The Relationship between Career Plateaus and the Career Stages of the University of KwaZulu-Natal Academics

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Abstract

The study focused on the association between career plateaus and vocation stages of the University of KwaZulu-Natal's (UKZN) academic staff across the Westville, Howard College, Edgewood, Medical School and Pietermaritzburg campus sites. The sample consisted of 253 academics across all levels from tutors, senior tutors, developmental lecturers, lecturers, senior lecturers, associate professors and research fellows. Through a mixed methods approach, the quantitative aspect included questionnaires electronically and personally administered to academics, and the qualitative component was undertaken by interviewing a cohort of academic leaders across campuses. The study was theorised through the Protean career. The Career Choice and Career Management models further located the framework of the study regarding decisions in one's career. Various dynamics such as promotion, tenure in a specific position, age, job content, personal plateauing, professional plateauing, and most recently life plateauing have impacted on academics at various career stages. Various issues encountered at the institution include student unrest, funding issues, academic discontent in respect of higher workloads, a greater emphasis on research and an overspill between private and working hours. Stringent criteria for promotion and an early retirement age has also left many academics with low morale, dissatisfaction, frustration, fatigue and elevated levels of stress. Some of these challenges have derailed the realisation and pursuance of academic goals. Against this background, the research aimed to determine if academics are plateaued hierarchically in respect of mobility in the institution; over their invariable work content; through job skills and or personally (where academia controls all domains of an academic's life to the marginalisation of any additional activity). These challenges are inherent at the exploration, esta-

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blishment, maintenance and disengagement career stages. A negative impact on academics in some instances inadvertently contributed to employee turnover and demotivation, hence plateauing.

Hypotheses of the study highlighted a noteworthy association between both dimensions and sub-dimensions (structural/ hierarchical, content/ job content, personal, professional and life) and career stages (exploration, establishment, maintenance and disengagement), significant differences in the opinions of academics differing on each of the respective biographical variables (age, marital status, job status, tenure, race, gender, education level) and their individual career stages (exploration, establishment, maintenance and disengagement) with the career plateau construct and the variance in career stages significantly expounded by the career plateau status. Results of the study reflected a high level of agreement from respondents regarding structural plateauing and limited opportunities for advancement at the University, amongst other key findings. Furthermore, a framework for the effective management of the types of career plateaus across career stages in an academic environment was advocated. The framework illustrates strategies for relevant stakeholders in academia at various career stages.

Keywords: career, plateaus, stages, model, exploration, establishment, maintenance, disengagement, structural, hierarchical, structural, job content

Introduction

The unpredictable influences of globalisation compelled states to reorganise their markets. Organisations reacted by levelling their organisations, decreasing staff, downscaling, reshuffling, introducing productivity enhancements and avoiding expenditures by controlling advancement (Shaw & Chayes 2011). Jung and Tak (2008) endorses that as organisational configurations develop horizontally, vocation progression in as far as vertical advancement is concerned has become competitive and often tough to implement. This has been the case at the institution under study. Stringent criteria for promotion at the institution was a key contributor of discontent amongst academics. Career plateaus denote a sense of frustration and psychosomatic anguish workers encounter ensuing an enduring or impermanent ‘dead end’ or a standstill in their vocations. A widespread meaning of career plateaus recognises career

plateaus as a juncture where the possibility of ranked preferment is minimal (Sthapit 2010).

A drastic change in the academic landscape has had a profound effect on academic staff at institutions of higher learning. Challenges include higher workloads, work-life imbalance, academic instability and the low likelihood of advancing in careers. These are some of the reasons why academics are leaving institutions whereas others choose to uphold the position for the remainder of their tenure (Mafenya 2014; HESA 2014). The researcher, an academic, undertook the study to gain greater insights into the complexity of issues that affect academics in higher learning, using the University of KwaZulu-Natal (UKZN) as a case study. Many academics have left the institution for other tertiary bodies. The rationale of the study was to identify and comprehend the various encounters experienced by academics in the current era, thereby crafting a more favourable environment for the effective functioning and utilisation of academic skills, hence avoiding a 'brain drain' of scarce, highly qualified academics**.**

