

**A STUDY OF THE RELATIONSHIP BETWEEN CASUAL AND
PERMANENT EMPLOYEES IN AN AUSTRALIAN HIGHER
EDUCATION INSTITUTION**

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DECLARATION OF ORIGINALITY

I Asmita Pokharel, do hereby declare that the material contained in this thesis ‘A study of the relationship between casual and permanent employees in an Australian Higher Education Institution’ is my own work and to the best of my understanding it contains no materials previously published or written by another person, or substantial shares of material which have been accepted for the award of any other degree or diploma at this or any other university. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is provided in the reference page. This research is approved by the Macquarie University Ethics Review Committee via Reference Number 5201500609 dated 30th November, 2015.

Signature of the Student

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Date: 8th April, 2016

ABSTRACT

The Australian labour market is experiencing a remarkable shift away from a traditional full time work arrangement to more precarious forms of employment arrangement, with work defined by insecurity and irregularity for many. Given the current global, political and economic climate, casualisation is likely to be a continuing and increasing feature of the Australian labour market – and this in turn has created a high level of disparity between workers. Such disparity has the potential to strain the relationship between permanent and casual employees, leading to further deterioration in the workplace environment, with the risk of further marginalising or disadvantaging casual employees. Given their already vulnerable and disadvantaged employment position, casual workers would seem to be at further risk of a form of social or cultural exclusion from work culture and community.

The primary purpose of this study was to examine the peer relationship between casual and permanent academics (focusing upon the above issues of workplace harmony and social justice) in the Australian Higher Education sector. The Higher Education sector was particularly salient for this study as it is also one of the largest user of casual employees. This study utilized a single university case study, adopting qualitative research methods, based on semi structured interviews. Interviews were deemed to be the most suitable method for this research as by examining the ways that permanent and casual staff talk about each other, we have the potential to elicit views, experiences and more general values that these subjects may hold regarding the work and status of their colleagues. A sample of 10 participants, 5 casual academics, 4 permanent academics and 1 permanent professional staff member were chosen from one university in NSW, Australia.

The findings of this study were revealing. Contra to expectations, we did not find tensions or difficulties in the relationship between casual and permanent employee. In fact, there was a considerable amount of trust, respect and understanding among all permanent staffs about their casual co-workers and vice versa. There was no evidence of such attitude or behaviour that made their casual colleagues feel ignored and ostracized. Most of the permanent staff had serious reservations and objections to casualization of the workforce. However, as the

research process progressed it became apparent that casual workers did feel marginalized, discriminated and excluded from the work culture and community. The findings indicated that university's management and system was chiefly responsible for such exclusionary and differential treatment of casual academics, denying them access to basic facilities, limiting opportunity for voice and excluding them from social gathering and meetings. This double isolation of casual employees, according to the participants, was the result of the nature of the academic environment which was considered fairly solitary and because of the nature of casual job which is irregular and indeterminate.

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This thesis took almost twelve months to complete, but it feels like I could have continued to do the research forever because time was so limited and there was so much to learn. This study has helped me to gain experience in the field of casual employment and peer relationship. This whole process of finding topic to data gathering and until the final writing of the thesis has been fun and I am proud that I made it possible.

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ABBREVIATIONS USED IN THESIS

ABS	Australian Bureau of Statistics
ACIRRT	Australian Centre for Industrial Relations Research and Training
ACSJC	Australian Catholic Social Justice Council
CCC	Community Child Care
HILDA	Household, Income and Labour Dynamics in Australia
ILO	International Labour Organization
ILRF	International Labour Rights Forum
OECD	The Organization for Economic Cooperation and Development

LIST OF FIGURES

Figure 1: Forms of Employment in Australia

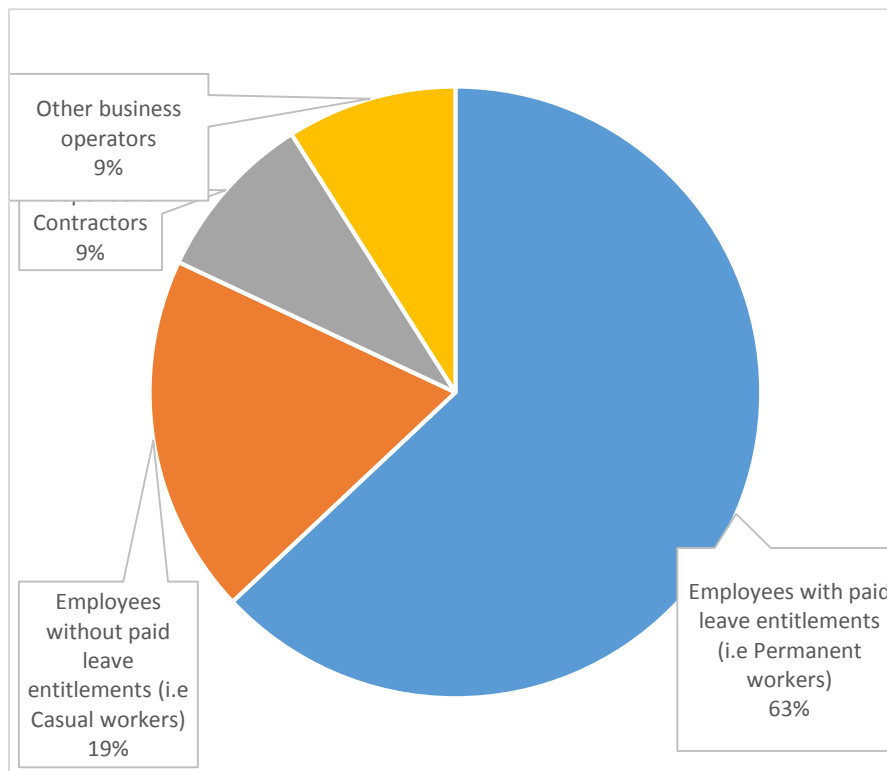
Figure 2: Composition by employment status

CHAPTER ONE: INTRODUCTION

The purpose of this chapter is to familiarize the reader with casualisation of employment through a brief background discussion. This segment will advance by presenting three research questions that will be answered during the course of this study. Additionally, it will discuss the purpose of the current study and my personal interest in the topic. It will close with a summary outline of the thesis.

In the last decade, there has been an accelerating growth in casualisation of employment throughout the Western world including Australia (Campbell, 2000; Campbell & Burgess, 2001b; Kalleberg, 2000). This growth in casualisation of employment was triggered by the crisis experienced by the capitalist economies in the late 60's and early 70's (Harvey, 1989; Piore & Sabel, 1984) where market volatility, increased competition, uncertainty about demand put pressure on firms to seek ways to make labour cheaper and more flexible (Atkinson, 1985). Casualisation is a result of economic and political choices; it is a labour market tactic used by firms to minimise labour costs and to cope with market uncertainty in order to upsurge competitive gain (Dawkins & Norris, 1990; as cited in Nelson & Weymouth, 2006; Walsh, 1997; as cited in Nelson & Weymouth, 2006; Campbell & Brosnan, 1999; Campbell & Burgess, 2001a; Watson, Buchanan, Campbell & Briggs, 2003). In academic literature, a variety of terms are used to describe labour market insecurity: such as contingent, temporary, casual, sessional, vulnerable, atypical and precarious. In the remainder of this paper, the terms 'standard', and 'permanent' are used interchangeably to indicate 'standard employment' and the term 'casual', or 'temporary' to indicate non-standard employment

Figure 1. Forms of Employment in Australia, 2013



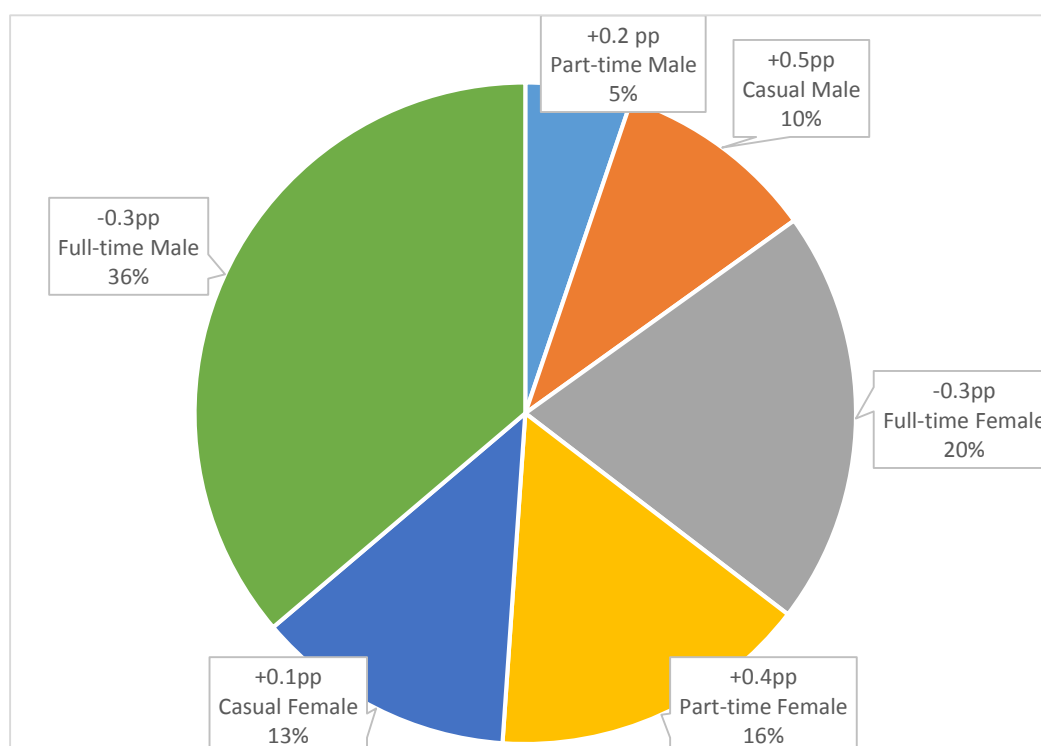
Of 11.6 million employed persons in Australia, 7.3 million were employees with paid leave entitlements in their main job, over 2.2 million without paid leave entitlements, under 1.0 million were independent contractors and just over 1.0 million were other business operators.

Source, ABS 2014 (Cat. No 6359.0)

Australian organisations have been cutting labour costs and hiring more staff on casual and temporary contracts (Briar & Junor, 2012). In Australia, a comparatively high proportion of working people are in some form of insecure work. According to Australian Bureau of Statistics data (ABS, 2014), about 2.2 million people in Australia work casual jobs—the proportion is equivalent to one in every five Australian workers. Australia ranks second only compared to the US, in terms of OECD casualisation rates (Campbell, 2004). Traditionally, such forms of employment has been more popular in sectors such as mining, agriculture, waterfront, and construction industries (O'Donnell, 2004). Latterly, the process of casualisation has spread into other professional employment such as nursing and teaching (De Ruyter, 2004; as cited in Burgess & Connell, 2004; May, 2011; Junor, 2004). Over the past two decades, casual employment has also emerged strongly in the Australian Higher Education sector (May, 2011). Casualisation in this sector is now the third highest among 14 industries, ahead even of the hospitality industry in use of casual labour (Australian Council of Trade Unions, 2012).

The Australian Higher Education sector now employs twice as many academics on a casual basis as they do those with permanent employment (May, 2011). It is estimated that around 40% of all university staff are casual employees (Junor, 2004; Coates & Goedegebuure, 2010), that compares to an average of around 25% in the overall workforce (Junor, 2004). Casual academics (referred to as sessional) account for 50% of the overall teaching load in universities (Ryan et al., 2013).

Figure 2. Composition by employment status (in percentage point)



Source: Workplace Gender Equality Agency's (WGEA), 2015

The changing nature of workforce in terms of demography (such as greater female labour force participation) and socio economic condition (like periods of high unemployment and expansion of service industries in western economies) have influenced people's choice of employment status. Such changes have been associated with a rise in the number of workers falling outside the boundaries of traditional work (OECD 2002). It has been argued that increasingly large number of employees are attracted towards casual jobs that provide them flexibility (Lumley,

Stanton & Bartram, 2004). However, researches have shown, compared to permanent workers, casual workers generally are far more susceptible to practices such as easy dismissal; discrimination; denial of access to training; exclusion from rights, benefits and forms of protection; increased exposure to bad job characteristics, such as job insecurity, low pay, lack of pension plans and health insurance, lower propensity to belong to a union; and fewer legislative protections (Pocock, 1998; Nightingale, 1995; as cited in Lumley et al., 2004; Campbell, 2001; Campbell & Burgess, 2001a; Lowry 2001; Lee & Hoon, 1993; Walsh, 1990; Burgess, 1997; Romeyn, 1992; Kelleberg, Reskin & Hudson, 2000; Campbell, 1996).

Such casualisation of the workforce requires critical attention due to its growth across industries in Australia (Campbell, 2001; Campbell & Brosnan, 2005; Pocock, Buchanan & Campbell, 2004), including that of Higher Education Sector. Casualisation of employment has received considerable attention from scholars, with the majority of research having been focused on the difficulty of casual workers in terms of lower job security, less attractive employment conditions and financial well-being (Burgess & Campbell, 1998b; Campbell, 2000). Considerably less attention has been devoted to understanding the relationship between casual and permanent employees. Yet such peer relationships are significant for our experience of working life.

Since 1930's Elton Mayo and colleagues worked on Human Relations Movement in Management that studied the importance of workplace relationship. Advocates of the "human relations school of management have also stressed on the academic need or desire for employees to get along with co-workers" (Perrow, 1986, p. 60). The result of the studies regarding human relations in the workplace show, people want to have a sense of belonging and significance while being treated with value and respect.

Although researchers have produced a valuable body of knowledge and understanding of human relationships and their role in the organisational processes, the literature is mostly grounded on generic workplace relationships such as supervisor-subordinate relationship, employee-employer relationship, customer relationship, romantic relationship etc. Further, these researches have been dominated by quantitative methodologies (Sias, 2008), possibly because the study of workplace relationships fall within the ambit of organisational and interpersonal communication. (Lindlof & Taylor, 2011; Manning & Kunkel, 2014).

The study of workplace peer relationships takes a fresh departure from this methodological constraint. However, available literature typically discusses the relationship focusing on peer roles such as mentoring (Kram & Isabella, 1985; as cited in Sias, 2008), social support (Persoff & Siegel, 1998; as cited in Sias, 2008), and power and influence (Kunda, 1992; as cited in Sias, 2008).

