications could be that family and home life had crept in and shifted some of the balance previously weighted on their work salience.

As discussed earlier, general staff often need to spend their own resources and time achieving any further qualifications and for those with families and extra-curricular activities (e.g. "I am very involved in equestrian activities", anonymous respondent), and perhaps studying or driving their career full-force was not appropriate at that time e.g. "Being a mum to 19 month old baby I want to spend every second with her but then I'm also still responsible for my work so I would say my work-family split is still 50:50".

Home and Community Salience

The items proposed to measure home salience in this study were loosely based on the Life Role Salience Scales of Amatea, et. al. (1984) and The Salience Inventory (Nevill & Super, 1986). Antiquated concepts separating the role of home-making and marital salience were updated and combined to form items that examined the importance of family and life outside of work.

Factor analysis revealed a thematic structure to home salience involving the acceptance that while family and home required energy and time; it was all worth it with people expecting to spend the effort in their life outside of work. These items focused mainly on the family side of life outside of work and intriguingly children were not mentioned at all. Additional items mentioned extra-curricular activities, studying and friends which did not load significantly with participants who interpreted family as the main theme of the section (more often assumed to be child-rearing). "I don't have

children and so the strong family orientation of these questions is a little difficult to answer". Likewise, an unexpected split occurred in the home salience factor during analysis where items asking about voluntary and community work formed a separate construct termed Community Salience. It was clear that the women perceived any voluntary or community work to be separate from their working lives, and home life as well "If I didn't work quite so hard at work, I would have more time for community activities".

As might be expected home salience scores were lower (on average nearly eight percent) for those women in full-time positions, when compared to those who worked part-time. Interestingly those participants whose roles were located within a faculty also experienced lower scores in home salience when compared to those who indicated a more specialist role (i.e. didn't fall into central administration, research centre or library categories).

Perhaps these women initially possessed higher home salience levels for various reasons such as the "daughter-track "I also have an elderly mother who is requiring more care and attention as she is not well at the moment" and purposefully sought roles that may be more flexible in hours and timing than the 9-5 service centre mentality common within the faculties.

Those participants who had been in the higher education sector for up to fifteen years had higher home salience scores than those whose careers had spanned sixteen years or longer. Potentially the outside commitments (e.g. family, child-rearing) lessened as working tenure extended, where children grew up, elderly parents passed away and the women were able to focus more energy into their careers. However noting that home and community salience scores were significantly higher than occupational scores and the fact that the majority of the women were aged 30-49 years with

occupational salience likely to drop after three years in the role, it would seem a large proportion of women (with higher education careers 15 years or less) were playing a juggling game between the demands of work, home and other activities.

Many women spoke of their desire to develop their careers further (indeed the average percentage score for career motivation was 77.75%), however they also placed a great deal of emphasis on home and family life scoring an average home salience percentage score of just under eighty-five percent.   That is not to say that work wasn't important to the women, however the figures do indicate that women (particularly in the 30-49 age bracket) placed their home situation and community commitments above work circumstances.

The women's questionnaire comments gave insight into possible reasons for the home focus such as:

a) Health: "I chose to downshift in 2007 in order to reduce stress and hence help my health, which was presenting challenges at the time"

b) Support of partners in their careers: "Not sure where putting effort into supporting my husband's academic career might fit in - is that family time?"

c) Child-rearing: "At this stage of my life I would disagree with the career comments because of my family commitments. When I was younger these things were important and when my children get older I expect I will be more able to devote the time to my career which is not to say that I do not work hard at it while I am at work"

It must be acknowledged however that many women spoke of their families as being supportive of their career development, rather than hindering any progress "My family (meaning, my partner and his parents) are instrumental to, not exclusive from, my professional development: they actively encourage and support me".

This attitude may explain the slight tilt of the resulting home and occupational salience relationship line based on the model in figure 2.1. Figure 6.1 depicts the same

model with the addition of Point C, indicating the high occupational salience scores (above 65%) and even higher home salience scores (85%) found in the study.
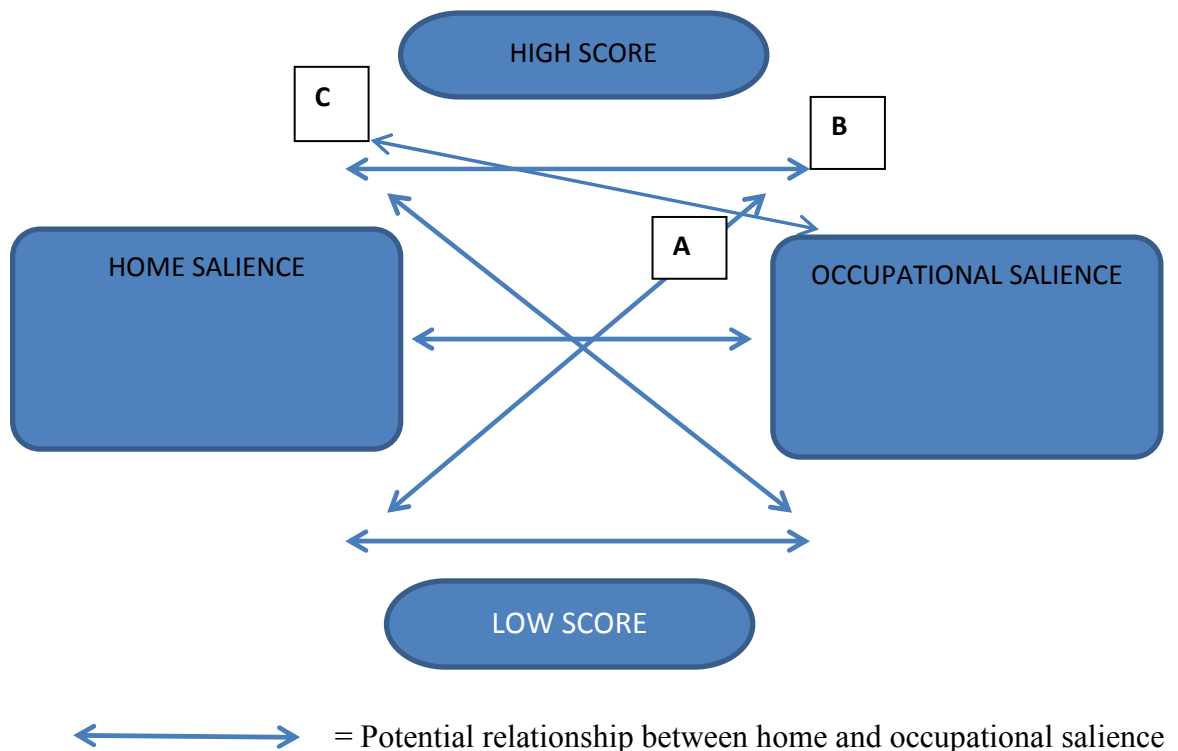
Figure 6.1 Relationship model between home and occupational salience as found in current study (Author, 2012).