Challenges Facing Academics in Higher Education

Post-1994 changes have compelled tertiary institutions to transform their medium of instruction, student composition and numbers, and organisational structures, to name a few challenges (Condy 2015). All aspects have affected and influenced almost all sectors of tertiary domains, inclusive of academic vocations and the fulfilment of academics in general, argues Jansen (2004). This is highlighted by knowing that the educational fraternity is viewed as a demanding vocation (Barkhuizen *et al*. 2004; Bellamy *et al.* 2003). In order to ensure sustained existence, tertiary organisations should make use of competent and committed academic personnel. If the South African and international tertiary institutions want to harness, keep, grow and use their academics while promising career acceleration and its related value, there is then a dire necessity to recognise what is hampering academic careers (Zeffane & Mayo 1994; Cuthbert 1996; Islam *et al.* 2015). Internationally, a study of Portuguese academics identified various career barriers affecting academics. These barriers included collegiality and career blockages and workplace politics. Furthermore, a lack of supervisory support, lack of research collaboration and peer rivalry and competition; barriers associated with career progression standards and expectations (such as dissatisfaction with publication metrics, inequities

with performance management weightings for career progression and limited vacancies for rank advancement) were identified. Barriers related to inadequate organisational support and employment precariousness (which included aspects such as job insecurity, shortage of monetary support for research, huge administrative workloads and a dearth of administrative support and huge teaching workloads) were highlighted. Wessels (2008) recognised that the surge in student enrolments has resulted in heavier workloads, and academics needed to enhance their abilities to manage the growing increase in the volume of students.

The respondents identified these as key issues they faced at the institution. The insufficient monetary resource for tertiary teaching is a key obstacle encountered by all South African academes. The dearth of sufficient finance influences the capability to propose ample compensation, and furthermore bounds institutions' capacity to capitalise in structure, amenities and paraphernalia, thereby restricting research competences. According to the Department of Education (DoE) White Paper (DoE 1997: 7) it is the duty of the government's Department of Higher Education and Training (DHET) to ensure elevated research ability which can guarantee the continuance of individual-driven, open-ended intelligent examination, and the persistent solicitation of research accomplishments to high-tech enhancement and communal improvement (Mafenya 2014). Other barriers identified related to finding a balance (which included concerns such as competing proficient roles and work-life balance) and barriers pertaining to gender structure (including issues such as unfriendly work-family culture, feelings of insecurity and having to prove one's competence, personal prejudice regarding motherhood and alienation from social networks) maintains Santos (2016).

Career Plateau

Career plateaus have been viewed as positions in a vocation that highlight the possibility of upward advancement as being an unlikely event, submits Warren *et al*. (1977) who introduced a managerial model classifying careers in respect of recent performance and the possibility of forthcoming advancement (Gale 2006). A renewed focus emerged on career plateaus for two key purposes:- Firstly, to ensure competitive advantage, downsizing and restructuring was prioritised hence limiting promotion. Secondly, the interest in research associated with the effects and antecedents of career plateaus (Chao 1990). With the

obscuring of skills boundaries, several personnel were exposed to scarcer prospects for vocation flexibility and impending employability. Considering the changing landscape of work, organisations were constantly under pressure to deal with scarce resources, higher competitiveness, inadequate fiscal progression, advanced expertise and mergers and acquisitions, which all have a cascading effect on downsizing (Choy *et al.* 1998). As organisations become flatter, career mobility in terms of vertical mobility is unattainable (Jung & Tak 2008). Kelly (1985), cited in Cable (1999) viewed plateauing as a juncture that heralds no further prospects of advancement which could be attributed to a number of reasons.

Types of Plateaus

Badiane (2016); Tabarsa and Nazari (2016); and Nwovuhoma and Malik (2016) tried to extend the career plateau phenomenon utilising three diverse groups: structural or hierarchical, content, and life plateauing. Alivand and Ebrahimpour (2015) distinguished types of plateaus as personal, structural and content plateauing. According to Bardwick (1987) cited in Miles (2010), this distinction is vital, given that plateaus have unique precursors and consequences.

Hierarchical/ Structural Plateauing

A career plateau is commonly defined as a structural plateau. This occurs when promotion is halted in a hierarchical organisation (Bardwick 1987 cited in Miles (2010); Joseph 1996) due to a 'pyramid-like structure' of organisations. In comparison, personal plateauing is seen within the organisation as a lack of want of an individual to occupy a senior position. In this instance, insufficient competencies, or lack of disfavour for a senior position may add to a person's lack of promotion (Warren *et al*. 1976; Cable 1999). Structural plateauing is also attributed to a combined effect of the original structure and birth rate variations over which the employee has no control (Nwovuhoma & Malik 2016; Tan & Salomane 1994).