In recent years, some meaningful research has been done on workforce blending, which explores relationship between standard and non-standard workers; standard and contract workers; impact of non-standard employee on the relationship between the peer and manager (Davis-Blake, Broschak & George, 2003; Geary, 1992; Pearce, 1993; Smith, 1994; as cited in von Hippel & Kalokerinos, 2012). But these researches do not sufficiently explore relationship between casual and permanent employees. This report will attempt to fill that gap by examining the intricacies of working relationship between casual and permanent employees using a qualitative approach.

1.1 Problem Statement

While casual employment is significant in terms of its size and utility, the rise in casualisation of jobs is also an issue of concern in terms of the potential strain on relationships between employees employed on disparate contractual arrangements. Such strain has the potential to both hinder the harmony of the working environment and serve to marginalise or disadvantage further the casual employee. Casual employees who are already disadvantaged in terms of contractual conditions are at risk of being further socially excluded or marginalised in the workplace. It is in the light of these problems, it is important to investigate further the impact of casualisation on relationship within organisations. The aim of this study is to contribute to this with information concerning the working relationship between casual and permanent employees in the context of an Australian Higher Education provider.

1.2 Research Question

Hence, the following questions has been identified for this research:

1. In the Australian Higher Education Institution studied, what are casual and permanent employees' understanding about each other's condition of work?
2. How do these differently contracted employees relate to and experience each other in workplace?
3. What from this research, can we say about the impact of casualisation of Higher Education sector on workplace harmony and social justice?

1.3 Purpose

This study explores the relationship between casual and permanent employee in a single University context. The purpose and research questions stated above are analysed and answered using a qualitative study. To seek to understand the potentially rich and ambiguous nature of the relationship between casual and permanent employees, in-depth interviews are conducted with both casual and permanent employees. As I explain in 3.1.1 and 3.1.3, a qualitative, interview based, methodology was selected for this study because a comprehensive picture of

the experience of casual employment, from the perspective of casual and permanent employees, cannot be easily picked up from large surveys asking closed questions. Issues like the nature of their relationships, connection to the workplace harmony, and social justice issues are difficult to seek using closed, and limited-response survey questions or by conducting a shallower investigation in a more wide-range. The qualitative study fills this gap by evaluating the views of casual and permanent employees about their experiences of their employment conditions and exploring the impact of this upon work place harmony and social justice issue. An in-depth interviews allow unforeseen issues to emerge, together with the exploration of their meanings and the clarification of participants' viewpoint with follow-up questions (Partington, 2001).

1.4 Personal Interest

During my one and half year residency in Australia I have worked with a wide variety of people who are on casual contracts. I came to know about the difficulties and problems encountered by these individuals and their struggle to find a full time job. Reflecting upon my experience of working with casual and permanent employees, it became clear to me that this topic would be interesting to explore more extensively.

1.5 Thesis Summary

This thesis is organised into four chapters, and I provide a summary of these here.

Chapter one, Introduction. This chapter will provide the context and background of the research. It will discuss the research questions identified for the purpose of this research along with the problem statement, purpose of the research and personal interest in the topic.

Chapter two, Review of literature. The second chapter will address existing literature on casualisation of employment, on peer relationship at work, on organisational culture and teamwork. From this chapter, I will draw out the major conceptual themes I will be examining in this research.

The third chapter will outline the methodology and methods used in the inquiry. It will address such aspects as the research design, the interview schedule and process, participant selection, data analysis and ethical considerations.

The fourth chapter will provide the findings, organised around major themes. These are identified in the earlier literature review.

The final chapter will interpret and comment further on the findings, discussing their relevance to previous research highlighting the issues of peer relationships and social justice as key findings of this research. It will also present the self-reflection of the researcher about the research process followed by a conclusion.

CHAPTER TWO: REVIEW OF THE LITERATURE

In this chapter I will consider previous research that has been conducted within the areas of casualisation at work. I organise the chapter into four sections. Section One will begin with the discussion of the history of labour restructuring tracing it to changes in labour philosophy in the US, and the UK since the 1940's. In Section Two, I will discuss the casualisation in Australia and make a distinction between casual and permanent employees. In Section Three, I will consider the benefits and pitfalls of casual employment from the perspective of both employee and employer. In Section Four, I will discuss the theoretical foundations of the study where I talk about the literature on Organisational Culture, Teamwork and Peer Relationship. A number of academic findings and limitations of previous research will also be considered in Section Four.

2.1 History of labour restructuring

Since the 1940s, there has been a great transformation in the manner temporary workers are utilised by firms. During the Fordist era, the number of temporary workers in North America was minimal (Smith & Neuwirth. 2008). During the Post-Fordist regime the market transformation began and the social regulation of labour markets and the very nature of work began to shift (Peck, 1996). The Post-Fordist era has been progressively characterised by a swing to the new information technologies; economic restructuring that emphasized flexibility within work spaces, labour, markets, employment relationships, wages and benefits; weakening of the longstanding manufacturing base; decentralisation of labour practice and labour organisation; growth of computer based industries; outsourcing of jobs and services; a decline in the fraction of the skilled, masculine, blue-collar working class; the growth in the service and white-collar classes (Amin, 1994, p.1). It has also been characterised as a phase of 'feminization of the work force; greater fragmentation and pluralism; broader social and cultural changes; emergence of new identities associated with greater work flexibility; and maximisation of individual choices through personal consumption' (Hall, 1988, p. 24).

The late 60's or early 70's, was marked as a time of crisis for most capitalist economies (Harvey, 1989; Piore & Sabel, 1984). This created a spur for these nations to adopt flexibility, in order to overcome the crisis (Meulders & Wilkin, 1987). Market volatility, increased competition and uncertainty about demands put pressure on firms to seek ways to make labour inexpensive and more flexible in quantity (Atkinson, 1985). A number of organisations used nonstandard employment arrangements to deal with such environmental instability (Belous, 1989; Kalleberg, 2000). Economic breakdown brought about considerable vulnerability among many job seekers in the labour force, with the suggestion that many would take any job for survival purposes rather than dignity.

The period since the mid 70's signifies a move away from one distinct phase of capitalist development to a new phase; a time where the terms like 'transformation', 'structural crisis', 'transition' became common descriptors of the present, while new labels such as 'post-fordist', 'post-modern', 'post-industrial', 'post-collective' have been utilised by the academic community to describe the emergent new form of capitalism (Amin, 1994). Labour restructuring in the present-day has created major reforms in the employment structure of progressive capitalist societies (Albo, 1994).

The global practices of neoliberalism and market rule added greatly to the increasing pressure put on local labour markets towards flexibility (Brown, Goodman & Yasukawa, 2010). Greater flexibility within labour markets has been considered important at the global level, particularly within OECD (The Organisation for Economic Cooperation and Development) countries and liberal market economies (Harvey, 2005). "The opening of capital flows and subjection of national economies to global competition in the 1980s and 1990s has also forced European countries to introduce flexible labour markets in order to remain competitive" (Wallace, 2003, p. 1)

Compounding these pressures, international financial market volatility has led to decreasing real wages, growing unemployment, and further swing from formal employment to informal work (Lee, 1998). Such financial market volatility has led to financial catastrophes and long term detrimental impact on the economies, enterprises, and the labour market, particularly in emerging nations (Cerra & Saxena, 2008). Exchange rate depreciation, higher interest rates, falling domestic demand and lower capacity utilization have a considerable impact on

enterprises and can halt the growth of developing nations. Additionally, global economic changes have brought about increased rivalry and uncertainty among many firms. This has generated further pressure towards more flexible working arrangements (Burgess, 1997). Atkinson (1985) argues that, the economic turmoil, technological breakthrough and competitive pressure experienced by developed nations, are among the three major factors pushing employers to seek greater labour flexibility. Pressures of globalisation, by means of the flexibilisation and informalisation of labour markets, therefore push for further casualisation.

2.2 Casualisation in Australia

As with other Western countries, Australia has also witnessed significant changes in working arrangements since the 70s. Across a range of occupational categories there has been a considerable shift away from a more stable permanent form of employment towards more flexible labour arrangements (Mangan & Williams, 1999). Increased use of casual employment indicates a significant development (Dawkins & Simpson, 1993; as cited in Nelson, Tonks & Weymouth, 2006; Pocock, 1998; as cited in Nelson et al., 2006) and one of the most distinctive features of the current Australian labour market (Campbell & Burgess, 2001a; Watson, Buchanan, Campbell & Briggs, 2003; Wooden & Warren, 2004). People categorised as ‘casual’ increased from 700,000 in 1982 to 2.1 million in 2000 (WORKPLACE RELATIONS AMENDMENT, FAIR TERMINATION BILL, 2002). As of 2013, about 2.2 million people in Australia worked casual jobs—the proportion is equivalent to one in every five Australian workers (ABS, 2013, Cat 6359.0).

Such developments have filtered into the Higher Education Sector also. To critics, universities have begun to look like a flexibalized factory, which are heavily committed to neoliberal strategies (Gould, 2003; as cited in Brown et al., 2010). Thus, globalisation and neoliberalization (Olssen & Peters, 2005) have provided a rationale for restructuring education sector to better meet the needs of the national economy. This is done through a variety of institutional means, including the employment of a cheaper casual academic workforce which is required to deliver course materials on a ‘session-by-session’ basis (Rothengatter & Hill,

2013). Like other sectors, universities also operate in a harshly competitive global environment in which everything possible is done to cut 'costs', including employment costs. Senior management at the universities are using their own tactic, such as structure and budgets, within the university (Ryan & Guthrie, 2009) in order to tackle the imposition from the government. Governments' squeezing of public finance, and university's management decision to release funds for other priority has been considered responsible for the casualisation in Higher Education Sector (Brown, et al., 2010).

Casualisation of employment has been understood differently in different context. Although the connotations may vary, but there is a wide range of resemblance in the meanings found in different areas (O'Donnell, 2004). International Labour Organisation (ILO) defines casuals as workers with an explicit or implicit contract of employment, that is not expected to continue after a short period, and the duration of which is to be determined by national circumstances. Casualisation in International literature refers to a spread of conditions of work such as employment insecurity, low wage, and absence of standard employment benefits (Basso, 2003, p.18; as cited in May et al., 2005). Before we advance into our next discussion it is essential to make a distinction between casual and permanent employee. Australian Bureau of Statistics (2009, Cat 4102.0) classifies employees as permanent, casual, sessional or seasonal employees on the basis of hours they work, leave, pay rates, and other entitlements. A permanent employee is someone engaged on a permanent basis and may be "full-time" or "part-time". They have ongoing employment and are expected to work regular hours each week and are entitled to both paid annual and sick leave (Fair work Ombudsman, 2013). Casual employees are entitled to a higher hourly pay rate (called 'casual loading') than permanent employees, however, they forgo other benefits such as sick leave or annual leave and many have no regular hours of work that are normally linked with 'permanent' jobs for employees (ABS, 2009, Cat 4102.0). "The actual hours of work for an employee in a particular job or industry are agreed between the employer and the employee and/or set by an award or registered agreement" (Fair work Ombudsman, 2013). Another distinctive feature of casual employment is the shorter notification required to terminate or alter work schedules (Simpson, Dawkins & Madden, 1997).

In Australian Higher Education sector, academic and other staff at universities are employed under continuing (subject to lengthy periods of probation, termination on account of

redundancy), fixed-term (guaranteed certain period of employment), independent contractors (professionals such as lawyers and accountants, to supplement their teaching workforce), “honorary” or “adjunct” appointments (often retired academics of significant standing who provide expertise on a voluntary basis in return for benefits such as office space and use of equipment) and casual/sessional staff who are paid on hourly basis (Andrews et al., 2016). Casual/Sessional staff are also described as an “underclass”, who lack job security, have poor wages, inferior working conditions, few benefits and experience limited integration into the departments in which they work (Kimber, 2003)

2.3 Analysing Casualisation

The benefits for employers of casualisation are numerous. One of the most noted benefit is avoidance of non-wage labour costs, in the form of sick and paid leave and healthcare compensation (Standing, 2008). It is recognized that hiring casual employees provide cost saving for the employer, as they are paid only when required (Allan, 2000). Casual employment has been seen as a flexible option for increasing and decreasing workforce numbers depending on the workflow of the business. In addition, casual employment offers the employer greater control over labour and easier dismissal (Campbell, 2004; Campbell & Brosnan, 2005). On the flip side there are concerns about skills, quality and commitment associated with the excessive use of casual staff for employers (e.g., Smith, 1994; as cited in von Hippel & Kalokerinos, 2012; Leatherman, 1997; Edwards & Robinson, 2004; Whittock, Edwards, McLaren & Robinson, 2002) and considerable support for short-term contracts being negatively related to organisational commitment (Forde & Slater, 2006; De Gilder, 2003).

A number of writers have argued that casualisation offers benefits for employees too. It has been said to offer them higher hourly pay (Casual Loading), flexibility, ability to balance work with family or other non-work activities (eg. care giving and studying), opportunity to earn extra money, facilitates a career change and suitable to work-leisure preference of employees (May, Campbell, & Burgess, 2005). One of the most common arguments in favour of casual employment in addition to being suitable for employers is that, it allows people to exercise greater choice over their working lives (Hewitt, 1993; as cited in Pocock, 2001). Women more than men are said to prefer casual or part-time employment as it enables them to balance work

and household tasks. The most nominated reason for female employees working casual or part-time is caring for children. It is viewed as “family friendly”, since it allows them to spend more time with their family (Pocock, 1995; Hewitt, 1993; as cited in Pocock, 2001). Research conducted among nurses in USA, UK and Australia also suggest that many nurses choose casual employment over permanent positions because of higher hourly compensation (casual loading), and flexibility over when and where they work (Gordon, 2004; Lumley, Stanton & Bartman, 2004; Creegan, Duffield & Forrester, 2003). Casual employment has also been presented as particularly suitable for people of retirement age, and students who are unable to work in a ‘typical’ arrangement (Buddelmeyer, Wooden & Ghantous, 2008; Lucas, 2012; ABS, 2009, Cat no 4102.0.30).