It was proposed earlier in this thesis that the women may experience a depletive effect (point A) or a facilitative effect (point B) when looking at the interaction between home and occupational salience. For the most part female general staff manage at equilibrium, however at times the importance of work reduces slightly in favour of home. The questionnaire comments indicate a variety of reasons for this shift, demonstrating the nature of the home and occupational salience relationship. While these results provide support for a somewhat facilitative approach to the interaction between home and occupational salience, management of ever increasing threats of restructuring, loss of staff and increase in work responsibilities are likely to have a

depletive effect for some female general staff and should be examined in further research.

Key Findings

Results from the study indicated more than three quarters of the women viewed their current role as contributing to their career, yet over half felt there was no clear career path for them to follow. On the encouraging side, having one's skills recognised, a good relationship with management and confidence in one's abilities was seen to have a positive effect on career paths. Just under eighty-five percent of the women were planning a career change in the next five years with just under half indicating a plan to leave their university (permanently or temporarily).

Importance placed on life at home and in the community by the participants was found to be higher than the importance placed on work, however the mean percentage for occupational salience was substantial at sixty-five percent. This finding indicates that the assorted saliences (home, community and occupational) can co-exist at equilibrium yet different roles will be prioritised at different stages during the career life of a general staff woman.

A high proportion of the participants agreed that general staff were discriminated against because they were in a general staff role. Those who perceived group gender discrimination were also more likely to personally perceive gender discrimination. Likewise those who perceived discrimination toward general staff as a group were more likely to feel personal discrimination due to being in a general staff role.

Examination of subjective discrimination found significantly higher role-based discrimination when the women were asked to compare themselves to male general staff

and female academic staff. When asked to compare themselves to female academic staff, the women perceived a significant disadvantage across salary, flexibility of hours, how their work was valued and involvement in decision-making. Before making some final conclusions about the study, the limitations, implications and ideas for future research in this area are presented below.

Limitations

Sample population

New Zealand a country of four million, currently has eight universities and a number of polytechnics in its tertiary sector. Wananga or Māori institutions of learning are also present in the NZ tertiary system. These institutions are managed by the indigenous people and their student body is almost entirely Māori. There are also a number of private providers of tertiary level qualifications however these tend to focus on very specific areas and are not part of the university system (Neale & Özkanli, 2010). After the addition of Auckland University of Technology in 2000, the creation of any new universities was suspended (Strathdee, 2011)

Information in this thesis concentrated solely on the university sector encompassing the eight organisations (Auckland University of Technology, The University of Auckland, The University of Otago, The University of Canterbury, The University of Waikato, Victoria University of Wellington, Lincoln University and Massey University) regarding staffing, processes and institutional/government requirements.

The online questionnaire used in the study was limited to members of the Tertiary Education Union (TEU). Having the questionnaire endorsed and sent out via

the existing TEU database was an ethical and cost-effective method of accessing a wide range of potential female general staff respondents across all eight universities in a limited time-frame.

This thesis exclusively examined female general staff and their potential career barriers and motivations. This does not assume that male general staff do not experience barriers or motivations in their careers and/or work in New Zealand universities. Rather it is an acknowledgement that they are a separate population that could potentially perceive different barriers to women and conducting that particular research which although needed, is beyond the scope of this thesis.

Construct validity

As noted by Litwin (1995), true construct validity can often only be determined after years of using an instrument with multiple samples. Thus future studies should assess the validity of the construct questionnaire with additional populations. The basis for constructs examined in this work consisted of pre-existing items from similar measures and from research where no suitable items existed. Factor analysis reviewed the items in terms of measuring what they were supposed to measure (i.e. construct validity), however generalisations are limited to the sample population and current study.

Implications for Theory and Practice

The findings from this study provide information about the female TEU general staff population across New Zealand universities. How these women navigate the ever-changing maze of career motivation, home and occupational salience and subjective workplace discrimination is pertinent to female employees themselves as well as the

institutions that employ them. If universities believe they can offer satisfying and rich career development to their general staff than they must be more strategic in highlighting the opportunities. Professional development composed of departmental discipline study and what could be termed more "life skills" based workshops do not emulate the strategic leadership and mentoring desired by general staff and outlined by Martin (2012).

A positive career experience could be enhanced by offering more formalized lateral career development options such as secondment, the chance to speak with a careers specialist or incentives to consider postgraduate study in addition to professional development. The University of Auckland recently launched a careers centre for professional staff with online assessment and voluntary staff facilitators (The University of Auckland, 2012) and the initial uptake results will be of interest to this research area. After all women in the study who had previously obtained postgraduate qualifications and were able to identify opportunities, already placed high importance on their work and were also highly motivated to seek further career development.

Should the universities wish to retain valued staff they will need to address the overwhelming belief that they are unable to provide a realistic career path for general staff employees. The current occupational structure may prevent universities from offering a similar path to that of academics, however with nearly half the study sample planning on leaving their university (either temporarily or permanently) in the next five years, those opportunities must be emphasized to the appropriate audiences.

In addition to retention, the clear identification of tangible career opportunities may help negate the 'second class citizen' perception held by the sample as well as increasing their occupational salience. Although the study somewhat encouragingly

showed few signs of perceived gender-based prejudice, the 'us' and 'them' attitude toward female academic staff in the higher education sector was prevalent from both a group and individual perspective. The female general staff in this study did NOT see themselves personally as the lucky exception to the discrimination rule, suggesting that the twenty eight year old work of Crosby (1984) may not be as applicable in today's higher education sector.

With the act of subjective discrimination in any form linking to poor self-concept and low self-esteem (e.g. Eccleston & Major, 2006), it is important that university equity initiatives define and address potentially less visible discrimination (such as role-based) alongside other university policies regarding gender, sexual orientation and ethnicity. This includes general staff specific policies and services, support networks and a mechanism for being heard in a large organisation without fear of negative repercussion.

Another implication of the study suggested that career experiences could be enhanced at the employee-manager interface where having one's skills recognised, a good relationship with management and confidence in one's abilities all contributed to a positive career experience for the women. In saying that, many organisations today elect to maintain responsibility for their employees beyond the office environment. Women placed importance on their roles but also a great deal on their lives outside of work. Thus universities may consider how flexible work arrangements can be offered to support employees in their engagement with family, friends, hobbies and the community.