Other factors include reorganisation of organisations, rationalising of jobs and abolition of middle management (Cable 1999). Alivand and Ebrahimpour (2015) view structural plateauing as occurring when an employee reaches the highest levels of the organisation due to limitations in the hierarchical

organisational structure. Of significance, is that these plateaued individuals take their final step in their career and reach the final rung of promotion ladders (Cable 1999).

Job Content Plateauing

Content plateauing relates to a juncture in a person's vocation, wherein the inherent features of the job are low and there is a low likelihood of an improvement in the *status quo* (Lapalme *et al*. 2009). Such a plateau features when there is no challenge in work or work accountabilities (Feldman & Weitz 1988; Salami 2010), since the individuals are conversant with their jobs and become uninterested (Smith-Ruig 2009). Strategies which encompass job design techniques such as career expansion, job rotation, job enhancement and work restructuring, should be implemented to make the job more challenging, as suggested by Joseph (1996) and Bardwick (1987) cited in Cable (1999).

Content plateauing compels able employees to stay in identical positions for several years deprived of a key change in work accountabilities (Weiner *et al*. 1992), hence the non-appearance of novel, varied and challenging jobs meaning employees are not given room to develop (Allen *et al.* 1999; Bardwick 1983). Personnel experiencing content plateauing are deprived of rewards and are of the belief that the organisation is not supportive (Lapalme *et al*. 2009). Bardwick (1987) is of the view that those experiencing hierarchical and content plateauing get ignored by organisations. This aspect, the author believes, sends a message to the worker of not being appreciated and valued, hence resulting in undesirable consequences for both workers and institutions. In this regard, Alivand and Ebrahimpour (2015) are of the view that some people can stay happy in this situation and may utilise situations to resist change with a mandate to maintain a sense of sanctuary.

Bardwick (1987) cited in Duffy (2000) stated that this category of plateau is manipulated by the employee, therefore the employee is in a position to take charge over the changing tasks instead of changing events structurally. Previous research undertaken on job content plateauing was significantly viewed to be interrelated to job dissatisfaction, poor organisational commitment, and elevated stages of turnover (Allen *et al.* 1999; Milliman 1992). McCleese and Eby (2006), on the other hand, identified circumstances where job content plateauing is concomitant through some undesirable work out-looks, role

uncertainty in terms of one's duties and responsibilities, and low possibility of advancements as mediators of job content-work attitude connection.

Life Plateauing

Hierarchical plateauing has dominated literature on career plateauing with not much emphasis on job content and life plateauing (McCleese & Eby 2006). Life plateauing pertains to a person's state of mind of being locked in their characters outside of work (Allen *et al.* 1999; Bardwick 1987 cited in Miles (2010). This type of plateauing is viewed as an inner position, to deliver on past obligations (Tabarsa & Nazari 2016). A life plateau is more philosophical and could be a midlife calamity due to offspring, for instance becoming the most central part of their lives, as well as their individuality and self-respect. This situation could be fine, as long as one is of the view that they are successful, but if they become targets for rationalising or being sidestepped for advancement prospects or the effects of the 'empty nest', they could struggle to glue together the 'parts' of their lives (Brooks 1994).

A study carried out by Smith-Ruig (2009) indicated that most participants acknowledged the need for a good work-life balance because it is instrumental to career success. Participants felt there was a disparity between work-life balance and career success thereby presenting feelings of being unsuccessful, which culminated in 'life plateauing'. This concurs with Heslin (2005), cited in Smith-Ruig (2009), where immense job fulfilment need not fundamentally lead to subjective career achievement when it has an impact on the employees' wellbeing, family or other personal values.