Despite the financial and personal benefits that are said to attach to casual employment, much of the research on casualisation highlights the challenges faced by casual workers in terms of their employment contract - such as job and income insecurity, exclusion from various rights and benefits, poor treatment by supervisors and managers and poor or non-existent career structure. A study conducted among British sessional staff, for example revealed that sessional staff were concerned about job security and lack of professional staff development. It was found that the pay and conditions of sessional staff were worse than full time staff, with limited prospects for promotion and lacking trainings (Rothwell, 2002). Another study by Junor, Oxley & Wallace, 2001 (as cited in Halcomb et al., 2010) identified key areas where sessional staff were dissatisfied, including; lack of paid sick leave, lack of control over work days, time and hours; increased workload; non-engagement and feeling of marginalisation; excluded in decision making forums; insufficient constructive advice from supervisors regarding career options; lack of information about required privileges.

I examine a number of these critiques of and challenges faced by casual employees below:

2.3.1 INSECURITY

Casual employment has been considered as very unsettling and uncertain. Casual employees are more deprived compared to permanent labour-force in terms of job security (Junor 2004; Kelleberg, Reskin & Hudson, 2000). Casual employees in general do not have employment agreements or tenancy and are employed on a requirement basis. Thus they have uncertain and

irregular working hours compared to permanent employees (Junor, 2004). Casuals not only enjoy less job security, but also a lesser amount of income security due to the inconsistent number of hours worked each pay period (Brown et al., 2010; ACSJC, 2002). Also, due to changing roster and shift times every week they are suffering from working time insecurity. The precarious nature of casual work has led to significant financial difficulties among casual workers (Buchler, Haynes & Baxter, 2009; Brown et al., 2010). Casual employment has severely restricted the ability of employees to take out personal and housing loans, leading to further financial and life hardship (Watts, 2001). Casual employees thus, are classified as a substandard class of employee who suffer a significant shortfall in their rights and benefits as equalled to their permanent colleagues (Campbell, 2000). It is not only financial wellbeing that may be negatively affected, however, the prolonged insecurity of casual working has been linked by Silla, Garacia & Peiró (2005) to adverse effect on occupational health and safety and lower psychological well-being among casual workers

2.3.2 EXCLUSION FROM WORK RELATED TRAINING

A number of studies have noted difference between casual and permanent employees in relation to access to training. Casual workers have less access to on-the-job training (Campbell, 2001; Burgess, 1997; Romeyn, 1992; Watson et al., 2003). This lack of adequate training for casual workers have made them more prone to accidents at workplace (Buchanan, 2004). For employers avoiding training costs for casual employees may be detrimental in the long run, resulting in skill shortages, inadequate innovation and slowdown in productivity growth (Connell & Burgess, 1998; Hall, Bretherton & Buchanan, 2000). Lack of training can be an important concern to those who want to do their job well and wish to progress in their career. Lack of training opportunity is also considered as an important aspect of lost workplace citizenship (Pocock, Prosser & Bridge, 2004). According to Campbell (2001), this shortage of training carries a worrying side effects, not just for casual workers but also for the medium-term health of individual enterprises and the economy as a whole.

2.3.3 INFERIOR TREATMENT

Casual employees are largely regarded as having lower status compared to their permanent counterparts. They are considered as second class and inferior compared to their permanent counterparts (Nelson, Tonks & Weymouth, 2006). Pocock, Prosser & Bridge (2004) found that, casual workers are not treated well by their supervisor or others in the workplace. Supervisors and other colleagues expressed attitude and behaved in a way that made them feel inferior. There is evidence of casual employees being treated with lack of respect, leading to feeling of being used and abused; left out of the loop and ignored; bullied; their workplace injuries ignored or dismissed and lacking voice at work (Pocock, Prosser & Bridge, 2004).

2.3.4 LACK OF OTHER BENEFITS

The majority of literature on the topic of casualisation argues that casual employees suffer a substantial deficit in their rights and benefits, as compared to employees in permanent jobs (eg, Campbell, 2004; Kalejaiye, 2014; Louie et al., 2006; May et al., 2005). Apart from exclusion from work related trainings, casual employees are also “excluded from other rights, protections and benefits associated with ongoing employment, such as salary progression, workers compensation coverage and a career path” (Buchanan, 2004, p. 24). In addition, casual employees are also deprived of paid annual leave and sick leave and less likely to belong to a union (Burgess & Campbell, 1998a; Pocock, 2005; Romeyn, 1992; Simpson, Dawkins & Madden, 1997; Wooden & Warren, 2004). Results from surveys and case studies of casual staff have revealed issues such as the lack of access to basic facilities such as a desk and a computer (Junor, 2004). It was found that the conditions of casual employment also confined their access to credits (loans), leasing properties, employer-funded retirement incomes and holidays (Burgess, Campbell & May, 2008). Moreover, they are also without legislative protections accorded other employment and outside the coverage of the award system (Campbell, 1996).

2.3.5 SOCIAL JUSTICE ISSUES

The ILO defines a just workplace as one where there is access to sufficient work and income-earning opportunity and opportunity for training and development; provision for career progression and where one can work harmoniously with others (ILO, 1999; CCC, 2012; ILRF, 2001). However, researchers contended that insecure work fails to meet most of these key

elements of a just and decent workplace (Briar & Junor, 2012). Research on casual academic staff for example, revealed that many of them believe they are marginalised and excluded (Brown et al., 2010), they expressed a feeling of isolation from colleagues and poor communication from employers (Churchman, 2005; as cited in May, Peetz & Strachan, 2013; Brown et al., 2010; Gottschalk & McEachern, 2007; as cited in May, Peetz & Strachan, 2013).

In sum, the above literature provides evidence of the use of casual labour, and variety of issues raised by casual employment. It highlights how casual employment is legitimised as a flexible option to balance work family responsibility or as a transition into a new job. It was found, however, that casualisation often provides unstable employment for workers; unpredictable working hours; lack of rights and benefits; absence of leave; lack of training and exclusionary treatment and lack of trust and respect. In and around the issues raised in the literature are issues of the effect of casualisation upon the work relationship between employees. To further explore this topic, I turn now to literature on Organisational Culture, Teamwork and Peer Relationship.

2.4 Organisational Culture, Teamwork and Peer Relationships

The culture of an organisation is said to play a vital role in determining whether an organisation is a happy and healthier place to work (Kane-Urrabazo, 2006). It gives its members a sense of identity, increases their commitment, emphasizes organisational values, and works as a control mechanism for shaping behaviour (Nelson & Quick, 2011). A healthy culture encourage employees to stay motivated and loyal; controls the way workers behave among themselves and towards people outside the organisation; shapes the way they intermingle at their workplace; and facilitates such critical aspects of organisational life as harmony among employees and overall wellbeing (Helou & Viitala, 2007). The culture of an organisation strongly encourages the formation of close personal relationship among employees (Bottger & Chew, 1986). It is held that, organisational culture in any workplace is the atmosphere in which people work on a daily basis. The way to learn and to internalise such a culture is to spend time working there - the necessary time to become enculturated. Thus, it is suggested that permanent

employees are likely to get more insight into the culture of the company they work for than casual workers who come and go (Gleason, 2006). They are more likely to share a common identity and value with other permanent employees who have ongoing employment.

Employees depend on their fellow co-workers who help them to accomplish the task, and achieve mutual goals (Bateman, 2009). Team work has been considered vital not only to the success of the company but also to the overall development of employees. The importance of teamwork has been addressed in much academic literature, going on for back on the classic studies of Elton Mayo at the Hawthorn plant in the US in the 1930's. It has been associated with high levels of productivity, lower production costs, job satisfaction, customer satisfaction, safety, quality and organisational commitment (Kirkman & Rosene, 1999).

If we consider the wider history of the literature on culture and teamwork, we know that peer to peer relationship have been considered important for people's identity, sense of belonging and sense of self. All employees, irrespective of their status are understood to want to feel valued and respected (Coffman, Gonzalez-Molina & Gopal, 2002). They want to be part of a workplace culture that lets them to discover their own identity and self (Llopis, 2014). Identity within the peer group is important in constructing personal identity in a workforce (Scott, Corman & Cheney, 1998). It was found that people who have positive relationship with their co-workers are more likely to be engaged and happy at work (Huhman, 2014). Personal identity is based on our personal relationships and characteristics (Eysenck, 2004). Research on social identity has suggested that the role of work team play an important role in building individual identity (Tajfel, 1978; Tajfel & Turner, 1979). Employees lack their sense of personal identity if they believe that their image and expectation do not match with the company (Llopis, 2014). This negative attitude towards job, organisation and co-workers possibly can lead to identity crisis (Llopis, 2014). Employee identity crisis emerge in a workplace when people feel that they do not belong to the organisation or team; where they perceive that their relationship with their work colleagues is bad; where they feel that they do not get respect they are due from their supervisor and fellow co-workers; where they feel that the work environment is atypical to them (Llopis, 2014). Our relationship with other people also have a greatest effect on our self-concept (Eysenck, 2004). Our subjective sense of self is defined and expressed by our relationship to other people in a place, as well as our relationships to the various settings that define and structure daily life and work (Gieryn, 2000; as cited in Rooney et al., 2010).

The need to belong and form attachments is universal among human (Baumeister & Leary, 1995). In the past, belonging to a group was essential to survival: people hunted and cooked in groups. Belonging to a group allowed tribe members to share the workload and protect each other. Thus, the need to belong is rooted in evolutionary history. Donne (1975) has been widely cited for this famous line “No man is an Island.” In psychology, the need for interpersonal relationship was emphasized in several ways by Freud (1962) where he opted to see the motive as derived from the familial bond. Maslow (1970) in his theory of motivation emphasized on the need to belong as a major source of human motivation and as one of the five human needs in his hierarchy of needs. He posited that belongingness is the human emotional need to be an accepted member of a group. Whether it be family, friends, co-workers, or a sports team, all human beings irrespective of their job, role or status have an inherent desire to belong and have a psychological need to be accepted as a part of group. He thought that workplace relationships can enhance employees’ experiences at work thereby satisfying their psychological needs to affiliation (Maslow, 1970). Bowlby’s (1969, 1973) attachment theory also stressed the need to form and maintain relationships.

Most people have one supervisor and several peer co-workers. Consequently, most of us spend more time with our peer co-workers than with anyone else at work (Comer, 1991). Researchers have argued that sense of being a part of the group are also an important unseen support that employees receive from their co-workers (Berkman & Syme, 1979; Cohen & Wills, 1985; House, Robbins & Metzner, 1982). According to Baumeister & Leary (1995), all human beings need a certain minimum quantity of regular, satisfying social interactions. Social isolation, or lack of a sense of belonging, has been linked to severe deprivation and variety of ill effects (eg. loneliness and emotional distress).

The renowned Hawthorne studies conducted between 1924 and 1932 by Mayo and Roethlisberger at Western Electric Company's Hawthorne Works in Chicago, demonstrated a major turning point in our understanding about team work and peer relationships. The main effects from the Hawthorne studies were that people did not go to work just for money. Work was more than that. It was primarily a group activity in which behaviour of others, whether it be co-workers or managers, affected how well people worked (Mayo, 2014). Their research

found that, intrinsic rewards such as satisfaction, enjoyment, and growth are the major motivators at work and these rewards are derived, in part, via communication with their co-worker.

‘Peer relationship refers to relationships between employees at the same hierarchical level who have no formal authority over one another’ (Sias, 2008, p. 58). Positive peer relationship has been associated with high level of motivation, job satisfaction, commitment and self-esteem (Bottger & Chew, 1986; Sias, 2005). The quality of co-worker relationship in a team has been found to be responsible for creating a productive and pleasant environment and can “tie” that employee to the organisation (Bateman, 2009). Negative peer relationships have been linked to employee turnover (Scott et al., 1999; as cited in Sias, 2008) and high-quality peer relationships are effective employee retention mechanisms. Negative peer relationships have also been associated to stress, and behaviours such as refusing to help the others, backbiting, silent treatment, insults, patronizing, bullying, and similar acts. Negative interpersonal relationship can lead to conflict and therefore disharmony in the workplace. A study by Medibank Private (Australia’s largest private health insurer) in 2007 found that workplace disharmony caused by interpersonal conflict cost the Australian economy an astounding \$14.81 Billion a year with a direct cost to organisations of \$10.1 billion. Thus, the nature and quality of peer relationships is substantial for the individuals as well as the organisation in which the relationship is fenced.

2.5 Combining Literature on Casualisation and on Peer Relationships

As we saw in this chapter, that the extent of the disadvantages associated with casual work are numerous – in addition to the lack of various leave entitlements and reduced employment security – they typically include irregular schedules and earnings, reduced access to unfair dismissal rights, lack of rights to belong to a union and exclusion from work related trainings. We also saw the importance of stable peer relationship at work. Studies have shown that a stable peer relationships has been directly linked to motivation, satisfaction and the worker's

ability to succeed. As employees spend significant amount of time in the workplace, these long work hours are resulting in the formation of workplace relationship. These relations can be both positive or have the potential to become harmful. A growing number of firms today are increasingly mixing contingent labour of various kinds, including independent contractors, contract labour employed by specialist contracting or labour hire firms, and directly employed part-time and temporary workers including casual workers (Kalleberg, 2001) by creating a 'blended workforce' - where a group of employees within the same organisation work in a variety of work arrangement (Thompson & Mastracci, 2008). Permanent employees are in a standard and relatively stable work arrangements and more likely endorse the common in-group identity provided by the company that employs them. However, a blend of casual and permanent employees bring together people who may share no common in-group identity at all. This blended casual and permanent mix has the potential to create conflict in their relationship which might further be worsened by inherent difference in status that exists between them. It also has a serious potential to reduce casual employees access to community relationship at work compounding their other disadvantages associated with their employment status.