It appears the multi-hybrid professional defined by Whitchurch (e.g. 2004) doesn't just juggle roles and projects across the working day but also holds multiple

roles in their family, community and home life. As New Zealand workplaces embrace flexible work arrangements and salary-sacrifice for childcare, it will be those flexi-life initiatives and options that further allow women to navigate their career labyrinth with fewer barriers.

The twists and turns of the today's career labyrinth for female general staff were best depicted by one of the respondents when she explained:

"My first priority when I am at home is my family, but if I wasn't in such a busy job, where our general staff levels have been allowed to drop significantly in the last few years despite a rapid increase in work load, then I would also have more energy for community activities. At times I resent how busy my job has become and how little this has been recognised at higher levels".

As female general staff continue their career journeys, it important to remember that the emphasis placed on career, work and life outside will only further complicate with the ever-increasing threat of restructuring. With respondents citing reasons such as "university politics" and the New Zealand economy in general, the bulk of the comments also suggested an example of articulate awareness described in Pilgrim's (1997) work where perception of funding availability and how the organisation is structured as a whole can have a large impact on how staff perceive opportunities for promotion:

"Having been involved in education my whole career, as a teacher and then as a librarian in the tertiary sector, I find it hard to be enthusiastic about many of the changes taking place in universities. Many of these changes are driven by funding pressures rather than good educational principles. It makes me wonder whether it is happening because an under-educated population is more manageable politically".

As universities restructure towards a more corporate identity, they must be mindful that a lack of perceived opportunities will potentially widen the alleged divide

between their unique staffing groups and have a flow-on effect for future career development behaviours.

Further Research

While the focus of this work was on female general staff, some comments were made regarding the women not knowing enough male general staff for comparison. The invisibility of males in this area identified by the women themselves and the lack of research indicate that further work examining the career perceptions and experiences of male general staff would be of interest to the general staff sector. With additional time and resources, it would be useful to conduct similar research with inclusion of general and academic staff males to examine whether role-based subjective discrimination and interaction of home and occupational salience found in this work could be affected by gender. The emergence of the general staff woman as one who juggles home, community and work life but who also may contemplating leaving the university in the next five years indicates potential research avenues within the general staff-specific fields of work/life balance, career planning and job satisfaction.

Final Conclusions

Realistically, any subsequent research in the field of general staff will be of immense benefit to the New Zealand higher education sector - something the respondents of this study were all too aware of:

"I'm not used to thinking about what I do in a career sense, partly because there isn't really a language yet for people to talk about building a career in university administration. My academic friends would fall about laughing if I told them that's what I wanted".

This study indicated that the "us" versus "them" abyss highlighted by Strachan, et al. (1993) nearly 20 years ago still remains. Today, not only do general staff hold a second

class citizen mentality when compared to their academic counterparts but they exist in a corporate university environment with uncertain roles and increased workloads.

As universities strive to increase retention of a talented workforce, the longer general staff remain invisible in the literature, the less progress will be made in terms of the evolution of university administration as a chosen and valued career.

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APPENDIX A

Full Questionnaire Variable List including Variable Descriptions and Options, Altered Items and Item Influence

Item #	Variable Name	Variable Description	Variable Options	Condensed/Added Items for Analysis	Item Influence
Section 1					
1	TEUmem	Are you currently a Tertiary Education Union member?			
2	UniEmpl	Which University are you currently employed in (please select as appropriate)			Naff (1995), Strachan (1993)
3	Lengthinsec	How long have you worked in the tertiary sector?			Strachan (1993)
4	Lengthinrole	How long have you been in your present position?			Strachan (1993)
5	Occupgroup	Please indicate which occupational group the majority of your role falls into:	Administrative Support	Administrative Support	Strachan (1993)
			Library Staff	Library Staff	
				Admissions &	
			Technician	Regulations	
			Marketing	Academic Programmes	
			Human Resources	Shared Services	
				Strategic Planning & Quality	
			Financial	Assurance	
			Student Support/Life	Student Support	
			Equity		
			Planning		
			Information Technology and Web Maintenance		
			Project Implementation		
			Other (please specify)		
6	Fullparttime	Please indicate whether your role is currently:	Full-time permanent	Full-time	
			Part-time permanent	Part-time	
			Full-time contract		

#	Variable	Question	Response options	Collapsed/grouped options	Source
7	Rolelocation	Please indicate where your position is located within the university:	Part-time contract Faculty Level Central Administration Other (please specify)	Faculty Level Central Administration Library Staff Research Centre	
8	Rolegrading	At what grading level is your role located?			
9	Ethnicity	What ethnicity do you identify with?	New Zealand European Māori Samoan Cook Island Māori Tongan Niuean Chinese Indian Other (such as DUTCH, JAPANESE, AFRICAN). Please State:	New Zealand Māori New Zealander Other	Naff (1996)
10	Age	Please indicate your age group (years):	<20 20-29 30-39 40-49 50-59 60+	<30 30-49 50+	Noe, et. al. (1990)
11	Eduqual	What is your highest educational qualification?	No qualification School Certificate/Level 1/Year 11 Higher School Certificate/Bursary/U.E./Year 13 Tertiary/Polytechnic Certificate/Diploma Undergraduate Degree Graduate Diploma/Certificate	University Entrance or below Tertiary Level Undergraduate/Diploma Tertiary Level Postgraduate	Strachan (1993)

#	Variable	Question	Response options	Source
			Postgraduate Diploma/Certificate Postgraduate Degree Other (please specify)	
12	ProfOrgs	Do you belong to any professional organizations?		
13	ProfOrgName	If you answered YES to Question 11 please state the name(s) of the organisation(s).		