Personal Plateauing

With personal plateauing the person shows no desire for mutual labour and non-labour accomplishments (Bardwick 1987) cited in Miles (2010). Tan and Salomane (1994) view personal plateauing as concentrating on a person's private domain. Choudray *et al*. (2013) are of the view that personal plateauing happens when the employee's capability does not correspond with the occupational requirements or when the employee is unmotivated or lacks career ambition. Burke (1989) recognises personal plateauing in two ways: where the employee has no interest in advancing to an elevated occupation and when the company determines a person's lack of talent to achieve adequately at a high-

ranking point due to particular inadequacies, despite the availability of jobs. Duffy (2000) views personal plateauing as the most dangerous kind of plateau. The person does not desire any bearing and zeal for both labour and non-work-related activities and avoids additional responsibility (Alivand & Ebrahimpour 2015). Feldman and Weitz (1988) cited in Coetzee & Schreuder (2015) recognised numerous dimensions of career plateau, the initial one being, unsuitable skills and capabilities, as a focal point of the discussion that follows.

Job Skill Plateauing

Feldman and Weitz (1988) attributed job skill plateauing to 'reduced entry-level performance' in conjunction with inappropriate training, reduced freedom of movement needs, non-existence of inherent inspiration, strain and fatigue, the absence of extrinsic motivators poor organisation progression and stagnation in a vocation attributable to one's own limitations. A different concept that provides justification for those in non-traditional careers is that of a professional plateau (Smith-Ruig 2009).

Professional Plateauing

Professional plateauing is a juncture at which employees discover that their jobs are unchallenging rendering scarce prospects for proficient growth and forthcoming absorption (Lee 1999). Lee (1999) further cited in Ruig-Smith (2009) refers to a professional plateau as being associated with progression in a profession, as opposed to traditionally associating progression in a career. The author attributes importance to this type of plateauing to an appearance of 'fresh' patterns of the Protean career, and a process which individuals steer and is determined by their own criteria.

Career Stages

Career stages denote evolutionary phases such as exploration, establishment, maintenance and disengagement of a person's working life. These phases are shaped by critical occurrences and modifications, which individuals can clearly see in their professions. Plateauing contributes to unwanted labour consequences such as low gratification, reduced enthusiasm, higher levels of anxiety, poor performance and heightened turnover intentions.

During an individual's lifecycle, persons go through foreseeable periods or phases in their lives and vocations. Every life or vocation phase is moulded by situations that require attention. In this regard, Super (1957; 1984) cited in Kaur and Sandhu (2010), suggested a philosophy that individuals encounter precise vocation periods in their lifetime. Life-cycle phases are recognised by numerous salient undertakings and modifications, which are visible, notwithstanding their professions.

Career stages are therefore, encountered with age and the stages employees encounter, at different phases of their lives. They come across a course of transformation that may be summarised as an arrangement of lifetime phases, namely exploration, establishment, maintenance and disengagement (Stead & Watson 1999). Transformational events are the backgrounds in which employees exist, comprising biological, psychological, social, spiritual, cultural, economic and historical settings (Schreuder & Coetzee 2015). Furthermore, the employee and the work background are bound to adjust. Career stages are broken up into three distinct stages/phases:

(i) Early adulthood, namely the novice, transitional and settling down phases;
(ii) The midlife/ career stage (self-related factors); and
(iii) The late life/ career stage (self-related factors) (Murchinsky, Kriek & Schreuder 2005).

According to Super's theory of vocation growth (Super 1957; Savickas 2002, cited in Hess & Jepsen 2008), persons undergo four components of vocation anxiety throughout the expansion of their vocations, which involve clarifying career interests, consolidating career choices, maintaining what they have and lastly a decline in occupational interest. Super (1957) cited in Hess and Jepsen (2008) state that personnel will reprocess through the phases, and therefore vocation periods should not be ascertained via linear measurements of age and tenure but concluded by assessment of trepidations related to vocation periods. The linear career pattern was characterised by aspects such as power, competence, achievement, recognition and self-development (Schreuder & Coetzee 2015).

It is said that the linear career patterns faced many challenges in the contemporary working world due to limited opportunities for progress, hence promoting the concept of non-linear careers where progression is not guaran-

teed due to various challenges such as mergers and acquisitions and the flattening of organisational structures which have eliminated many manage-ment positions. Conway (2004) cited in Hess and Jepsen (2008), suggested that the managing of worker encounters through vocation phases could be practice-ally deliberated by companies. If contrary to this, organisations are exposed to unproductivity, poor competitive advantage, a drop in self-esteem and zest due to the influences of plateauing.