A burgeoning work on blended workplace suggests that temporary workers have negative effects on their permanent co-workers (Von Hippel & Kalokerinos, 2012). Research have also shown that in a blended workplace permanent employees begrudge the prevalence of temporary employees, feeling that their work is unprofessional or of poor quality, and that this forces them to compensate for the casual employees reduced performance (Smith, 1994; as cited in von Hippel & Kalokerinos, 2012). Further it was also found that in a blended environment permanent employees experienced poorer relationship with management and employees (Davis-Blake et al., 2003) and report more negative attitudes (Chattopadhyay & George, 2001; as cited in von Hippel & Kalokerinos, 2012) than permanent employees who do not work alongside temporary employees. It was found that managers tend to assign less difficult task to temporary workers, while most often asking permanent workers to deal with complex and time consuming problems (Pearce, 1993). Blended workforces are also linked to reduced organisational loyalty among standard employees as well as increased intention to quit the job (Davis-Blake et al., 2003). Another factor that impact the quality of the inter-group relations is 'threat' that usually ascends as a consequence of inter-group rivalry (Judd & Park, 1988; as cited in von Hippel & Kalokerinos, 2012; Sherif, 1966; as cited in von Hippel &

Kalokerinos, 2012; Weber, 1994; as cited in von Hippel & Kalokerinos, 2012). If temporary co-workers perform the same job for less incentive (cash), demanding no responsibility on the part of the organisation, their existence may serve as a threat to permanent employees (Barnett & Miner, 1992; as cited in von Hippel & Kalokerinos, 2012; Kraimer et al., 2005; as cited in von Hippel & Kalokerinos, 2012) and their loyalty will drop if they deem that organisation's intention to be negative (Davis-Blake et al., 2003; George, 2003). This perception of threat has the potential to create intergroup biases on part of permanent employees, thereby causing them to talk, think and act negatively towards their casual colleagues.

2.6 Summary

The fact that a large section of Australian workers now work on casual terms has implications not only for workplaces but also more generally towards relational and interpersonal issues. A lack of rights, benefits and insecure work for many casuals mean that permanent workers are also affected where a growing number of their casual workmates have little security, feel disrespected, and cannot speak up about their rights or contribute to work improvements. In this way, a growth in casualisation can cast a shadow over workplaces more generally, affecting peer relationship, and, potentially, workplace harmony and social justice issues. Given the above literature on casualisation, workplace (peer) relationship and workforce blending, the relationship between casualised and non-casualised employees at work would seem to have the real potential of compounding the negative effects of casualisation for individuals by further excluding them or harming the important aspects of identity conformation and belonging that work has traditionally provided. In the following chapter I detail the methodology and methods I employ to examine whether this indeed is the case within the organisational setting I studied.

CHAPTER THREE: RESEARCH METHODOLOGY AND METHODS

In this chapter I will summarize the methodology used to examine the research questions (section 1.2, pg. 5) which are intended to develop an understanding of the working relationship between casual and permanent employees of my case study organisation. Section One will discuss the structure of the research design and research instrument. The research instrument involved in-depth interviews with employees in one case study organisation. Section Two will describe the selection of participants and the interview process. Section Three will discuss analytical strategies, Section four ethical consideration and Section Five will discuss methodological limitations of the research.

3.1 Research Design

The choice of research methodology rests primarily on the nature of the research questions. This section justifies my use of a qualitative research design, the single site case study and interview methodology.

3.1.1 USE OF QUALITATIVE RESEARCH APPROACH

A qualitative research design reflects my desire to obtain a highly descriptive, in-depth understanding of the relationship between casual and permanent employees. In the growing context of casualisation, this study aims to explore the issues regarding how the employment status of individuals influence the relationship between them and their work colleagues. That is, whether casual employees who are already excluded from rights and benefits experience further exclusion from work culture and the workplace community. Such questions and concerns invite a qualitative approach in that the focus of this study is on how people talk to and talk about their colleagues. It aims to investigate the

employee's subjective experiences, understanding and perceptions of casualisation and whether it impacts on issues of workplace harmony and social justice.

It is suggested that qualitative research is an appropriate methodology when main focus of the investigation is on participant's perception, understanding, and experience of the situations and relationship around them (Bogdan & Biklen, 2003; Foddy, 1993; Freebody, 2003; Miles & Huberman, 1994). Qualitative research has a particular value. It helps to capture and communicate with someone else's experience of the world in his/her own voice (Patton, 2014). It offers readers a realistic depiction of what is being conveyed (Krathwohl, 1997). Qualitative data seeks to unveil how people build the world around them, what is happening to them and what they are doing or in terms that are meaningful and that offers valuable insight (Gibbs, 2008). Qualitative approaches try to make sense of "the meaning of events and interactions to ordinary people in particular situations" (Bogdan & Biklen, 2003, p. 23) and study the relationships or the context in which the relationship or events occur. As Lincoln & Guba (1985) aver, part of the meaning of any phenomenon is rooted in its context. A key purpose of qualitative research is therefore to produce a "comprehensible and instructive description" (Schofield, 2002, p. 174) through intensive and comprehensive contact with a real-life setting (Miles & Huberman, 1994). Thus, qualitative methods tends to be more exploratory, explanatory, and descriptive (Freebody, 2003) than quantitative methods.

Overall, I have deemed the qualitative research method to be appropriate for this study as it allows me to gather highly descriptive and in-depth data regarding employees' feelings, understanding, experience and opinions of each other.

3.1.2 USE OF A SINGLE CASE STUDY ORGANISATION

The empirical data produced by this research was collected through the use of a single case study organisation. A case study approach was undertaken in order to obtain a comprehensive, and in-depth information about the relationship between casual and permanent employees within the Australian Higher Education Sector. The main objective of this research was to explore the working relationship between casual and permanent employees in a particular context and in greater details, therefore a single University was an appropriate focus for examination of the research questions posed. This study can be considered as an explanatory case study because it tries to answer how the employment status of individuals affect their relationship with co-workers.

Case study is progressively more popular approach among qualitative researchers (Thomas, 2011) as it offers the flexibility which is otherwise not offered by other qualitative approach like phenomenology or grounded theory (Hyett, Kenny, & Virginia Dickson-Swift, 2014). According to Myers (2013), case study research in business and management, usually involves an organisation or firm. He points out that ‘Case study research in business uses empirical evidence from one or more organisations where an attempt is made to study the subject matter in context’ (P. 76). “An intensive study of a small number of contexts or case studies yields a greater depth of knowledge of each situation than is possible in a more wide-ranging but shallower investigation, by providing the necessary detailed description to flesh out conceptual interrelationships and nuances” (Sturmfels, 2009, p. 72). Case studies are valuable in providing answers to ‘How?’ and ‘Why?’ questions over which the investigator has little or no control, and it can be used for exploratory, descriptive or explanatory research (Yin, 1994).

The main focus in qualitative research is on the in-depth exploration and understanding of “small samples of people nested in their context” (Miles & Huberman, 1994, p. 27). Much qualitative research is therefore based on case as these provide an important context for understanding what is studied (Gibbs, 2008). The case study approach has been extensively used in organisational research as it allows the scholars to develop a profound understanding of the regular functioning of an organisation. A single case study usually focuses on “a collection of people who identify with each other and who share expectations about each other’s behaviour” (Yin, 1994, p. 13; Bogdan & Biklen, 2003, p. 56). For these reasons I

believe that a single case organisation approach was appropriate for my research into the peer relationship of casual and permanent employee of an Australian University.

3.1.3 USE OF INTERVIEW

The research instrument chosen for this study is individual, semi-structured interviews, a frequently-used method in qualitative research (Mason, 2002). My choice to use interviews rather than another data gathering technique such as survey or observation was done for a number of reasons. Firstly, using interview as a qualitative method provides rich multidimensional word-based descriptions of the participants' perspectives, perceptions, feelings and their experience (Lindlof & Taylor, 2011), of a given research issue. Secondly, it allows for clear expression of a participant's view point (Yuan, 2011). It gives a platform for people to open up and speak about themselves and each other. Furthermore, new thoughts and new knowledge are likely to be created at some point as participants may also be invited to lay forward their ideas and suggestions on specific issues and to propose solution for problems raised up during the interview (Legard, Keegan & Ward, 2003). Thirdly, data can be gathered faster than other research methods—generally within a few weeks, because of the small number of samples (Legard, Keegan & Ward, 2003). Finally, it provides a more relaxed atmosphere for collecting data, people may feel more comfortable having a conversation about their experience and feelings as opposed to filling out a survey (Boyce & Neale, 2006). Interviews have been deemed to be the most suitable method for this research topic particularly because, by examining the ways that permanent and casual staff talk about each other, we have the potential to produce views, experiences and more general values that these subjects may hold regarding the work and status of their colleagues.

Interviews have been extensively used as a means of data gathering technique. They have been described as “one of the most common and powerful ways to understand human beings” (Fontana & Frey, 2000, p. 645). Denzin & Lincoln (2011) observe that most qualitative research is based on interviews, as they allow people's idiosyncratic experiences and attitudes to surface in ways that would otherwise remain inaccessible. “Interviewing allows us to enter into and understand other person's perspective to find out what is in their mind, to gather their story” (Patton, 2014, p. 426). Participants are also more likely to open up on an individual basis as it allows the researcher to use cues or prompts to encourage participants to consider the

question further if they feel that the participant is having difficulty answering a question or providing only a brief response (Legard, Keegan & Ward, 2003). Of the available interview approaches, Semi structured interviews allow the freedom to ask participants to elaborate on their answers or to follow a line of inquiry introduced by the interviewee. Thus, this will allow the researcher to “explore fully all the factors that underpin participant’s answers: reasons, feelings, opinion and beliefs” (Legard, Keegan & Ward, 2003, p. 141) and adjust the order and flow of the questions and ask additional questions as needed (Patton, 2014). The detailed questions explored in this study are included in an interview guide (see Appendix D) and are summarized in section 3.2.2.

3.2 Research process and data collection procedures

This section explains how the organisation and participants were chosen, how contact was made with the organisation; and research guidelines established

3.2.1 SELECTION OF ORGANISATION AND PARTICIPANTS

The selection of participants began with the selection of the case study organisation. The organisation chosen for this study is a public research university based in the metropolitan area of New South Wales, Australia. It is one of the largest Universities in New South Wales with a population of around 40,000 students and employees around 3,000 (including both academic and non-academic staff). It comprised of over 30 departments within five faculties. The participants were a mix of casual and permanent academics and professional staff of one academic department of the university. This department has 13,000 students and graduate upwards of 2500 students annually. It has 50 permanent staff, 8 of which are professional staff and remainder are academics. The department employs approximately 100 casual academic staff each year. The reason for selecting this particular university is due to its size, location and accessibility.

Consequently, after selecting the university I contacted the Department Head with an email (see Appendix A) that indicated my identity as an investigator, clarified the purpose of the

study and requested permission to conduct an interview. On receiving positive response from the Head of Department, permanent academics were contacted by the departmental administrator through email containing details of the research. I then approached the person with overall responsibility for sessional staff and requested them to forward information flyers via email to all casual academic staff of the department inviting them to participate in study. The invitation flyer clarified in detail the methods and time commitment of participants necessary for the research (see Appendix B). Participants were made aware through the information flyer and consent form that participation was entirely voluntary and that withdrawal was possible at any time. I received emails from 10 participants expressing their willingness to participate in the interview. Upon receiving positive email response from the participants, I replied them with courtesy email and thanking them for agreeing to participate in my research and asking them to choose a suitable time and location for the interview.

3.2.2 INTERVIEW PROCESS

The interviewees worked on different schedules and their time and hours of work varied. Interviews took place at a predetermined time convenient for participants' to complete the interview. Interviews took place at participant's office rooms, cafés and meeting rooms inside the campus, depending on availability and participant's preferences.

At the onset of the interview, permission was obtained from the participants to record the interview and they were assured that all evidence and responses would remain anonymous. Interviews began with a short introduction by myself, outlining again the purpose of the research and a request for participants to sign a consent form (see Appendix C). Even though the participants were academics by profession and likely aware of the interview process, I explained the consent form to them in order to verify their willingness to participate (see Appendix C). I had separate sets of questions for casual and permanent employees. The preliminary questions asked participant's about their identity. These included similar set of questions about their job title, length of stay with the organisation and previous jobs, for example, (a) How would you describe your work arrangement in your current job? (b) Can you start by telling me what your current role is? Then questions

asked about their views of their employment status, which included questions like (a) How do you feel about working on a permanent basis? (b) What do you think about the benefits and pitfall of your employment status? Following this separate questions were asked of both casual and permanent employees, which included questions regarding their experience of the social side of work, and some work related questions like (a) How would you describe the social side of your work? (b) Do you socialize with your work colleagues? (c) How often do you socialise with your work colleagues in and out of office? (d) The people that you socialise with, are they mostly permanent or casual? Copies of interview questions are attached as (see Appendix D).

The questions were mainly open ended. An example of open ended questions included questions like ‘How do you feel about working on a casual/permanent contract?’, ‘How do you think employer can make the relationship between casual and permanent better?’ Questions like such are thought to allow participants more scope to express their thoughts and feelings and provide more detailed information (Legard, Keegan, & Ward, 2003). Each interview was recorded on a digital voice-recorder. The recorded information was sent to a transcription service company to get it transcribed for the purpose of re-examining and checking.

3.3 Data Analysis

This section describes the data analysis stage of the research, including the transcription and checking of interview transcripts, data coding and data organisation.

3.3.1 INTERVIEW TRANSCRIPTION AND CHECKING

Each interviews were sent to the transcription services to be fully transcribed on to a Microsoft Word file soon after the interview had taken place. Each transcript page was numbered to facilitate ease of reference. When all interviews had been transcribed, individual transcripts were sent back to the participants for checking (Miles & Huberman, 1994). This procedure was intended to give interviewees an opportunity to confirm whether the transcript represented an accurate record of what had been said, and to allow them to

provide additional data and to comment on the interview process. No interviewee thought it was necessary to make changes to the transcript.

3.3.2 DATA ANALYSIS

Data analysis is described as, “the process of breaking down, examining, comparing, conceptualizing, and categorizing data” (Corbin & Strauss, 1998, p. 57). In any research, data analysis is based on the research questions and guided by the conceptual approach of the study. It involves a process of data selection and reduction which requires a series of decisions about what to include (Miles & Huberman, 1994). It begins all the way through from the selection of the research problem to writing up the final report (Krueger, 1997). I followed Miles & Huberman’s (1994) data analysis process of data reduction, data display and the drawing of Conclusions. The phase of data reduction involves simplifying, abstracting and transforming the data for the sake of manageability and transformability. At this phase the researcher thoroughly examines the transcripts of the interviews and starts mapping out the themes. Data display is the second phase in Miles & Huberman's (1994) model of qualitative data analysis. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. Conclusion drawing is the third element of qualitative analysis. It involves revisiting the data to consider what the analysed data mean and to assess their implications for the questions at hand (Miles & Huberman's, 1994).