Section 2

#	Variable	Question	Response options	Source
14	Careercontrib	I view my current position at the university as contributing to my career.	Strongly Disagree / Disagree / Undecided / Agree / Strongly Agree	Strachan (1993)
15	Careerpromo	I feel I have been promoted since joining the university	Strongly Disagree / Disagree / Undecided / Agree / Strongly Agree	Strachan (1993)
16	Careerpromoprocess	I am familiar with the promotion processes at this university.	Strongly Disagree / Disagree / Undecided / Agree / Strongly Agree	Strachan (1993)
17	CareerPRprocess	I am familiar with the performance review processes at this university.	Strongly Disagree / Disagree / Undecided / Agree / Strongly Agree	Strachan (1993)
18	Careerselfpromo	I feel comfortable using self-promotion during performance reviews.	Strongly Disagree / Disagree / Undecided	

No.	Variable	Statement	Response options	Response options	Source
19	CareerEOpolicies	I feel familiar with Equal Opportunities policies as they are implemented at my university	Undecided Agree Strongly Agree	Agree	Strachan (1993)
20	Careerpathopportunity	In terms of my own career ambitions, there is a clear career path at my university that I believe I can realistically follow.	Strongly Disagree Disagree Undecided Agree Strongly Agree	Disagree Undecided Agree	Strachan (1993)
21	Careerpromosatisfaction	I am happy with my university's current process of promotion and grading.	Strongly Disagree Disagree Undecided Agree Strongly Agree	Disagree Undecided Agree	Strachan (1993)
22	Lateral Career Development forms	I believe career development can take forms other than promotion	Strongly Disagree Disagree Undecided Agree Strongly Agree	Disagree Undecided Agree	
23	Lateral Career options available	I feel that at least some of the above options are available to me in my current position.	Strongly Disagree Disagree Undecided Agree	Disagree Undecided Agree	

Strongly Agree

No.	Variable	Question	Source
24	CareerProfessionalop	If offered an opportunity to speak with a professional regarding my career at this university, I would make the appointment.	Strachan (1993)
25	Careerappforregrading	I have made an application for my current position to be re-graded in the past.	Strachan (1993)
26	Careerappforregradingsuccessful	If you answered YES for Question 24 - were you successful with the re-grading application?	Naff (1995), Strachan (1993)
27	Careerappforhigherposition	In the past I have applied for a position at a higher grade level.	Naff (1995), Strachan (1993)
28	Careerappforhigherpositionsuccessful	If you answered YES to Question 26 - were you successful in obtaining the higher position?	Naff (1995)
29	Career5YPlanNochange	Which of the following best describes your plans affecting your career for the next 3 to 5 years? / No Change Planned	
29	Career5YPlanHigherroledepartment	Seek higher grade level role within department/faculty	
29	Career5YPlanHigherroleOutsideDept	Seek higher grade level role within university but outside department/faculty	
29	Careeer5YPlanLeaveSector	Leave university sector	
29	Career5YPlanRetire	Retire from university sector	
29	Career5YPlanAltUniSameGrade	Seek role in another university at the same grade level	
29	Career5YPlanThisUniSameGrade	Seek role in this university at the same grade level	
29	Career5YPlanAltUniHigherGrade	Seek role in another university at a higher grade level	
29	Career5YPlanLeaveAbsence	Take a leave of absence	
29	Career5YPlanResignCurrentJob	Resign from my current job	
29	Career5YPlanPossibleCareerChange	Possible career change	
		Other (please specify)	
30	CareerFurtherComments	Please use this space if you wish to comment further on the questions above.	Strachan (1993)
31	CareerTrainingDevelopOpsOffered	Have you been offered any training and development courses by your university in the last two years?	London (1993)
32	CareerTrainingDevelopAttendence	Have you attended voluntary training and development courses offered by your university?	London (1993)
	CareerTrainingDevelopEncouraged	Were you actively encouraged to attend training and development courses	
33	byManager	by your manager?	

No.	Variable	Question	Response options	Source
34	CareerTrainingFurtherComments	Please use this space if you wish to comment further on the questions above.		
Section 3				
35	CareerPathAffectedManagers	Do you personally feel your career path has been affected by: Relationship with managers	Strong Negative Effect Somewhat Negative Effect No Effect Somewhat Positive Effect Positive Effect Strong Positive Effect	Strachan (1993)
35	CareerPathAffectedGender	Gender	Negative Effect No Effect Positive Effect	
35	CareerPathAffectedAge	Age		
35	CareerPathAffectedEthnicity	Ethnicity		
35	CareerPathAffectedFamily	Family responsibilities		
35	Responsibilities			
35	CareerPathAffectedLackofQuals	Lack of suitable qualifications		
35	CareerPathAffectedConfidencein	Confidence in my abilities		
35	Ability			
35	CareerPathAffectedLackofOpps	Lack of suitable openings to advance to		
35	CareerPathAffectedSkillsRecognition	Having my skills recognised		
35	CareerPathAffectedOther	Other (please specify)		
36	DiscriminationStaffPromo WhoTheyKnow	Staff at my university are promoted because of "who they know"	Strongly Disagree Disagree Undecided Agree Strongly Agree	Naff (1995)
37	DiscriminationGSAccomplishRespect	The university respects my accomplishments as a general staff member.	Strongly Disagree Disagree Undecided Agree Strongly Agree	
38	DiscriminationGSversusASViewPoint	The viewpoint of a general staff member is often not heard at a meeting until it is repeated by an academic staff member.	Strongly Disagree Disagree Undecided Agree Strongly Agree	Naff (1995)

#	Variable	Description	Response options	Source
39	DiscriminationASAccomplishRespect	The university respects the accomplishments of academic staff members.	Strongly Disagree / Disagree / Undecided / Agree / Strongly Agree	Strachan (1993)
40	DiscriminationGSDiscriminatedAgainst	Do you feel general staff are discriminated against in any way?	Disagree / Undecided / Agree	Strachan (1993)
41	DiscriminationYesGender	Discrimination related to Gender		
41	DiscriminationYesAge	Discrimination related to Age		
41	DiscriminationYesEthnicity	Discrimination related to Ethnicity		
41	DiscriminationYesSpeakingOut	Discrimination related to Speaking Out		
41	DiscriminationYesOutofWorkActivity	Discrimination related to Out of Work Activity		
41	DiscriminationYesSexualOrientation	Discrimination related to Sexual Orientation		
41	DiscriminationYesMaritalStatus	Discrimination related to Marital Status		
41	DiscriminationYesPhysicalDisability	Discrimination related to Physical Disability		
41	DiscriminationYesGSRole	Discrimination related to General Staff Role		
41	DiscriminationYesHavingDependents	Discrimination related to having Dependents		
41	DiscriminationYesNotHaving Dependents	Discrimination related to not having Dependents		
41	DiscriminationYesNA	Not Applicable		
41	DiscriminationYesOther	Other		
42	DiscriminationDiscussedAtWork	Have you ever discussed this discrimination with anyone in a more senior position at work?		Strachan (1993)
43	DiscriminationFurtherComments	Please use this space if you wish to comment further on the questions above.		
Section 4				
44	SDMaleGSSalaryRate	In comparison with Male General Staff - what kind of advantage do you feel as a general staff woman in terms of	Salary rate	Strachan (1993)