Alignment with the National Development Plan (2030)

Vision 2030, which is encapsulated in the National Development Plan (NDP) has two key principles: firstly the abolition of poverty, and secondly the advancement of equivalence. The NDP's methodological approach to tertiary learning is to deduce the general development stance to make explicit recommendations for every sector. Higher education (HE) is not recognised in the Diagnostic Overview (2011a) as one of the 'key' challenges, but 'public services' are, and under 'developing and upgrading capabilities' (2011b: 5), 'improving education and training' (ibid) is seen as one of the nine domains necessitating concentrated consideration to achieve the 2030 vision. The Plan further highlights three key 'functions' tertiary education achieves 'to develop a nation' (ibid): Equip people with requisite high level skills; be a dominant producer of new knowledge; offer prospects for social movement (National Development Plan 2030). Tertiary institutions are instrumental in driving these two principles through quality teaching and learning, teaching professionalism, research technology support, education and increased outputs pertaining to research and graduate throughput (National Development Plan 2030). Higher Education, specifically at university level needs to show their unique contributions. Institutions of HE should be efficient in this regard. This should be characterised by increased throughput and participation, as well as higher levels of innovation and of publication output. By 2030, 75% of academics should have PhDs. Women and black people should make up more than 50% of research and training staff. Programmes and initiatives should concentrate on national urgencies, comprising African vernaculars and native knowledge structures. There should be a comprehensible state strategy for HE, promoting innovation and the development of knowledge. HE should respond to scarce skills with closer links between economic and education planning. The school, college and HE systems need to be better articulated. There needs to be a

healthier connection with the diverse segments of the education system, and improved academic mobility for learners and staff (National Science and Technology Forum 2019).

Academics are key 'instruments' driving this process and realising this vision. This cannot be envisaged without suitably competent, skilled and dedicated academic personnel. The HE domain is totally reliant on the calibre and commitment of these personnel, concedes Robyn and Du Preez (2013). Research and advancement by tertiary institutions, science councils, units, NGOs and private entities has a pivotal obligation in enhancing South Africa's international competitiveness.

In contextualising the National Development Plan (NDP) 2030, emphasis is on promoting the need for research and development. With regard to HE, the NDP 2030 stipulates that Higher Education Institutions (HEIs) must be engaged in continuous quality improvement, and the need for better performance. In so doing, HEIs would contribute to enhancing their strategic focus. Further to this, there is a need to ensure 'synchronised attention on research and growth on the stature of education and adequate human capacity, compelling universities to become hubs of distinction in technology. In raising the professional profile and cadre of academia, this would in turn, provide an invaluable and quality service to the teaching and learning ambit and the research agenda of tertiary learning in South Africa.

Other benefits of career development include the ability of the employee to search and discover future career paths; managers can advance productivity, employee capability is increased, workers' attitudes improve, and occupation gratification allow for the efficient distribution of employees and the promotion of greater employee loyalty (Vermeulen 2015). Employees feel gratified knowing that the employer has fulfilled their part of the psychological contract when career development is valued and promoted (Saleem & Amin 2013). The need for ongoing career development is warranted due to the greater flexibility and versatile skills needed by employees (Vermeulen 2015). Public universities can back academics' vocation growth initiatives via confirmative governance, formation of prospects for planned learning, providing financial resources for vocation expansion programmes and make provision for rewards to individuals who endeavour vocation growth. Such initiatives include advancement upon accomplishment of development initiatives, granting employees study leave and organising forums such as sessions, workshops and symposiums. Such initiatives allow them to disseminate new knowledge and

inventions (Saleem & Amin 2013: 197).

Badat (2008) cited in Robyn and Du Preez (2013), highlights three challenges for South African tertiary institutions: the sector is aligning itself to become competitive with industry to retain accomplished academics; the ability of future academics to have the competencies to generate high calibre graduates and to foster equivalent opportunities for learners, and lastly to be able to bring transformation in institutional cultures in the historically white institutions. Higher education institutions need administrators and graduates who are diversity conversant as enablers to the transformation process, suggests (Cody 2015). Inequities in remuneration in public and private entities are contributing to the existing challenges. This is a contributing factor to younger, talented academics being difficult to retain in the current dispensation. The retention of talented young academics, the Generation Y, is currently a demanding global issue across all sectors and more so amongst staff at tertiary institutions. Senior South African academics are better remunerated than lower ranked or junior academics, according to research conducted by the Vice Chancellors' Association of Higher Education (HESA 2014). Whilst this is good news for high-ranking academics, it unfortunately has the direct opposite effect for the next generation of academics, suggests MacGregor (2015).