Interview data from my study were first transcribed using a professional transcription service because of time constraints. Morse & Field (1996) recommends simultaneous collection and analysis of data, therefore interviews were sent for transcription as soon as possible to avoid data pile-up and were analysed as soon as the transcripts were received. The transcripts included information on pauses, as well as comments in brackets detailing emotional tones and observational notes. On receipt of the transcriptions, I thoroughly read through all the transcripts many times, making notes about my initial impression. Pseudonyms were also added at this stage to ensure anonymity. I then started to look for particular themes, patterns, concerns, responses and common codes that were repeated by participants. I looked for patterns of meaning across the interviews to determine that they tell a convincing story of the data and that they answered the research questions.

3.4 Ethical Considerations

This research followed Macquarie University's Ethics procedure. The research was conducted with the approval from the University's Human Research Ethics Committee (Reference No.: 5201500609). Ethics is the act of dealing with what is right and wrong within a moral framework that is built on obligation and responsibility. It is acknowledged that gathering information without the knowledge, expressed willingness and informed consent of participants is unethical. Therefore, the researcher made it clear to the participants of who the study was conducted by and the purpose of the research. There was minimal chance of coercion to participants in this study, as the participants were made aware of the voluntary nature of the research. The researcher ensured informed consent of all the participants prior to conducting an interview. Their consent was taken and they were made aware that withdrawal from the project was possible at any time. At the onset of the interview, participants were told of the length of time involved with the interview and adequate time was permitted for the participants to ask questions concerning the research topic. Anonymity of the personal information of the participants was maintained and preserved. All the information gathered during the time of interview was stored securely to uphold the assurance of confidentiality. Only authorised persons – as specified on the ethics approval - were able to view the data. Interview recordings and individual informed consent forms will be destroyed after five years from the completion of this study.

3.5 Methodological Limitations

Patton (2014) points out that scholars must be open and clear about their study's limitations. One of the methodological limitations that arose in this research was from the nature of the qualitative research using a case study, which means that the study was deep rather than broad, and subjective rather than objective. Out of many other universities in Australia only one university was chosen, other universities could equally have been used for this research. The case study university located in NSW Australia cannot be understood to necessarily represent other universities located in different regions or all other casual or permanent academics experiences. Case studies have often been judged for lacking the grounds for generalization (Stake, 1994; Yin, 1994). Yin (1994, p.10) states that "case studies are only generalizable to

theoretical propositions and not to populations or universes”. I take on this point, however, the purpose of this research was not to create a result that could be generalized. Rather it was to present a valuable insight of particular participants’ experiences.

It is recognized that when conducting any type of research it is valuable to carry out on a larger and more in-depth scale in order to allow for a more comprehensive analysis of the study. The sample size and sampling method is recognized as another limitations. As this study is part of an MRes project and due to its limited scope and time constraints’, other technique such as random sampling may have proved too time consuming to find a suitable sample. Data saturation is the aim of every qualitative researcher (LoBiondo Wood & Haber, 2005), however, in this case due to inadequate sample (10 participants), data saturation was not possible. However, I would still argue that the use of in-depth interviews proved very useful in gaining meaningful information of participants’ experience. I provide the following chapter as evidence of the value of even a relatively small scale, in-depth interview based study in eliciting thought provoking and valuable data.

3.6 Summary

This chapter has summarized the methodological approach and research design used in the study, and the broad approach to data analysis. It has also outlined the method used for data collection, selection of participants along with ethical consideration and the methodological limitations of the research. The following chapter provides an extended description of the research findings, drawing upon the interviews with participants.

CHAPTER FOUR: RESEARCH FINDINGS

This chapter presents and provides initial analysis of the research findings, drawing heavily on the voice of the participants. It will present the findings derived from interview data organised around key issues and themes identified in the literature review providing insights into various aspects of casualisation. The chapter will be organised into five sections. First a brief profile of participant's employment status and work role will be presented. The second section will present the perception of casual and permanent academics about their working conditions. The third section will present the perception about casual's work commitment. Fourth section will talk about the various issues raised by casualisation specifically the topics of peer relationships and social justice issues. I will conclude the chapter with a summary highlighting a small number of key issues which I examine further in the final chapter of this thesis.

4.1 Participants Profile

This chapter reports on the experiences of 5 casual academics, 4 permanent academics and 1 permanent professional staff member from one department of a ++ based University. The time of employment in their current roles varied from 2 to 10 years. Most participants had worked in different work arrangements (casual, permanent and contract) previously. I provide a brief summary of each participant's profile here – all names are pseudonyms.

Danny lectures in business subjects in the Department. He is also a tutor for a number of other full-time academics in four other units. Occasionally, depending on workloads, he also works as a second stream lecturer and tutor for a postgraduate unit. He has been in casual positions for 6 years. In his previous work, he had always been a permanent employee.

Jane is a Project Manager for a research project that covers all of the campus. Up until the end of last session she had been lecturing at the university for five years. Before that she used

to be on one or two year contracts. At the moment she is a casual and the length of her time in this particular position is determined by the length of the grant.

Kelly is a casual Senior Research Assistant in a research centre in the Department. This is her 33rd job at this university and all but one of these has been casual.

Matt was a casual academic at the Department for three years. Now he is in a 3 year research only role. He has been casual, permanent and every other type of employee at other jobs.

Sid is a casual Adjunct Lecturer and tutor in the Department. He has been in an adjunct position for approximately three years. Prior to that he was a casual academics for seven years at another university. He considers his major job to be that of a general manager for a professional association. He runs other business as well.

Liz is a fulltime Student Support Coordinator. She coordinates peer assisted learning programs. She has been in this role for last 3 years and prior to that she was in a permanent position at another organisation for 2 years.

Mike is a Lecturer in business subjects in the Department. He has been a permanent for three years and before that he was a casual in the same department for five years.

Nancy is a permanent Senior Lecturer in the Department. She has been employed at the university for four years. In her previous job, she was a permanent employee. She had been a casual for a small period of time, some 15 years ago.

Sally is a Lecturer in the Department. She has been a permanent member for 2 years. Before she was a contractor for two years in the same department.

Ted is a permanent Senior Lecturer in the Department. He has been employed for approximately four years now. His prior role to this was on a fixed term contract.

4.2 Perception towards working conditions: Casual vs permanent

As we saw in Chapter Two, there are differences in understanding of casualisation in contemporary society, some stress the flexibility that casualisation provides the employee (May et al., 2005; Hewitt, 1993; as cited in Pocock, 2001; Lumley et al., 2004; Pocock, Buchanan & Campbell, 2004), others highlight the precariousness and poor condition of employment (Junor, 2004; Brown et al., 2010; Rothengatter & Hil, 2013; Standing, 2011). The Australian Higher Education sector makes an extensive use of casual staff. The sector has been criticised for intensification of academic work, decline in collegiality, threats to self-identity and feelings of alienation and stress, lack of opportunities for diverse interactions (Knoght & Trowler, 2000); for job insecurity (Junor, 2004; Kelleberg, Reskin & Hudson, 2000); lack of adequate training (Campbell, 2001; Burgess, 1997); and lack of access to basic facilities (Junor, 2004). Amongst the participants of this study, awareness of the limitation of casual employment was high.

4.2.1 BENEFITS AND PITFALL OF CASUAL EMPLOYMENT

The most common benefit of casual arrangement identified by all participants were flexibility and casual loading. Apart from that, all of the participants - with those on permanent and casual contract - felt that the formal working conditions of casual employment were poor, lacking job security, continuity, and opportunities; deprived of sick and annual leave; restricted from funds for research, and with negative implications for superannuation. Danny who has been a casual academic for over 6 years expressed these sentiments well,

“The only benefit is a higher rate of pay, because I’ve got a doctorate degree, I get a higher rate of pay again. That’s all very nice, and there’s a loading to overcome the issues of annual leave and so it goes on. Do they really make up? No, it doesn’t. The most, shall we say, disgusting part of everybody else’s casual employment is superannuation. Superannuation for full-time academics is 17%, for casuals it’s 9%, and that’s not – you’re doing the same work.”

Jane, who has been a casual for 5 years, is similarly strident,

“For most casuals in academia, there are no benefits to being a casual. You are basically at the ... hired and fired by the hour so I cannot think of any benefits for casual teachers or casual academics and for casual professional staff”

She, thinks it is completely unsatisfactory to stop casual teaching staff from having an income in the longer breaks of the university. As she put it:

“.....their life goes on especially in an expensive city like this, to me it's unsustainable and it has, in my opinion, huge ethical problems.”

Permanent employees were also aware of the working condition of their casual colleagues. Nancy, expressed deep concern about her casual colleague's situation,

“They don't get benefits the permanent staff get, they don't have that security, they teach for 14 weeks, they then do a bit of marking perhaps for the exam and then pay stops. They don't get the sick leave, the annual leave, any leave, carer's leave, whatever it might be, if they don't work on a particular day they don't get paid. They don't have the benefit of being covered – well they are covered by unfair dismissal legislation but it's a lot more difficult to follow as a casual, it's very difficult. “

She stipulates that casual job lacks security,

“Their insecurity is three-fold; they don't know if they'll get work so there's that insecurity, they don't know how much work they'll get so they don't know that they've got insecurity there in terms of how much pay, how much money they'll be pulling in the following semester and thirdly they're insecure because they don't know, if they do get work, what hours they'll be during the day. So are they going to get evenings, are they going to get days, and what day it will be, how many hours, that type of stuff. So they've got three areas of insecurity there that they need to face, which is very difficult.....
“

In the same vein, Ted drew on his prior experience as a casual worker and found it awfully frustrating that the nature of the work was often sporadic. He would have income one week and not the next. His loyalty and commitment to the organisation wasn't as great and he had to perform more of an administratively burdensome role that would require him to be running

around getting pay sheets all the time, signing papers and actively searching for work continuously. So he argues,

“....a lot of people in casual roles that I know of here or part time ones, feel a little bit the same, that work demands are increasing yet the benefits associated with their engagement seem to not equate to those demands.”

Overall, there was a high and consistent level of criticism of casual conditions among both casual and permanent staff. The precarious nature of casual employment found in this study are consistent with previous research that investigated the issue of casualisation in terms of flexibility, security and opportunity (Junor, 2004; Standing, 2011). However, there is a distinct view found amongst the participants of this study regarding their casual colleagues, which is not established in other studies – a feeling of empathy. Previous findings that casual employees are disregarded by their permanent colleagues (Pocock, Prosser & Bridge, 2004) does not seem to hold true in this higher education sector - possibly due to the fact that most permanent academics had experienced casual employment previously and were able to relate to the thoughts, feelings and experience of their casual colleagues.

4.2.2 BENEFITS AND PITFALL OF PERMANENT EMPLOYMENT

Insecurity of employment was not raised as a problem for permanent staff in this study, with most permanent academics satisfied with their current working conditions. They understood their permanent contract to give them access to job security, status, sick leave, annual leave, maternity leave, and performance management process. It offered them other benefits like continuity and certainty towards their employment; access to greater superannuation, retirement funds, resources that large organisations have such as training and development; and possibility for further career development. They also mentioned that the dismissal procedure for permanent staff is difficult and lengthy. Thus, they are not very apprehensive about being dismissed.

The realities of permanent work, however, are not totally defined by formal employment status. As Sally expressed it, there are concurrent level of stress and performance anxiety which accompany permanent status,

“..... well it could be a pitfall and it could be a benefit at the same time. So you get to do a proper academic job for the first time. That was my – that’s the first time I’ve ever had to do, an academic job in its entirety. And that means you teach, you research, you do admin stuff. Like you participate in committees and all of that. So, that is incredibly time consuming, and you have to put on like different hats all the time. So it’s very very hard.”

Several casual employees in this study also recognised pressure upon permanent staff to perform across the sphere of teaching, research and administration.

“.....Trying to achieve this balance is extremely difficult, 'cause on one hand their employment is critical based on their research publications, hence the old issue publish or perish, and in this university the Vice Chancellor says, “We want to get into this particular ranking of around the world’s universities, that means research to the ninth degree, almost to the exclusion of elsewhere.” Danny (Casual academic)

Notwithstanding this recognition of the pressure to perform for permanent academic staff, Jane nevertheless reminds us that,

But at least you have some confidence that there is a steady income around which you can plan your life.....’

4.3 Perception about casual employee’s work commitment

Traditionally, non-standard (casual) form of work was understood to be undertaken by lower skilled and potentially less committed workers (Edwards & Robinson 2004). It has also been suggested that commitment to an employer is influenced by the type of employment, and that casual work was typically popular among women who put family commitments above employer or career commitment (Whittock et al., 2002). Respondents in this study considered casual academics to have high level of knowledge, commitment and motivation, reversing prior finding that casual work leaches work commitment. Permanent academics regarded casual

academics as equally skilled as any new early career academic. They were regarded as fantastic team members who were full of motivation. Permanent academics considered casual staff to be good teachers, who care a lot more about students, and are willing to dedicate more time than permanent staff. It was also found that some long term casuals were more experienced than some permanent academics, in teaching particularly.

Jane for instance, opposes the notion that casual lacks commitment,

“In my experience that is absolutely not true. We get some of the best qualified, highly committed and very fine sessional staff. They just, for one reason or another, have not been able to find more permanent employment yet. In amongst permanent staff you get the more and the less dedicated. I don't think there is a difference. When you're operating in this area you have to have the commitment because the workload is such and the demands are such that you can't do it unless you're really committed to it. So I don't agree with that at all. “

Nancy, agreed that casuals are employed for their knowledge and professional excellence,

“For casuals to be employed at the university they actually have to go through – they need to have to officially apply, they need to be interviewed, we need to look at their CVs, and so we do actually hire them for their knowledge.”

Kelly finds it frustrating that casual academics are used as a scapegoat for quality assurance purposes. In her view,

“It's just no. You can't get away with – no – it's not on, there's no evidence for that. There's this assumption that just the word casual means that they are casual about their work and about the professionalism and I've never found that to be the case. In fact, I think they are actually much more professional and much more concerned about the student than many permanent academics would be.”

Mike also feels that casual staff do a better job.

“So I find the casual staff, number one, they are much more motivated. They tend to be more hungry to be good at their job. Because we often basically base their employment on whether they are any good or not. Whereas academics, their employment is almost irrelevant to how well they teach. So that's my take on that.”