No.	Variable	Item	Source
44	SDMaleGSHoursofWork	Hours of work	Strachan (1993)
44	SDMaleGSFlexibilityofHours	Flexibility of working hours	
44	SDMaleGSPhyiscalWorking Conditions	Physical working conditions	
44	SDMaleGSWorkValue	How your work is valued	
44	SDMaleGSChallengeInterestJob	Challenge/interest of the job	
44	SDMaleGSDecisionmakingInvolv	Involvement in decision-making	
44	SDMaleGSTeamWork	Working as one of a team	
44	SDMaleGSSeniorStaffRelationships	Relationships with senior university staff	
44	SDMaleGSQualGainingOpps	Opportunities to gain qualifications	
44	SDMaleGSPersonalProfDevOpps	Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)	
45	SDFemaleASSalaryRate	In comparison with Female Academic Staff - what kind of advantage do you feel as a general staff woman in terms of Salary rate	
45	SDFemaleASHoursofWork	Hours of work	
45	SDFemaleASFlexibilityofHours	Flexibility of working hours	
45	SDFemaleASPhysicalWorking Conditions	Physical working conditions	
45	SDFemaleASWorkValue	How your work is valued	
45	SDFemaleASChallengeInterestJob	Challenge/interest of the job	
45	SDFemaleASDecisionmakingInvolv	Involvement in decision-making	
45	SDFemaleASTeamWork	Working as one of a team	
45	SDFemaleASSeniorStaff Relationships	Relationships with senior university staff	
45	SDFemaleASQualGainingOpps	Opportunities to gain qualifications	
45	SDFemaleASPersonalProfDevOpps	Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)	
46	SDFutherComments	Please feel free to comment further if you wish	
Section 5			
47	Career Motivation (Identity)	I have taken courses towards a career-related qualification(s).	Noe, et. al. (1990)

#	Construct	Item	Source
48	Career Motivation (Identity)	I spend my free time on activities that will help my job.	Noe, et. al. (1990)
49	Career Motivation (Identity)	I join professional organizations related to my career goal(s).	Noe, et. al. (1990)
50	Career Motivation (Identity)	I seek extra information regarding university affairs.	Noe, et. al. (1990)
51	Career Motivation (Resilience)	I seek developments specifically within my field at the university.	London (1993)
52	Career Motivation (Resilience)	To what extent do you believe other people when they tell you that you have done a good job?	Noe, et. al. (1990)
53	Career Motivation (Resilience)	To what extent do you set difficult but not impossible work goals?	Noe, et. al. (1990)
54	Career Motivation (Resilience)	To what extent have you designed better ways of doing your work?	Noe, et. al. (1990)
55	Career Motivation (Resilience)	To what extent have you still made work-based suggestions to others even if they have disagreed with you in the past?	London (1993), Noe, et. al. (1990)
56	Career Motivation (Resilience)	To what extent do you look for opportunities to interact with influential people in your university?	Noe, et. al. (1990)
57	Career Motivation (Resilience)	To what extent have you created processes to accomplish jobs without waiting for your manager?	Noe, et. al. (1990)
58	Career Motivation (Resilience)	To what extent have you evaluated your job performance against personal standards rather than comparing it with what others do?	London (1993), Noe, et. al. (1990)
59	Career Motivation (Insight)	To what degree do you have a specific plan for achieving any career goals?	Noe, et. al. (1990)

#	Construct	Item	Source
60	Career Motivation (Insight)	To what degree have you taken the initiative to discuss your career goals with your manager?	Noe, et. al. (1990) London (1993),
61	Career Motivation (Insight)	To what degree do you feel you are aware of your skill strengths and weaknesses?	Noe, et. al. (1990)
62	CMFurtherComments	Please use this space if you wish to comment further on the questions above.	
Section 6			
63	Occupational Salience (Role Reward Value)	I expect my job/career to give me more real satisfaction than anything else I do.	Amatea, et. al. (1986)
64	Occupational Salience (Role Reward Value)	Building a name and reputation for myself through work/career is one of my life goals.	Amatea, et. al. (1986)
65	Occupational Salience (Role Reward Value)	It is important to me that I have a job/career in which I can achieve something of importance.	Amatea, et. al. (1986)
66	Occupational Salience (Role Commitment Value)	I want to work, but I do not want to have a demanding career.	Amatea, et. al. (1986)
67	Occupational Salience (Role Commitment Value)	I value being involved in a career and expect to devote the time and effort needed to develop it.	Amatea, et. al. (1986)
68	Occupational Salience (Role Commitment Value)	I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.	Amatea, et. al. (1986)
69	OSalFurtherComments	Please use this space if you wish to comment further on the questions above.	
Section 7			
70	Home Salience (Role Reward Value)	It is important to me to feel I am a participating member of my family.	Amatea, et. al. (1986)
71	Home Salience - Community	The idea of allocating time to services within my community and outside of the university is attractive to me.	Nevill & Super

#	Variable	Statement	Source
			(1986)
72	Home Salience - FamilyFriends	I like spending time with my family and friends but feel my work is just as important.	
73	Home Salience - Voluntary	I value being involved in voluntary work outside of the university.	Amatea, et. al. (1986)
74	Home Salience (Role Reward Value)	Although family involvement outside of work requires energy and time, the love and enjoyment of family experiences are worth it all.	Amatea, et. al. (1986)
75	Home Salience (Role Commitment Value)	Studying part-time requires many sacrifices but I think the end result is worth it.	Amatea, et. al. (1986)
76	Home Salience (Role Commitment Value)	It is important to me to have some time for myself and my own professional development in lieu of spending large amounts of time with family.	Amatea, et. al. (1986) Nevill & Super (1986)
77	Home Salience - Extra-curricular	I actively seek work that does not interfere with my extra-curricular activities.	Amatea, et. al. (1986)
78	Home Salience (Role Commitment Value)	I plan to or expect to continue devoting a significant amount of my time and energy being involved in my family.	
79	FurtherComments	Please use this space if you wish to comment further on the questions above.	
80	SurveyOverallComments	Please use this box if you wish to comment further on any statements or issues outlined in this questionnaire:	

APPENDIX B

Conceptual Map Depicting Final Measured Questionnaire Constructs, Item Description and Item Influence