Research Design and Methodology

Objectives of the Study

The research aimed to:

- Establish the career plateau status of the participants in terms of structural/ hierarchical, job content, personal and job skill plateauing;
- Ascertain the career stage of the participants in terms of exploration, establishment, maintenance, and disengagement;
- Ascertain if there is a valid association between career plateaus and career stages;
- Determine whether the variance in career stages is due to the career plateau status;
- Examine the influence of the biographical variables on the career plateau status and career stages respectively; and
- Make appropriate recommendations arising from the study.

4.3 Research Design

The study encompassed a combination of descriptive and explanatory research. Justification for utilising descriptive research was attributed to the researcher wanting to describe the characteristics of the phenomena, that is, to establish the career plateau status of the participants in relation to structural/ hierarchical, job content, personal and job skill plateauing, and ascertain the career stage of the participants in terms of exploration, establishment, maintenance, and disengagement.

The rationale for utilising explanatory research enabled the researcher to make inferences and to find solutions pertinent to the research. This kind of research was used firstly to clarify the phenomena such as human behaviour by indicating how the variables (career plateaus and career stages) are related to one another; and how one variable affects another (for example, whether the variance in career stages was due to the career plateau status). Hence, by explaining and predicting human behaviour, the researcher was in a position to change or control that behaviour. For example, the researcher established if a significant affiliation occurred between key variables, that is, career plateaus and career stages. Another reason for its usage was attributed to the utilisation of the mixed research methods, which permitted the researcher to cross check the outcomes from the quantitative segment with the qualitative segment. In this methodology, the investigator collected both quantitative (close-ended) and qualitative inputs (open-ended) data, incorporated the two, and then drew explanations centred on the mutual strengths of both sets of data to better comprehend research problems (Creswell 2015).

Greene (2015: 607) maintains that, mixed methods scholarships, at least initially, offered prospects to participate 'meaningfully' by joining data at diverse levels. Teddie and Tashakkori (2010: 11) quantified mixed methods research as 'research strategies using qualitative and quantitative data gathering and enquiry methods in any corresponding or chronological segments'. Bearing in mind the key characteristics of mixed methods research as described by these writers, such designs should eventually offer academics more vigorous opportunities and direct the planning of work. Not only is data at diverse levels correlated. The significance of specific corresponding or chronological data segments that interact at the different levels, is also described.

> A fundamental conjecture of this approach is that when a researcher fuses statistical developments (quantitative data) with stories and

personal understandings (qualitative data), this collective strength provides a better understanding of the research problem than either form of data alone (Creswell 2015: 1).

Sampling & Sample Design

A total of 1 347 academics across all five UKZN campuses comprised the population of the study. The academic staff complement of the entire university entailed: 135 professors, 135 associate professors, 208 senior lecturers, 745 lecturers, 21 junior lecturers, 85 below junior lecturers and 18 academic employees under the category 'other' such as developmental lecturers and research fellows (UKZN - 2015). Two hundred and fifty-three (253) academics were utilised as the sample. This sample is viewed as a reliable and valid sample that allowed the researcher to apply the outcomes from the identified respondents to the population under study (Sekaran & Bougie 2010). In addition, the researcher needed to safeguard against non-responses and therefore increased the sample size.

Stratified random sampling was utilised, where participants were randomly chosen from each stratum listed above. Stratified sampling is a way for ensuring good alignment by reducing possible sampling inaccuracy (Babbie 2014). In addition, this sampling design includes assurance of the sample's representativeness irrespective of sample size due to its use in the sampling strategy from the start. In addition, stratified random sampling involves a reduced sample, hence requires less time and financial resources than simple random sampling (Welman, Kruger and Mitchell 2008).

Data Collection

Data in this study was collected both quantitatively and qualitatively.