Sid, a casual academic feels that his permanent colleagues recognized his work and performance,

“I think they certainly appreciate it. I’ve got that message all of the time from the people I work with, and it’s one of the major reasons I stay there. Yeah, people recognise that you bring skills and expertise to the role.”

In summary, and contra to a body of existing research examining the attitude of permanent staff to casual employees, there was positive regard found among permanent academics in this study regarding the work commitment and proficiency of their casual colleagues.

4.4 Casual and permanent’s association, affiliation and connection

In addition to the positive regard for casual academic’s skill base, there was also a considerable amount of trust and respect found among permanent academics towards casual co-workers and vice versa. There was no expressed incidence of tensions or difficulty in permanent staff relationship with casual colleagues with most permanent employees expressing positive view towards their casual colleagues. These findings, contradicts the claim that casualisation damage the working relationship between peers (Davis-Blake et al., 2003; Von Hippel & Kalokerinos, 2012). Almost everyone said, they have no issue working alongside employees of different status. Jane one casual employee said,

“working amongst the colleagues at this particular university is absolutely wonderful. There are so many fantastic colleagues”

Liz had similar opinion,

“we treat each other with respect and we seem to have a high level of trust which I think is very important in the way that we are doing our roles.....I never saw anybody looking down at casual employees to be honest, and I would feel very bad if I would do that, because at the end of the day, you have the person next to you to help you out, and that’s how you have to treat them, that they are literally there to help you out”

In the words of Mike, working with casual colleagues is a fantastic experience and it has certain benefits.

“Casual staff don’t have a problem with me in a sense that they come and talk to me about it at least. They might have huge problems, but they certainly don’t say it to me. No, I think they are fine and up-front. I think they are fine with me. I’m certainly fine with them. I’ve got a really good group that I employ for tutors, they are very good, so I trust them. Yeah –“

Mike continues,

“.....Casual colleagues, I’ve had no problems with them, and I’m very, very happy about that. They are fantastic. As I said before, I’ve got my little teaching team. And they are brilliant. And if I could, I would employ them every single semester every single year, if I possibly could, because it works. “

Most permanent academic agreed that their life is made easier by having casuals at work. Mike goes, “Without them I would die. Just – yeah. They are brilliant - - I like working with them.’ They are very good at what they do. I like to think I understand where they are coming from in terms of the casual nature of their job.”

Many permanent staff had serious reservations to casualisation of the workforce. Nancy a senior permanent academic says,

“I don’t even think of them as a different employment status, to be honest. I don’t think of them in that way. They’re part of my team.”

Sid states that he had no trouble sharing tutorial sessions with people if they’ve run out of time or need to change a time, and/or asking advice on how to deal with a particular assessment issue. However, unpredictable hours and the presence of a growing proportion of casual staff at the university may still be affecting opportunities for casual and permanent staff to bond socially.

“And in terms of meeting other people, other tutors etc, half the time you don’t even know who they are, because this department – just check with the administrative staff and they’ll tell you how many casuals there are in just this department” - Danny (Casual)

Jane clarifies that, casuals get paid for certain things and they are not there unless it is for a particular paid purpose. Therefore, the main reasons that casuals are potentially missing out on the social gatherings and meetings is because they're not there when it's being discussed or they don't see the e-mail. Also, casuals have to make some choices about whether to spend more time there that is essentially unpaid or whether it just fits in with whatever else you're doing. She explains,

“that’s a very personal matter in terms of how you structure your work. But if there are. I know there are sessional staff who will work at several universities and it is simply a question of...well the analogy is a bit like working like a taxi driver. You do your thing, you get paid for it and that's it. I think it's not so helpful for the individual because you don't have that emotion amongst colleagues and it's not helpful for the university because they don't have a team.”

Overall, there is a great deal of understanding found among all participants about how the present workforce is made up and recognition of the considerable work load that lies in front of them. Their focus was upon getting through the work and doing it together rather than upon issues of casual or permanent status. In saying that, fundamental issues relating to casualisation were raised during the interview however and I consider these next.

4.5 Equity and Social Justice Issues

As we saw in Chapter Two, the casualisation of university workforce has been considered not just as an economic issue but increasingly as a political and moral one raising equity and social justice issue of treating less favourably its casual staff (Brown et al., 2010; Dawkins & Norris 1990; as cited in Nelson, Tonks & Weymouth, 2006; Walsh, 1997; as cited in Nelson, Tonks, & Weymouth, 2006; Campbell & Brosnan, 1999; Campbell & Burgess, 2001b; Watson et al., 2003). The issue of differential treatment, exclusion, lack of voice and opportunity among casual workers emerged as a very strong aspect of casual experience in academia amongst the participants of this study.

4.5.1 DIFFERENTIAL TREATMENT

Long-term casuals are especially negative about being casually employed. The issue of differential and exclusionary treatment emerged intensely among casual workers with most casual participants reporting a feeling of discrimination due to their 'casual status'. Those subtle and odd little things like not having access to discounted parking and, not being permitted access to the departmental computer drive are examples of differential treatment raised by casual academics. Seemingly little things indicate how casuals feel discriminated against. Danny, confirms this by saying,

“Oh, yes. Oh, only too well [laughter]. Oh, Heavens, yes. You're discriminated against, not overtly, because you're not allowed to do that legally, and in most cases, most people morally don't, but how could I say it? It's not even covert, but yes, it is discrimination...”

He explains how casuals have been discriminated against in their employment,

“So this is where you get the discrimination again. Firstly, you get whatever's left over, and secondly, you've got no continuity of employment, no continuity of what you're doing, because you can be dispensed with under – which is the same as all casuals, just like that. But this is where the issue comes, in terms of integration, in terms of socialisation, the whole issue, because as a casual you can be dispensed with instantly, and that's the whole purpose, because the whole idea of casualisation, you get peaks and troughs, you fill up the peaks with the casuals, but if you've got someone who's been a casual for – I've forgotten how many years, but longer than me, I know one person who is – it becomes very disheartening, shall we say”

He also talks about how casuals are treated as second class citizens at the workplace:

“So you can always pick a casual at this university. They're wheeling trollies, carrying backpacks. Full-time academics pick up a piece of paper and walk to a lecture with a piece of paper and a USB stick. That's how you can pick the difference. It's very, very obvious, and you are treated as such. It's not like people are putting you down all the time, it's just that you're there and you're not part of the community, simple as that.”

Kelly finds it awful that, even in a well-resourced Business Faculty, casuals are deprived of adequate resources to perform their job. There are many casual academics without access to

offices and they have to wander around with their travelling suitcases filled with their bits and pieces. She continues,

“So they have to meet the students in cafes, which is terrible you know students need privacy and confidentiality and maybe you know both of them have to meet in a public place and talk about whatever issues are coming up, that’s not good, that’s not good practice.”

Another stigma about being casual is that the academics don’t necessarily listen to them or ask for advice. Mike however, feels that it is not essentially about being casual versus permanent so much, but partially about experience versus non-experience.

“And here casual tends to mean less experienced. In some cases. I understand there are some very experienced casual staff. Maybe you’ve interviewed them, I don’t know.”

Matt, another casual academic agrees that there is differential treatment of casuals, but also raised the view that across and within the broad distinction of casual and permanent, there were subtler variation of differentiation.

“Yeah, probably treated a bit differently but, again, treated differently because I’m an academic rather than an admin person, that’s a big gap and treated differently because I’m a research fellow rather than a lecturer. So it’s not just the casual/full time split, it’s the role and the role type.”

4.5.2 VOICE OR SAY

The casual academics of this study related their experience of hardly feeling that they had a voice in the workplace. They often felt too insecure to voice issues and not well-represented in departmental meetings or on university committees. Most casual academics had similar opinions concerning whether they have a say in the organisation, with most confirming that there is none. Danny states:

“You cannot speak out. If you speak out you are not re-employed, simple as that. So you haven’t got a voice. You have got virtually no influence. The only influence you can possibly have is due to personal contacts. If you have a personal contact in a particular area, yes, it can become very helpful. If you haven’t, forget it. You’ve just

got to keep your mouth shut. You know the old saying, your job is to do and die, not ask the reason why?”

Kelly feels left out of the team and lacks opportunity to raise issues. She reflects that the most difficult part of being a casual is that they do not know how to voice any kind of opinion or ask questions and they have nowhere to go. And if someone raise too much of a fuss then they probably won't get a return job. She explains,

“I'm not allowed to be on any committees and ironically when I was a student I was allowed to be on committees and I was on lots of committees. Not entitled to be on any committees, not entitled to – there's nowhere for you to voice any ideas or any suggestions you might have about how various workplaces can improve or how your work unit can improve. There's no central voice but that's not specific to casuals either, that's just the university in general, there's nowhere you can complain basically.”

Regarding the ability to have voice or say, there is a slight variation within the 'casual' category with some feeling more able than others. Jane says,

“Well I'm reasonably outspoken so I just do whatever I think needs to be said. But I think if you are feeling vulnerable and you're really very keen to get more permanent jobs I think it will affect your voice in a very negative way that you will simply just do what needs to be done and not make waves. And I think that's a terrible shame because we want an energetic and outspoken and committed workforce.”

On the contrary, there was no evidence of permanent employees expressing lack of voice or say. Permanent academics expressed the experience that they are taken more seriously than casual academics. Mike who has been a casual here before, feels more accepted and important because of his permanent status. He explains,

“So people see you as a permanent staff member. So when I initially got the job permanently, oh, it was often a conversation point, “Oh, you're permanent now, aren't you? Oh, well, in that case,” blah, blah, blah. So people – I kind of got accepted a little bit more into conversations that I probably wouldn't have been accepted into, people would ask me questions they certainly wouldn't have asked me, when I was a casual. My knowledge was exactly the same as it was when I was casual, but I don't know, I

think the best way to describe it – I often describe it to people as if it’s high school. So there’s always these circles, these groups of people. And I guess, my status shifted, so I was now in a slightly more elevated social status, I was in a different group. And so they were talking to me even though in reality my knowledge and everything I knew was absolutely identical to what it was two months before that. Now, I’ve been around for three plus years as a permanent, so it’s just accepted that I’m here. ”

4.5.3 LACK OF OPPORTUNITY TO SOCIALIZE

In addition to the differential treatment, exclusion from rights and benefits and lacking voice at work, this study also suggested that casual employment contributes to difficulty in forming relationships. Most casual academics said that there was no opportunity to socialize much at the workplace for casuals. Talking about the social side of work, Danny a casual academic says,

“There isn’t any. Simple. The relationship between a casual employee and the permanent employees, or even the permanent employees either academically or non-academically, there virtually isn’t any, and it’s a complete chasm between the two, and this is nothing unusual in any casual employment. Excuse me for being cynical, but coming from an industry and not from academia, actually having employed casuals and contractors and the whole lot, I find the role of casuals in this university, particularly the social role, is exceedingly poor. There’s no relationship between the most, not all, but the most full-time employees, whether administrative, professional, or academic, and casual employees.”

Matt who is also a casual explains that there is not much social interaction at workplace unless they take their own initiative. Effort from the department to create social interactions is almost minimal. He elaborates.

“So as you saw coming down here, I’m very isolated here but I go and gossip to everyone and go upstairs, you have to make an effort. My neighbour here (name anonymous), doesn’t talk to anyone. He has his few friends but I never see him, he doesn’t come in, and there’s no, not much effort by the department to create those social interactions if you’re not going out and finding them yourself”

However, another thing that's stopping those social interactions from having more frequently is also to do with the office layout. Participants documented that there will be a sense of community in an open office, which can't be accorded by electronic messages. In a casual, open environment, employees are more encouraged to engage in face-to-face conversation. Mike thinks, "Sometimes you want a little bit more of an open working environment, so that people know who other people are." However, he criticizes that in this department, most academics prefer working behind closed doors. Bonding in case of casual academics is difficult because of their irregular working schedule and due to not having a proper office.

4.5.4 SOCIAL EXCLUSION

Most casuals felt left out from the loop when they were not invited to the Christmas get together, informal social events, and departmental meetings where team bonding takes place, introductions are made, information is shared and relationships are established. Permanent staff also had a similar understanding about their casual colleagues not being invited to Christmas parties and often not being in the contact lists

"Over here it's a bit tricky because apparently the casual staff members are not invited, it's only permanent..." Liz (permanent)

Casual participants also pointed out that they are not invited to departmental meetings, which in their view demonstrates complete disloyalty towards their contribution and hard work.

"So social events are usually not an issue, it's the actual meetings that you need to do your work, being invited to those and being able to contribute to those, those are the issues. So socially, everyone is welcome it's when it comes to actual work, that's an issue." Kelly (Casual)

It's a tragic not to know what's going on in the department, as Danny elucidates,

"As a casual, you're also not invited mostly to departmental meetings, which is disastrous, because you don't know what's changing, what's happening, and you tend to find out the hard way. That's not good for either yourself or for the students, nor for the university. So, socially, it's not a good situation."

Although efforts are being made to include casuals in certain situation in the department, the nature of casual work is such that it makes it difficult to create that inclusion.

“Whilst the casuals, because they are engaged in a different of the university they had their own Christmas party so there is certainly a valid effort to include everyone but perhaps it’s a little bit more segmented than having everyone.” – Ted (permanent)

Participants also mentioned that there is a monetary factor involved in it. Mike said that, “Department just can’t afford a bunch of casual staff coming and eating food.” Even if they do get invited, casuals are hesitant to go because invitees would mainly be permanent members who talk in groups. So they see it’s pointless to go because they don’t feel part of the group. Mike talks about his experience of feeling disconnected from the group that he once belonged to, due to his change in status from casual to permanent,

“So when I was casual, I would always have lunch with other casual people, other tutors, okay? So there was a whole bunch of us. And then it became very interesting. So when I shifted over to permanent, I was actually employing one or two people that I used to have lunch with regularly. Okay, just because, number one, I trusted them and all that sort of stuff. But there was quite an interesting shift in the sense that I no longer had lunch with them anymore. I belonged to a different group then. And so I started to have – I started to have less in common with them, and that’s when I started to have more social interactions with other permanent staff..... And I’m not sure if it was because I had less time, or because it was that shift to sort of full time status, and I was seen as someone else. For a while there I kept it up, but – and then it just sort of naturally died away.” Mike (Permanent)

There was also a trend among participants to socialize mostly with people of the same status. One participant who has been casual staff for about 5 years mentioned that she socializes with casual and contract more.