Construct Scale	Item Description	Item influenced by:
Occupational Salience	It is important to me that I have a job/career in which I can achieve something of importance.	Amatea, et. al. (1986)
	I value being involved in a career and expect to devote the time and effort needed to develop it.	Amatea, et. al. (1986)
	I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.	Amatea, et. al. (1986)
	I like spending time with my family and friends but feel my work is just as important.	Amatea, et. al. (1986)
	It is important to me to have some time for myself and my own professional development in lieu of spending large amounts of time with family.	Amatea, et. al. (1986)
	To what degree do you have a specific plan for achieving any career goals?	Noe, et. al. (1990)
	To what degree have you taken the initiative to discuss your career goals with your manager?	Noe, et. al. (1990)
Home Salience	It is important to me to feel I am a participating member of my family.	Amatea, et. al. (1986)
	Although family involvement outside of work requires energy and time, the love and enjoyment of family experiences are worth it all.	Amatea, et. al. (1986)
	I plan to or expect to continue devoting a significant amount of my time and energy being involved in my family.	Amatea, et. al. (1986)
	The idea of allocating time to services within my community and outside of the university is attractive to me.	Amatea, et. al. (1986)
Community Salience	I value being involved in voluntary work outside of the university.	Nevill & Super (1986)
		Nevill & Super (1986)
Career Motivation	To what extent have you created processes to accomplish jobs without waiting for your manager?	Noe, et. al. (1990)
	To what extent have you designed better ways of doing your work?	Noe, et. al. (1990)
	To what extent have you evaluated your job performance against personal standards rather than comparing it with what others do?	Noe, et. al. (1990)
	To what degree do you feel you are aware of your skill strengths and weaknesses?	London (1983)
	To what extent have you still made work-based suggestions to others even if they have disagreed with you in the past?	Noe, et. al. (1990)
	To what extent do you set difficult but not impossible work goals?	Noe, et. al. (1990)
Subjective Discrimination - Gender	In comparison with MALE GENERAL STAFF - what kind of advantage do you feel as a general staff woman in terms of:	Strachan & Duirs (1993)
	Salary rate	
	Hours of work	
	Physical working conditions	
	How your work is valued	

Challenge/interest of the job
Involvement in decision-making
Working as one of a team
Relationships with senior university staff
Opportunities to gain qualifications
Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)

In comparison with FEMALE ACADEMIC STAFF - what kind of advantage do you feel as a general staff

Strachan & Duirs (1993)

Subjective
Discrimination - Role

woman in terms of:
Salary rate
Hours of work
Flexibility of working hours
Physical working conditions
How your work is valued
Challenge/interest of the job
Involvement in decision-making
Relationships with senior university staff
Opportunities to gain qualifications
Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)

Participant Information Sheet, Introductory Email to TEU Members and Questionnaire Copy

Participant Information Sheet

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TĀMAKI MAKAU RAU

31st May, 2011

Project Title

Going Up? Career progress of female general staff across New Zealand universities

An Invitation

My name is Kate Winn and I am currently undertaking a Master of Business at AUT University. As part of my thesis I am writing to invite you to participate in a voluntary research project.

The aim of this study is to examine potential helpful and hindering factors that female general staff may experience as part of their career journey within the higher education environment.

The study will investigate:
- Identification of career motivators held by general staff women in New Zealand universities
- Whether New Zealand general staff women experience 'subjective discrimination'

What is the purpose of this research?

The role of the general staff is an important element in the successful running of universities and not enough research has been conducted within this area particularly regarding career paths. This project provides the opportunity to contribute to our better understanding of the thoughts and role of female general staff and their careers and provide the Higher Education sector with an overall picture of the current situation. The final report will be submitted for assessment for the Master of Business from AUT university and a copy of the thesis will be accessible online through the AUT library.

How was I identified and why am I being invited to participate in this research?

The General Staff Sector Group of TEU (Tertiary Education Union) has endorsed the sending of this invitation on behalf of the researchers to all female general staff TEU members on their database working in a general staff role at a New Zealand university.

What will happen in this research?

Your participation in the study will involve the fulfilment of an online questionnaire that should take you approximately 20 minutes to complete.

What are the discomforts and risks?

There are no known risks for the participation in this study and each participant may withdraw their participation from the study at any time before completing the survey.

What are the benefits?

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In addition to contributing toward a qualification for the researcher, participating in the research project will benefit participants by adding to the sparse literature on the career progress of female general staff. It is hoped that the questionnaire will identify areas for future research and staff career progression/advice departments within tertiary institutions.

How will my privacy be protected?

All information given will be anonymous. The researchers' online questionnaire has been configured not to save IP or email addresses in any form. Questionnaire data will be stored securely in the project supervisor's office at the AUT city campus and will be deleted at the end of six years.
No individual will be able to be identified in any resulting publications or conference presentations.

What are the costs of participating in this research?

The main cost to participants will be the time taken in order to complete the questionnaire (approximately 20 minutes).

What opportunity do I have to consider this invitation?

While participation in the project is voluntary, it would be appreciated if you could complete the questionnaire using the link given in the introduction email by the 31st *of July, 2011.*

How do I agree to participate in this research?

By clicking on the questionnaire link in the invitation email and completing the questionnaire using the "submit" button at the end you have agreed to participate in the project.

Will I receive feedback on the results of this research?

A summary of the findings will be available on request from TEU or the researchers.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Professor Judith Pringle, judith.pringle@aut.ac.nz, 921 9999.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Madeline Banda, madeline.banda@aut.ac.nz , 921 9999 ext 8044.

Whom do I contact for further information about this research?

Researcher Contact Details:
Kate Winn, k.winn@auckland.ac.nz, 027 361 4015.

Project Supervisor Contact Details:
Professor Judith Pringle, judith.pringle@aut.ac.nz, 921 9999

Approved by the Auckland University of Technology Ethics Committee **30th May, 2011** final ethics approval was granted, AUTEC Reference number **11/74**

The following email is sent by the Tertiary Education Union (TEU) to female general staff members on behalf of the researchers. The TEU General Staff Sector Group has endorsed the circulation of the following research project:

An Invitation

My name is Kate Winn and I am currently undertaking a Master of Business at AUT University. As part of my thesis and as a TEU member I am writing to invite you to participate in this research project regarding female general staff

The aim of this study is to examine perceptions that female general staff may have of their career journey within the higher education environment. It may include factors that have both hindered or impeded your desired career progress.

The role of the general staff is an important element in the successful running of universities and not enough research has been conducted within this area particularly regarding career paths.

Your participation in the study would involve completing a 20 minute online questionnaire about your role and career experiences as a female general staff member. A Participant Information Sheet is attached to this email for further information about the study.

While participation in the project is voluntary, it would be appreciated if you could complete the questionnaire using the link below by the **31ˢᵗ of July, 2011:**

https://www.surveymonkey.com/s/generalstaff

Should you have any questions or concerns, please do not hesitate to contact myself via the information listed below.

Researcher Contact Details:
Kate Winn, k.winn@auckland.ac.nz, 027 361 4015.
Project Supervisor Contact Details:
Professor Judith Pringle, judith.pringle@aut.ac.nz, 09 921 9999

I thank you very much for your time,

Yours Sincerely,
Kate Winn

Master of Business (Management) Student
AUT University

Please note: By completing this questionnaire you indicate your consent to participate.