Data Collection Methods

Interviews and questionnaires (primary data) and secondary data (UKZN 2015) were utilised in the study. The questionnaire was made up of three (3) sections. Section A collected the biographical information of the participants, for example, age, marital status, job status, campus site, tenure, race, gender and educational level. Section B concentrated on career plateaus, which was

adapted from Joseph (1996) and Lee (1999). Career plateaus was made up of four dimensions, hierarchical/structural plateauing; content plateauing, job skill plateauing and personal plateauing. Section C focused on career stages (exploration, establishment, maintenance and disengagement) adapted from The Adult Career Concerns Inventory (ACCI) by Smart (1994). The researcher identified the ACCI as an appropriate instrument, since it is a measure of attitudes deemed essential to career and vocational adaptability. The ACCI was designed to assess an individual's ability to plan and give forethought to watching and thinking ahead about one's work and working life' (Super *et al*. 1988, cited in Smart 1994).

Questionnaires were uploaded onto the University intranet, and also personally administered, as per instructions from the UKZN Registrar. Interviews were conducted with 23 academic leaders across all five campuses to gauge their perspectives on career stages and career plateaus as line managers. Thereafter, a comparison was made with the responses from the questionnaires of academics. Generic information was covered on both variables. Face-to-face, semi-structured interviews were done since flexibility was required in order to extract important information (Dawson 2002). Each interview was audio recorded and transcribed. Notes taken during the interviews augmented the verbatim transcriptions

Data Analysis

Data was analysed quantitatively and qualitatively. Descriptive and inferential statistics were utilised to scrutinise the statistics and are discussed in detail below.

The Pearson Product Moment Correlation was used in the study to ascertain if career plateaus and career stages are associated with each other. In the study, the t-test was utilised to ascertain whether the variances in reactions of respondents were attributed to the effect of one of the variables (for example, career plateaus) or if these occurred coincidentally. In the study, the ANOVA was utilised to ascertain statistically significant dissimilarities in the perception of the study dimensions (career plateaus and their sub-dimensions and the career stages and their sub-dimensions) among the participant groups (professors, associate professors, senior lecturers, lecturers, junior lecturers, below junior lecturers). Multiple regression analysis was utilised to establish which career plateau dimensions are the best predictors of each career stage.

The researcher utilised thematic analysis for interpreting the qualitative data. This is widely utilised in qualitative data analysis methods (Bryman & Bell 2014). The purpose of thematic analysis is to recognise, consider and describe configurations or themes, across a dataset (Bryman & Bell 2014:305). Factor Analysis was utilised to ascertain the validity of the questionnaire. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity was used to establish if factor analysis could be performed.

Reliability

Two segments surpassed the recommended Cronbach's Alpha value, thus specifying an extent of adequate, consistent scoring for these units of the study. Cronbach Alpha values of the research for the three structural items was 0.827; for three content items was 0.704; two personal choice items was 0.443 and three job skill items was 0.275. There were thirteen career plateau items. The lower scores (0.342 and 0.569) are attributed to the interpretation by the different categories of respondents to the statements in these sections. The low scores were attributed to a degree of non-acceptance of some of the aforementioned aspects of the research. The matrix tables were preceded by a summarised table revealing the outcomes of the Kaiser-Meyer-Olkin (KMO Measure) and Bartlett's Test. The requirement is that KMO of Sampling Adequacy should be more than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all illustrations, the conditions were fulfilled which permits for the factor analysis process. Factor analysis was undertaken for the Likert scale dimensions.

TABLE 1: KMO AND BARTLETT'S TEST

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Hierarchical/Structural	0.500	203.074	1	0.000
Content	0.500	1.207	1	0.272

Job skills	0.632	91.085	6	0.000
Personal	0.683	200.335	3	0.000
Exploration	0.918	1315.774	28	0.000
Establishment	0.878	1070.496	28	0.000
Maintenance	0.871	1222.423	21	0.000
Disengagement	0.757	409.625	10	0.000

Biographical Data

Overall, the ration of men to women was approximately 1:1 (53.4%: 46.6%). The above statistics in terms of gender reflect that there were additional male participants in the sample in the following age categories 30-39 (14.5%); 40-49 (20.5%) and 50-59 (7.2%). This also reflects that more male respondents were in their mid-career stages, maintenance and on the border of their late career stages respectively. In the 60 and over 60 age category, (in the late career stage), there were more female respondents (4.8%) as compared to males. This could be attributed to more females nearing retirement age than the male counterparts. This occurrence could be linked to females joining the University at a later age as opposed to men, which could be associated with family responsibilities or a late start in their careers due to discrimination females experienced at the workplace prior to the new political dispensation.