“Mostly contract actually, a contract and casual yeah and of course I would associate with my - I regularly associate with my permanent colleagues and that’s like in our department functions and things like that but by choice, it’s been people who have been casual and contract, yep.” Kelly (Casual)

Danny reported that, so far he has socialized with only one staff member who happens to share same industry background as his,

....so we get on together because we both see the same issues. That person is the only person I've socialised with, and even then it's not regular, it's not common, so it's informal, it benefits both of us for various reasons, but apart from that person, no."

Ted a permanent academic had similar response,

"They are mostly permanents, yes, most of them, and in saying that, yes, of course there are a few casuals that I will also work with but most of the time – I guess it's just the logistics of work in that because they are also permanent, most of the time they are here so that's why I will engage with them. While some of the tutorials, some of the tutors that I have who are casually engaged have other commitments so it's a little bit more difficult to socialise with them."

The experiences of these participants would seem to resonate with the supposition that casual employment is moving towards greater form of social exclusion.

4.6 Academic environment partly to blame

While it may be compounded by a casual status, some in this study suggested that peer socialization in academia is difficult across the board due to the nature of employment. This study found that participants experienced the nature of academic as generally solitary, with most participants observing that academic work makes social participation difficult. One participant revealed that the job of permanent academics is very intensive, with high requirements, making it difficult to balance the work and social life.

"There are a lot of roles we have to perform including teaching, publishing papers in better journals, filling in paperwork and other administrative roles. This makes it really difficult The only social event that I go to is the department's Christmas party." Sally (Permanent)

Most respondents (casual and permanent) mentioned that, the nature of academic work is fairly solitary and they pretty much keep to themselves. Even when lecturing and engaging with students they tend to work a lot on their own. Mike stipulates,

“ Oh, it’s mostly autonomous; 95% of the time my job is autonomous. So I mean, in this office, I’m very much by myself. You work in teams broadly, but it’s not on a traditional team. You all work on individual things to get a bigger project done”-

Sally, a permanent academic thinks academia is a lonesome journey, however, occasionally she works with a co-author to write paper,

” On my own. So, it will be – it’s a very lonely existence academia. Yeah I’ll do - I’ll work with people to write papers. But they’re not here. Um, they’re not in the department anymore. If they are, they are on – they are in different departments in their own campus or, other universities and um, yeah so the research part is primarily on my own. Um, I’m responsible for a program and I work very closely with a colleague here. Um, but I think you can call two people a team?”

Another important problem with the academics as Mike puts it:

– is that I think academics are just weirdos. And they are the societal outcasts that didn’t do very well. So you put a bunch of the societal outcasts that aren’t good communicating with one another, let alone with other people, and so you put them in this group together, and then you’re sort of surprised that there’s not enough of social inclusion and, you know, not a lot of interactions, because these guys – I use the term guys, you know, gender-neutral – these guys are just – these are the people that aren’t interested in social interactions. They are the “nerds” and “geeks” and all that sort of stuff at school. And suddenly we have problems with social interaction and all that sort of stuff. So they are not the sort of people that are going to be, “Oh, this is blah, blah, blah, who worked for me, you know. You’re interested in, I don’t know, Star Wars, and he just went and saw all the movies. You guys should have a chat,” or something like that. None of that happens. And it’s never happened here. And I think that’s got a lot to do with the people that work here. Because some of these people are just weird. That’s about the best I can say. And I guess I work here, so I’m weird with them.”

Danny thinks there is no such thing as teamwork in the university casual arena and that he mostly works on his own. He laughs when he says, “Individual, individual, individual (solely)”. For many, communication among permanent lecturer and casual tutor is mostly confined to few phone conversations and email during a semester. Trying to build a team mentality in a university environment is as Danny explains, extremely difficult.

“having a committed team, there isn’t such a thing, because they know you’re going to work for 13 weeks – 14 weeks when you are marking – and then it’s start all over again. So maybe with different people, different time, different things, so you don’t get this long-term teamwork build up, which is quite bad”

One significant thing that arose about the higher education sector is that it involves people who are much aware of casualisation as an issue and therefore are very respectful of time, status, opportunity and resources that are available to permanents or not available to casuals. They mentioned that the issue is not the people or status alone but rather the systems that are detrimental to establishing a positive working relationships. Thus, it became apparent from the findings that casuals feel left out from the community and overlooked more decisively by the system rather than their co-workers.

“What I do find an issue is with working within systems, not so much the people, but the systems they have to work with. They regret that they have to fall in line with things like, for example, a particular situation might occur to me, it’s more the fact that the systems that we all have to work with that are most detrimental to establishing working relationships, but the people, great. I’m also pretty vocal about being a casual as well and I’m also quite assertive about saying, “Look I can’t do that because this is my situation,” and, yeah, so people have been quite responsive to that.” – Kelly (Casual)

Most casual staff pointed out that universities don’t care about its people. In saying that, nonetheless, there is a level of confidence that the university will function almost despite of its lack of attention to good personnel management, because people are willing, dedicated and intrinsically motivated. Others, however, were less confident and felt that it is unsustainable the way it’s being run.

4.7 Summary

The findings from this chapter showed no significant tension between casual and permanent academics, with most permanent academics expressing great concern towards the condition of employment of their casual colleagues, and respectful of their effort, commitment and level of motivation. Similarly there was positive regards found among casual academics towards their permanent colleagues and the work demands of their roles. Despite this, however, the casual academics did feel marginalised, discriminated against and excluded by being treated differently by the university's systems. Overall, it became evident from this study that the academic environment was experienced in terms of an intensification of academic work, feelings of isolation, and a weakening in collegiality. It was also regarded as an environment that fails to nurture a culture of collegiality and the opportunities for interactions among staff. These experiences were compounded in each case by employment on a casual basis. The following chapter will discuss few issues raised in this chapter regarding peer relationship and social justice in further details and provides a conclusion of the overall study.

CHAPTER FIVE: DISCUSSION/ CONCLUSION

The main objectives of this research was to examine the peer relationship between casual and permanent employees at a case study organisation – specifically to explore whether casualisation could be understood as contributing to further social/ interpersonal exclusion. In the previous chapter, we saw that casualisation had not necessarily strained the regard between casual and permanent employee. However results nevertheless pointed towards experiences of marginalization, discrimination and exclusion of casual academics in the university context. In this chapter, I wish to consider a small number of issues raised in the preceding chapter further. I will also provide some suggestions, made by the participants themselves, regarding what can be done to improve the situation of casual academics. Finally, I will discuss my own experiences and reflections on the research process and conclude this research.

5.1 Peer Relationship

Considering the issues discussed in Chapter Two regarding casualisation, such as less attractive employment conditions; inferior treatment; lacking opportunities and voice (Campbell 2000; Burgess & Campbell, 1998b; Junor, 2004; Pocock, Prosser & Bridge, 2004; Kellerberg, Reskin & Hudson, 2000) and drawing upon existing literature critical of workforce blending (Olsten Corporation, 1997; Pearce, 1993; Smith, 1994; as cited in von Hippel & Kalokerinos, 2012), I expected this study to show that casualisation was straining the relationship between those employed on different conditions. The results of this study did not support this expectation. None of the participants in this study expressed concern working alongside employees of different status. Instead there was a considerable amount of positive regard and empathy found among permanent employees towards their casual colleagues and awareness of casual academics of the workload of permanent staff. This research thus did not support previous research that proposed considerable tensions between temporary and permanent employees

(Von Hippel & Kalokerinos, 2012; Davis-Blake et al., 2003; Smith, 1994; as cited in von Hippel & Kalokerinos, 2012). Perceptions of ‘threat’ (Barnett & Miner, 1992; as cited in von Hippel & Kalokerinos, 2012; Kraimer et al., 2005; as cited in von Hippel & Kalokerinos, 2012) or inter-group rivalry (Judd & Park, 1988; as cited in von Hippel & Kalokerinos, 2012; Sherif, 1966; as cited in von Hippel & Kalokerinos, 2012; Weber, 1994; as cited in von Hippel & Kalokerinos, 2012) did not eventuate in this research. Previous research suggested that permanent employees tended to express attitudes and behaviour that made casuals feel inferior and excluded (Pocock, Prosser & Bridge, 2004). No incidence of inappropriate work behaviour like bullying, harassment or silent treatment was raised by the casual academics in this study. Instead there was a significant level of trust, respect and understanding found among permanent academics towards their casual colleagues and vice versa.

This experience of trust and positive regards among permanent and casual academics may be linked to the fact that many, even most, permanent academics had been employed on a casual basis previously and were thus able to appreciate the casual’s situation. In addition, the nature of job might also have been an important element for this outcome. There was an increased understanding among casual and permanent academics that they were directly dependent on each other for the tasks they performed and were jointly responsible for the overall success of the university or faculty.

5.2 Equity and Social Justice Issue

Notwithstanding the trust, positive regard, and empathy shown by casual and permanent staff to each other, this study did still show that the experience of being a casual university employee was also defined by many of the other problems and difficulties identified in the academic literature. That is, the interpersonal regard of casual and permanent staff towards each other did not undo the structural, systemic and contextual exclusions and marginalization of casual employment. In this regard, the findings of this study are similar to other studies that have highlighted the marginal status of casual employees (Churchman 2005; as cited in May, Peetz & Strachan 2013; Brown et al. 2010; Junor, 2004), their insecurity and inequity (Standing, 1997,), their poor working and employment conditions (ACIRRT, 1999; Kalleberg et al., 2000; Waters & Weeks, 1998), lack of recognition and opportunity (Barrington, 1999; Kimber,

2003), their feeling ignored, left out of the loop and their lack of voice (Pocock, Prosser & Bridge, 2004), their treatment as second class and inferior compared to their permanent counterparts (Nelson, Tonks, & Weymouth, 2006; Rogers, 1995), and other challenges faced as marginal employees (Barrett, 2004; Blanchard & Smith, 2001; Rice, 2004). In this respect, these findings are in close alignment with other studies that have been conducted in sectors like nursing and higher education (Lumley et al., 2004; Junor 2004; Brown et al., 2006). Casual academics were dissatisfied with their working conditions and with the level of influence and engagement afforded them in this university. From the perspective of casual academics the key issues raised were: a perception of injustice, exclusion from departmental meetings and social gathering, inadequate socialization, not being able to voice their opinion, being treated as a second class citizen by the university hierarchy and other differential treatments.

It was also apparent from this study that the observation made by Brown et al (2006) regarding casual staff being socially and intellectually isolated from the labour process still holds true over 10 years later. Despite the respect that casual academics felt was expressed to them by permanent staff, casual academics in this study felt left out from the social gatherings (eg, Christmas party) and departmental meetings with many feeling unwelcomed and excluded. Our results pointed out that the major contributor to this is 'casual work' itself. Sadly, most participants blamed their own fragmented and discontinuous casual working patterns as being responsible for limiting their ability to become part of the social group. They expressed that, as a casual they are only committed to certain hours at the university and the opportunity to see their colleagues is limited due to their rosters/schedules that have them passing like airplanes at a Heathrow airport terminal.

University's compliance with government mandates to cut budgets and remain flexible has produced this growing class of casual labour. Historically casual labour was used to cover temporary short term peaks and troughs within a business cycle (Buchanan, Baldwin & Wright, 2011). Today, in the modern university sector casualisation is being used for an entirely different purpose – as a permanent feature of the academic year.

The findings of this study sadly support the supposition that casual employees, already marginalised and disadvantaged in the labour market, are further marginalised and excluded from experiencing a sense of belonging to a workplace community and culture due to their

casual employment. This is a form of double exclusion and disadvantage where economic disadvantage is compounded by a significant loss of opportunities for sociability and connection in a casual academics working life.

5.3 Casual academics own suggestions on improving the situation

Casualisation is a growing phenomenon, it is now prevalent in all industries and all occupations, and is the result of a major push by governments and businesses in developed countries to cultivate more flexible labour markets. While a significant change to policies and practices of casualisation will likely only result from wide economic, political shifts and struggles. There are things that organisations can do to bridge the gap between these two groups and build a more inclusive workforce. The following paragraph summarizes the thoughts of the casual academics in my study on ways to improve the condition of casual employment and foster a positive and harmonious work environment. I am including these here as a deliberate count to the lack of ‘voice’ normally accorded these employees.

The suggestions are diverse – some were shared and some are individual but I include each of them here.

- Redefining casual employment possibly by reframing it from being casual employees to industry partner
- Giving them more legitimacy through appropriate roles and titles like Scholarly Teaching Fellow, or if possible giving them opportunity to secure more desirable or permanent work
- Encouraging participation at all levels and integrating them more
- Letting casual employees’ voices be heard more in terms of their role, status and duties.
- Having activities in place for bringing all staffs together to promote inclusion
- Reinforcing the relationships by facilitating social interaction between employees of all status and encouraging employee bonding
- Reviewing the whole practice of what level of casualisation is conducive to a team based approach

- Keeping casual staff motivated and committed to their job and organisation by ensuring they are valued, treated with respect and provided with enough support and resources to do their job well
- Acknowledging that casuals exist, acknowledging their input, acknowledging who they are and what they do for the company
- Establishing a central principle of mindful co-working, because all these practices and culture can so often go off the rail when systems are under stress or when organisational processes fall into comfortable routines and they might forget about their people.
- Organisation may also want to consider extending any benefits and establish better pre-conditions for more stable form of employment.

5.4 Reflection on the research process

I read in a paper by Patton (2014) about the difficulties that scholars face while conducting in-depth qualitative case study research into organisations - mostly about the issue of gaining access and time taken to make a contact. This turned out to be so true in my case.

My research questions were exploratory in nature and required qualitative methodology to achieve those intended objectives. I and my Supervisor decided that an in-depth interview method would be most suitable route to follow because it would allow us to address the issues more clearly and in considerable depth. However, gaining access to conduct interviews proved to be the most frustrating part of this endeavour. My MRes thesis was supposed to be a one year project in total. However, the period from submitting my ethics application to collecting data alone took seven months because of the time taken in gaining access. While I was still trying to gain access to conduct my first interview, my other colleagues had already collected their data and were analysing it. That was possibly because they had followed a quantitative research strategy using a survey method. Some of them even did not need to gain that access because they used only secondary data, which I then thought was great. My initial plan for this research was to conduct the study in a retail organisation as it was one of the highly casualised sector. I was very optimistic about gaining access because I was also one of their staff members. Months after my initial request, and after several follow-up prompts, I received a refusal to participate from the Human Resource Department. They informed me that the research questions were too sensitive, though they might have considered agreeing to a survey but not

to interviewing their staff. Following this rejection, several other approaches to different retail organisations also proved fruitless. We decided to refocus our study upon the Higher Education Sector. This sector too had a high incidence of casualisation. We also hoped that access would be more forthcoming, given the familiarity with research process in this sector. An amended ethics application was submitted and thankfully, access was secured quickly.