Your responses are anonymous to the researchers.

You may withdraw your participation any time before completing the questionnaire by clicking on Exit This Survey.

SECTION 1

*1. Are you currently a Tertiary Education Union member?

◯ Yes

◯ No

*2. Which University are you currently employed in (please select as appropriate)

◯ Auckland University of Technology   ◯ The University of Canterbury

◯ Lincoln University   ◯ The University of Otago

◯ Massey University   ◯ The University of Waikato

◯ The University of Auckland   ◯ Victoria University of Wellington

Other (please specify)

[   ]

*3. How long have you worked in the tertiary sector?

◯ Less than a year

◯ 1-5 years

◯ 6-10 years

◯ 11-15 years

◯ 16 years+

*4. How long have you been in your present position?

◯ Less than a year

◯ 1-2 years

◯ 2-4 years

◯ 5-6 years

◯ 7 years+

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✱5. Please indicate which occupational group the majority of your role falls into:

☐ Administrative Support

☐ Library Staff

☐ Technician

☐ Marketing

☐ Human Resources

☐ Financial

☐ Student Support/Life

☐ Equity

☐ Planning

☐ Information Technology and Web Maintenance

☐ Project Implementation

☐ Other (please specify)

[   ]

✱6. Please indicate whether your role is currently:

○ Full-time permanent

○ Part-time permanent (average of 30 hours or less per week)

○ Full-time contract

○ Part-time contract (average of 30 hours or less per week)

✱7. Please indicate where your position is located within the university:

○ Faculty Level

○ Central Administration

○ Other (please specify)

[   ]

✱8. At what grading level is your role located?

○ 1	○ 5	○ 9
○ 2	○ 6	○ I don't know
○ 3	○ 7	
○ 4	○ 8	

Other (please specify)

[   ]

＊9. What ethnicity do you identify with?

☐ New Zealand European

☐ Maori

☐ Samoan

☐ Cook Island Maori

☐ Tongan

☐ Niuean

☐ Chinese

☐ Indian

☐ Other (such as DUTCH, JAPANESE, AFRICAN). Please State:

[   ]

＊10. Please indicate your age group (years):

○ <20   ○ 20-29   ○ 30-39   ○ 40-49   ○ 50-59   ○ 60+

＊11. What is your highest educational qualification?

○ No qualification

○ School Certificate/Level 1/Year 11

○ Higher School Certificate/Bursary/U.E./Year 13

○ Tertiary/Polytechnic Certificate/Diploma

○ Undergraduate Degree

○ Graduate Diploma/Certificate

○ Postgraduate Diploma/Certificate

○ Postgraduate Degree

○ Other (please specify)

[   ]

12. Do you belong to any professional organizations?

○ Yes

○ No

13. If you answered YES to Question 12 please state the name(s) of the organisation(s).

[   ]

SECTION 2

Considering your employment history at your current university, to what extent do you agree or disagree with the following statements:

14. I view my current position at the university as contributing to my career.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

15. I feel I have been promoted since joining the university (other than automatic increments), e.g. performance-based pay increase, recent regrading, gained a higher position, been given more seniority.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

16. I am familiar with the promotion processes at this university.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

17. I am familiar with the performance review processes at this university.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

18. I feel comfortable using self-promotion during performance reviews.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

19. I feel familiar with Equal Opportunities policies as they are implemented at my university

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

20. In terms of my own career ambitions, there is a clear career path at my university that I believe I can realistically follow.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

21. I am happy with my university's current process of promotion and grading.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

22. I believe career development can take forms other than promotion (e.g. secondment, rotation, shadowing).

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

23. I feel that at least some of the above options are available to me in my current position.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

24. If offered an opportunity to speak with a professional regarding my career at this university, I would make the appointment.

◯ Yes   ◯ No   ◯ Maybe

25. I have made an application for my current position to be re-graded in the past.

◯ Yes   ◯ No

26. If you answered YES for Question 24 - were you successful with the re-grading application?

◯ Yes   ◯ No   ◯ N/A

27. In the past I have applied for a position at a higher grade level.

◯ Yes   ◯ No

28. If you answered YES to Question 26 - were you successful in obtaining the higher position?

◯ Yes   ◯ No   ◯ N/A

29. Which of the following best describes your plans affecting your career for the next 3 to 5 years? (Mark all that apply)

☐ No change planned

☐ Seek higher grade level role within department/faculty

☐ Seek higher grade level role within university but outside department/faculty

☐ Leave the university sector

☐ Retire from the university sector

☐ Seek role in another university at the same grade level

☐ Seek role in this university at the same grade level

☐ Seek role in another university at a higher grade level

☐ Take a leave of absence

☐ Resign from my current job

☐ Possible career change

☐ Other (please specify)

[   ]

30. Please use this space if you wish to comment further on the questions above.

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31. Have you been offered any training and development courses by your university in the last two years?

◯ Yes   ◯ No

32. Have you attended voluntary training and development courses offered by your university?

◯ Yes   ◯ No

33. Were you actively encouraged to attend training and development courses by your manager?

◯ Yes   ◯ No   ◯ Somewhat

34. Please use this space if you wish to comment further on the questions above.

SECTION 3

35. Do you personally feel that your career path has been affected by:

	Strong negative effect	Somewhat negative effect	No effect	Somewhat positive effect	Strong positive effect
Relationship with managers	○	○	○	○	○
Gender	○	○	○	○	○
Age	○	○	○	○	○
Ethnicity	○	○	○	○	○
Family responsibilities	○	○	○	○	○
Lack of suitable qualifications	○	○	○	○	○
Confidence in my abilities	○	○	○	○	○
Lack of suitable openings to advance to	○	○	○	○	○
Having my skills recognised	○	○	○	○	○

Other (please specify)

To what extent do you agree with the following statements:

36. Staff at my university are promoted because of "who they know".

○ Strongly Disagree ○ Disagree ○ Undecided ○ Agree ○ Strongly Agree

37. The university respects my accomplishments as a general staff member.

○ Strongly Disagree ○ Disagree ○ Undecided ○ Agree ○ Strongly Agree

38. The viewpoint of a general staff member is often not heard at a meeting until it is repeated by an academic staff member.

○ Strongly Disagree ○ Disagree ○ Undecided ○ Agree ○ Strongly Agree

39. The university respects the accomplishments of academic staff members.

○ Strongly Disagree ○ Disagree ○ Undecided ○ Agree ○ Strongly Agree

40. Do you feel general staff are discriminated against in any way?

○ Yes   ○ No

41. If you selected YES for question 40, please indicate whether this discrimination was related to: (please tick as many as you wish)

- [ ] Gender
- [ ] Age
- [ ] Ethnicity
- [ ] Speaking Out
- [ ] Out of Work Activity
- [ ] Sexual Orientation/Preference
- [ ] Other (please specify)

- [ ] Marital Status
- [ ] Physical Disability
- [ ] Being in a General Staff Role
- [ ] Having dependents
- [ ] Not having dependents
- [ ] N/A

42. Have you ever discussed this discrimination with anyone in a more senior position at work?

◯ Yes   ◯ No   ◯ N/A

43. Please use this space if you wish to comment further on the questions above.

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44. In comparison with MALE GENERAL STAFF - what kind of advantage do you feel as a general staff woman in terms of:

	Strong disadvantage	Some disadvantage	Neither disadvantaged or advantaged	Some advantage	Strong advantage
Salary rate	○	○	○	○	○
Hours of work	○	○	○	○	○
Flexibility of working hours	○	○	○	○	○
Physical working conditions	○	○	○	○	○
How your work is valued	○	○	○	○	○
Challenge/interest of the job	○	○	○	○	○
Involvement in decision-making	○	○	○	○	○
Working as one of a team	○	○	○	○	○
Relationships with senior university staff	○	○	○	○	○
Opportunities to gain qualifications	○	○	○	○	○
Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)	○	○	○	○	○

45. In comparison with FEMALE ACADEMIC STAFF - what kind of advantage do you feel as a general staff woman in terms of:

	Strong disadvantage	Some disadvantage	Neither disadvantaged or advantaged	Some advantage	Strong advantage
Salary rate	○	○	○	○	○
Hours of work	○	○	○	○	○
Flexibility of working hours	○	○	○	○	○
Physical working conditions	○	○	○	○	○
How your work is valued	○	○	○	○	○
Challenge/interest of the job	○	○	○	○	○
Involvement in decision-making	○	○	○	○	○
Working as one of a team	○	○	○	○	○
Relationships with senior university staff	○	○	○	○	○
Opportunities to gain qualifications	○	○	○	○	○
Opportunities for personal and professional development (e.g. stress management, computer courses, conferences)	○	○	○	○	○

46. Please feel free to comment further if you wish

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47. Considering your role and career within the university sector, to what extent do you agree or disagree with the following statements:

I have taken courses towards a career-related qualification(s).

○ Strongly Disagree   ○ Disagree   ○ Undecided   ○ Agree   ○ Strongly Agree

48. I spend my free time on activities that will help my job.

○ Strongly Disagree   ○ Disagree   ○ Undecided   ○ Agree   ○ Strongly Agree

49. I join professional organizations related to my career goal(s).

○ Strongly Disagree   ○ Disagree   ○ Undecided   ○ Agree   ○ Strongly Agree

50. I seek extra information regarding university affairs.

○ Strongly Disagree   ○ Disagree   ○ Undecided   ○ Agree   ○ Strongly Agree

51. I seek developments specifically within my field at the university.

○ Strongly Disagree   ○ Disagree   ○ Undecided   ○ Agree   ○ Strongly Agree

52. To what extent do you believe other people when they tell you that you have done a good job?

○ Frequently   ○ Fairly Often   ○ Sometimes   ○ Almost Never   ○ Never

53. To what extent do you set difficult but not impossible work goals?

○ Frequently   ○ Fairly Often   ○ Sometimes   ○ Almost Never   ○ Never

54. To what extent have you designed better ways of doing your work?

○ Frequently   ○ Fairly Often   ○ Sometimes   ○ Almost Never   ○ Never

55. To what extent have you still made work-based suggestions to others even if they have disagreed with you in the past?

○ Frequently   ○ Fairly Often   ○ Sometimes   ○ Almost Never   ○ Never

56. To what extent do you look for opportunities to interact with influential people in your university?

○ Frequently   ○ Fairly Often   ○ Sometimes   ○ Almost Never   ○ Never

57. To what extent have you created processes to accomplish jobs without waiting for your manager?

○ Frequently   ○ Fairly Often   ○ Sometimes   ○ Almost Never   ○ Never

58. To what extent have you evaluated your job performance against personal standards rather than comparing it with what others do?

◯ Frequently   ◯ Fairly Often   ◯ Sometimes   ◯ Almost Never   ◯ Never

59. To what degree do you have a specific plan for achieving any career goals?

◯ Large Degree   ◯ Reasonable Degree   ◯ Some Degree   ◯ Little Degree   ◯ No Degree

60. To what degree have you taken the initiative to discuss your career goals with your manager?

◯ Large Degree   ◯ Reasonable Degree   ◯ Some Degree   ◯ Little Degree   ◯ No Degree

61. To what degree do you feel you are aware of your skill strengths and weaknesses?

◯ Large Degree   ◯ Reasonable Degree   ◯ Some Degree   ◯ Little Degree   ◯ No Degree

62. Please use this space if you wish to comment further on the questions above.

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SECTION 6

63. I expect my job/career to give me more real satisfaction than anything else I do.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

64. Building a name and reputation for myself through work/career is one of my life goals.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

65. It is important to me that I have a job/career in which I can achieve something of importance.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

66. I want to work, but I do not want to have a demanding career.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

67. I value being involved in a career and expect to devote the time and effort needed to develop it.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

68. I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

69. Please use this space if you wish to comment further on the questions above.

SECTION 7

70. It is important to me to feel I am a participating member of my family.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

71. The idea of allocating time to services within my community and outside of the university is attractive to me.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

72. I like spending time with my family and friends but feel my work is just as important.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

73. I value being involved in voluntary work outside of the university.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

74. Although family involvement outside of work requires energy and time, the love and enjoyment of family experiences are worth it all.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

75. Studying part-time requires many sacrifices but I think the end result is worth it.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

76. It is important to me to have some time for myself and my own professional development in lieu of spending large amounts of time with family.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

77. I actively seek work that does not interfere with my extra-curricular activities.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

78. I plan to or expect to continue devoting a significant amount of my time and energy being involved in my family.

◯ Strongly Disagree   ◯ Disagree   ◯ Undecided   ◯ Agree   ◯ Strongly Agree

79. Please use this space if you wish to comment further on the questions above.

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Your cooperation is greatly appreciated - thank you again for taking the time to answer the questions in this questionnaire and for your comments.

Please note a summary of the findings will be available upon request from the TEU and/or the researchers.

80. Please use this box if you wish to comment further on any statements or issues outlined in this questionnaire:

Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning."

_____
Signature

_____ Kate Ricketts
Name

_____ 17.4.13
Date