Although I had read that gaining access to an organisation is often fraught with problems and anxieties, I personally found this whole period extremely challenging - but eventually rewarding. After completing all the interviews and finally while I was analysing the data and reading through all the transcripts, I felt that a survey or any other quantitative techniques would not have justified my research questions. Qualitative interview presented me the opportunity to hear the individual experiences of casual and permanent academics. It was a privilege to interview those participants and hearing their experiences was just a wonderful experience. This is the beauty of qualitative research, I feel. I would not have had that experience if it was an online survey or secondary data, I would have missed out that connection. I loved the fact that they trusted me and opened up to me to talk about their personal experiences about their role and work environment. Although selecting qualitative research means more time and resources, I realise now we are talking about “quality” here not “quantity”.

Before I started this project I had a varied outlook on casual employment and casual workers. I had learnt from my own experience of working in the retail sector that casuals are mostly concentrated among occupations and industries that are low paid. I was always under the impression that casual workers were really ‘casual’ about their work commitment and motivation which had been swayed by my own experience in addition to my managers, permanent colleagues and customer’s observation about casual employee’s poor performance and lack of commitment. I had personally witnessed this casual attitude of my casual colleagues towards their work, company and toward the customers. My casual colleagues had a different view, “why would we be very committed to a workplace if the workplace isn’t committed to us.” All this had led me to a negative impression about casualisation and casual workers. However, my perspective on casual employment has changed over the period of this research process. Following this research, I found that, although the condition of casual employment was similar in academia, the level of motivation and commitment among casual academics in

this study was far from what I had expected. Despite their casualised conditions, casual academics were highly motivated and committed. I have also realised that it is possible to have talented and motivated people who are casualised, work in harmony with people with a more secure contract.

Lastly, my final reflection that can be taken from this study for new MRes students who would undertake a qualitative study is to allocate sufficient time when applying for various ethics applications, making contacts, organising interviews and data collection as it could be a very lengthy journey, but it will likely be an interesting one.

5.5 Conclusion

In the growing context of casualisation, this study used a qualitative interview approach to examining the peer relationship between casual and permanent employees. The supposition - drawn from existing research on casualisation, peer relationships, and blended employment - was that casualisation had the potential to present casual employees not only with diminished economic opportunities but also to compound this with diminished opportunities for sociability, connectedness and identity. In-depth qualitative interviews were conducted among 5 casual academics, 4 permanent academics and 1 professional staff member to understand the experiences and views regarding casualisation. The findings of this study revealed few interpersonal tensions between casual and permanent academics, discovering that the relationship was positive with most permanent academics viewing their casual colleagues as hardworking, motivated and committed and casual academics viewing their permanent colleagues similarly. There was a considerable amount of trust and respect found on both sides. In the context of this study, casualisation had not destroyed the regard between casual and permanent employees.

Notwithstanding this finding, however, there remained a very substantial amount of frustration among casual academics towards their employment condition and the university system. Casual academics were left out from the Christmas parties, other social gatherings and from the departmental meetings. There was a feeling of being excluded from the organisational

culture and workplace community among casual academics. This thesis supports the view that casual employment is a form of substandard employment that is associated with numerous disadvantages. Casualisation did have a detrimental effect on casual academics with most of them feeling marginalised, discriminated against and excluded from the workplace community. When we add this finding to the reality – expressed by respondents – that academic work by its nature tends to be a largely solitary endeavour, then the additional process of marginalisation and exclusion experienced by casual academic employees represents a serious and significant issue both in terms of the lives and welfare of these employees and life of the university itself.

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Appendix A

To
The Head of Department
Faculty of Marketing and Management

Request for permission to conduct interviews

Dear Sir/Madam,

My name is Asmita Pokharel. I am a post-graduate research student at Macquarie University. I am required to submit a thesis for a Master's by Research degree program under the supervision of Dr Edward Wray-Bliss (61 2) 9850 6479, (edward.wray-bliss@mq.edu.au), of the Department of Marketing and Management. My study will examine the working relationship between casual and permanent employees in the Australian Higher Education sector. The study has been approved by Macquarie University Ethics Committee. I am humbly sending you this letter to request you to forward the information flyers via a group email to the respective department inviting employees to contact myself to participate.

For this study, I am seeking to interview both permanent and casually employed academics and admin staffs (5 casual and 5 permanents) at your university. The interviews will last for approximately 45 minutes. To make it easier for me to keep an accurate record of the answers, the interview will be digitally recorded and the participants will be provided with paper copies of the final transcripts for verification/amendment. If they do not agree to the recording of the interview then handwritten notes will be taken and they will have opportunity to review those notes.

The responses in the interview are for the purpose of my academic research, your organisation's name won't appear anywhere in my written-up research. Complete anonymity will be maintained regarding the personal details gathered in the course of the study, of the employee and the organisation. Transcripts of interviews will be de-identified and confidentiality will be preserved in any publication. Access to the data will be restricted to myself; my supervisor Dr Edward Wray-Bliss and the person involved in transcribing the data. All interview materials will be stored on secure University server and in the Chief Investigator's office and locked filing cabinet. The tape recordings and transcripts will be retained for at least 5 years after which they will be destroyed safely.

Participation in this interview is entirely voluntary: choosing not to participate will not in any way disadvantage or affect individual's relationship with the university and they are free to terminate participation without having to give a reason and without consequence.

I sincerely hope that you will allow me to carry out the research in your university. Please feel free to contact me and my supervisor in the below contact number with any questions. The flyer that I wish to make available to the employees is attached for your reference.

Contact Details:

Chief Investigator/Supervisor

Dr Edward Wray-Bliss
Associate Professor
Department of Marketing and Management
Faculty of Business and Economics
Macquarie University NSW 2109
Phone: +61 (0)2 9850 4756
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Co-Investigator

Asmita Pokharel

Department of Marketing and Management

Faculty of Business and Economics

Macquarie University NSW 2109

Phone: [REDACTED]

Email: asmita.pokharel@students.mq.edu.au

Appendix B

Invitation to take part in a piece of academic research examining the working relationship between casual and permanent employees.

Invitation

You are invited to participate in a research study of the relationship between casual and permanent employees at your workplace.



The study is being conducted by Ms Asmita Pokharel (asmita.pokharel@students.mq.edu.au) at Macquarie University, Sydney, to meet the requirements of a Masters by Research degree under the supervision of Dr Edward Wray-Bliss (61 2) 9850 6479, (edward.wray-bliss@mq.edu.au), of the Department of Marketing and Management.

What would you need to do?

You would participate in a one-on-one interview lasting approximately 45 minutes. I would ask you a series of questions about your experience of working in the university and your views regarding permanent and casual work. All of your responses would be for the purposes of my academic research only, no personal information about you would be kept, and your contribution would be made anonymous in my written-up research project.

Who is eligible to participate?

I am seeking to interview both permanent and casually employed academics and admin staffs for this study. Any permanent and casual academics and admin staffs working in the university is eligible to participate

If you would like to take part in this research or would like further information, please contact:

Asmita Pokharel (asmita.pokharel@students.mq.edu.au): Phone: [REDACTED]

Ethics Approval Number: 5201500609

Appendix C

Participant Information and Consent Form

Name of the Project:

A study of the relationship between casual and permanent employees

You are invited to participate in a study of working relationships between casual and permanent employees at work. The relationship between casual and permanent employees is an understudied area but one that will become increasingly important as organisations seek to have employees on different contractual arrangements working alongside each other. This study seeks to interview both permanent and casual academics about their working relationships and experiences.

The study is being conducted by **Ms Asmita Pokharel** (asmita.pokharel@students.mq.edu.au) at Macquarie University, Sydney, to meet the requirements of a Masters by Research degree. It is being supervised by Dr Edward Wray-Bliss (61 2) 9850 6479, (edward.wray-bliss@mq.edu.au), of the Department of Marketing and Management. If you decide to participate, you will be interviewed by the researcher Ms Asmita Pokharel. With your permission the interview will be recorded through the use of a digital recorder to enable an accurate record of the interview. A face-to-face interview will be undertaken at a mutually agreed location. The interview should take approximately 45 minutes.

All responses are anonymous and any personal details gathered in the course of the study are confidential. Access to the data will be restricted to the researcher Ms Asmita Pokharel who is undertaking the study; her Supervisor Dr Edward Wray-Bliss and the person transcribing the data. Transcripts of interviews will be de-identified and your confidentiality will be preserved in any publication. The transcripts of the interview will be emailed to you for verification/amendment and you will have the opportunity to review the transcript. A one page summary of the results of the data will also be emailed to you on request. If you do not agree

to the recording of the interview then handwritten notes will be taken by the interviewer and you will have opportunity to review those notes.

Participation in this interview is entirely voluntary: choosing not to participate will not in any way disadvantage or affect your relationship with the university and you are free to terminate participation without having to give a reason and without consequence.

I, have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name:

.....(Block letters)

Participant's Signature: Date:

Investigator's Name:

.....(Block letters)

Investigator's Signature: Date:

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee (Ethics Approval Number: 5201500609). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix D

INTERVIEW QUESTIONS

Questions for Permanent Academics and Permanent Professional Staff member

Experience and Plans

- 1 Can you start by telling me what your current role is?
- 2 How would you describe your work arrangement in your current job?
- 3 How long have you been employed here on that basis?
- 4 In previous jobs that you have held, were you employed on a casual or permanent basis?
- 5 How long were you employed in the previous job for?
- 6 What are your future plans? How long do you plan to remain in this job for?
- 7 If you plan to move into a new job, would you still want to become a permanent employee or would you choose a different employment status?
- 8 Overall, how satisfied would you say you are with your current employment status?

Awareness and conditions

- 1 How do you feel about working on a permanent basis?
- 2 What do you think about the benefits and pitfall of your employment status?
- 3 What do you know about the benefits and working condition of casual employees in your workplace?

Social

- 1 How would you describe the social side of your work?

- 2 Do you socialize with your work colleagues?
- 3 How often do you socialise with your work colleagues in and out of office?
- 4 The people that you socialise with, are they mostly permanent or casual?
- 5 In your work place, how do casual and permanent get on?
- 6 How do you get along with casual employee?
- 7 In organisation's various activities like small get together, celebrations, Christmas parties and sports events, is everyone invited?

Work related

- 1 In your job, do you normally work as part of a team, or do you work mostly on your own?
- 2 How well do you think people in your team co-operate with each other?
- 3 How do you feel about working alongside with employee of different employment status?
- 4 During the past 12 months, how often have you had trouble getting on with your colleagues?
- 5 Some of the research suggest that, casual employees may lack the commitment or knowledge necessary to perform a job. What is your view regarding this?
- 6 Do you think, in general, the work of permanent employee is of better quality and more committed? In what way?
- 7 Do you think casuals are effective at work?
- 8 Do you think your work is made easier/ difficult by having casuals at work?
- 9 What do you think other permanent employees might say about having casuals at work?
- 10 Some research suggest that, permanent employees are held accountable for the mistakes made by casual workers. What is your view about this?
- 11 Do you think other permanent colleagues might have a different view?
- 12 Do you think hiring more casual employees at work threaten your job status?
- 13 Do you think it would be best if the organisation did not use casual employees
- 14 How do you describe the mutual respect between permanent and casuals?
- 15 In general, how would you describe the relations in your work place between permanent and casual employees?

16 Do you think that a workforce which is a mix of casual and permanent employee is conducive to being a happy and harmonious workplace?

17 Overall, how satisfied are you with the spirit of teamwork within this company.

18 How do you think employer can make the relationship between casual and permanent better?

19 What 2-3 things do employer need to work on to improve the relationship between employees of different status?

20 What would you like to see happen in the future about casual work?

21 Is there anything else you would like to add?

22 Do you feel OK about what you have said?

Questions for Casual Academics

Present and previous experience

- 1 Can you start by telling me what your work role is?
- 2 How would you describe your work arrangement in your current job?
- 3 How long have you been employed here on that basis?
- 4 In previous jobs that you have held, were you employed on a casual or permanent basis?
- 5 How long were you employed in the previous job for?
- 6 What are your plans for future? How long do you plan to remain in this job for?
- 7 If you plan to move into a new job, would you want to become a casual employee or would you choose a different employment status?
- 8 Overall, how satisfied would you say you are with your current employment status?

Awareness and conditions

- 1 How do you feel about working on a casual basis?
- 2 What do you know about the benefits and pitfall of your employment status?
- 3 What do you know about the working condition of permanent employees in your workplace?

Social

- 1 How would you describe the social side of your work?
- 2 Do you socialize with your work colleagues?
- 3 How often do you socialise with them in and out of office?
- 4 The people that you socialise with, are they mostly casual or permanent?
- 5 How do you get along with permanent employee?

6 In organisations various activities like small get together, celebrations, Christmas parties and sports events, is everyone invited?

7 How does being a casual worker affect your involvement in such activities like sports, organisational parties, get together?

Work related

1 In your job, do you normally work as part of a team, or do you work mostly on your own?

2 How well do you think people in your team co-operate with each other?

3 Do you feel that you are or have been treated differently in your job because of your employment status?

4 Some of the research suggest that, casual employees may lack the commitment or knowledge necessary to perform a job. What is your view regarding this?

5 Research suggest that, a lot of companies today are employing large number of casual workers. Why do you think that organisations are increasingly employing casual workers?

6 Do you think that a workforce which is a mix of casual and permanent employee is conducive to being a happy and harmonious workplace?

7 How does being casual affect your voice or say in the workplace?

8 Do you feel included in the team and community?

9 Do you feel any different at work because of your employment status?

10 Do you feel that permanent staff or supervisor appreciate or differentiate of being casual staff member?

11 How do you think employer can make the relationship between casual and permanent better?

12 What 2-3 things do employer need to work on to improve the relationship between employees of different status?

13 What would you like to see happen in the future about casual work?

14 Is there anything else you would like to add?

15 Do you feel OK about what you have said