There was higher probability that females be categorized as hierarchical or job content plateauing than males. In this regard, Gallos (1989) identified a higher number of women who anticipated there were less progression chances available to them in contrast to males. This was reiterated by a respondent:

> *As a female we do feel that there is definitely a ceiling for females and with one of my friends, we have often discussed how difficult it is for us to progress or to feel that we are being encouraged in that direction.*

Results from the study reflect about 43% of females agreed and strongly agreed that they found their academic jobs challenging, as opposed to approximately 26% males. In addition, many of the responses were gained from the 30-39 and 40-49 age groups regarding their levels of agreement.

Almost half of the respondents were lecturers (47.0%) with similar levels across the remaining categories ($p < 0.001$). Other respondents were made up of: 4.7% professors 8.7%, associate professors, 11.9% senior lecturers, 9.1% junior lecturers, 5.5% below junior lecturers and 13% which were constituted as 'other'. Other respondents were made up of: 4.7% professors 8.7%, associate professors, 11.9% senior lecturers, 9.1% junior lecturers, 5.5% below junior lecturers and 13% which were constituted as 'other'. The statistics is in keeping with university demographics, with particular reference to lecturers which is the largest complement of 745 academics. In terms of the following, there are 135 Professors; 135 Associate Professors; 208 Senior Lecturers, 745 lecturers, 21 Junior Lecturers, 85 Below Junior Lecturers and 18 constituted under 'other', which reflects the overall staff profile at the university. Taking into account the highest staff profile, which are lecturers (745), there is a likelihood that some of the lecturers may have reached a plateau.

Subsequent conversations with lecturers in the interviews confirmed this and their responses are as follows:

> *If I am a lecturer and I enjoy teaching, I could consider that I am actually at my plateau, this is where I want to be.*
>
> *Obviously, systematically the lower the levels, the more a plateau can happen, as you have got more people in those levels and fewer positions for them to go up but is systematic because if somebody is motivated and does show that they are worthy of the next stage, then that is not going to be a plateau.*
>
> *Career plateau is I assume, when you have achieved a level that you are not going to pass, you are not going to be able to move on to another level.*
>
> *I suppose when you reach a point and you do not want to go further and cannot go further.*

> *Ok I would see plateaus as reaching the top so in a way and then becoming stabilised for a period of time or for some reason where the staff have reached their peak and are not moving or does not want to move.*
>
> *I did not meet the criteria for academic leadership and that is, because the criteria requires you to be a senior lecturer to be an academic leader …. However, I have a PhD, and it was an alternate criterium, where you can serve as an academic leader; however, you cannot be appointed as one .... so even though you have the skills and you have the eagerness to actually participate in the administration of the university, you have everything going for you but you do not have the rank to be appointed as an academic leader.*

Almost all of the respondents had a postgraduate qualification. The majority of respondents (91.0%) had a minimum of a Master's Degree, whilst 2.0% of the respondents possessed an undergraduate degree, with 4.0% of the academics possessing a Honours degree, 49% having a PhD and 2.8% possessed a qualification referred to as 'other'. This is a valuable indicator as it designates that a reasonable amount of the participants have a higher qualification. This indicates that the responses gathered would have been from an informed (learned) source. Educational levels may feature as a key aspect when identifying candidates for stimulating assignments maintains Allen, *et al*., (1998). Therefore, individuals who do not attain a higher level of education may be disadvantaged when contending for fewer advancement opportunities in an organisation. This concurs with Tremblay and Roger (1993), who explain that experiencing success in the early career stage may significantly highlight the potential of the person and the know-how, which is needed for ultimate promotions in the organisational promotional scheme.

Furthermore, the higher score in relation to PhD qualifications reflects that the University has set a minimum condition for academics regarding the acquisition of a doctorate. This is also in keeping with the Vision of the National Development Plan 2030. The attainment of this qualification could be attributed to individuals wanting to advance their careers. Although this is the case, some respondents indicated the PhD was being 'thrust' upon them and they were unable to commence with the qualification due to heavy teaching

workloads. Respondents also mentioned that they were aware that the PhD was the instrument by which they could attain career progression (and possibly exit the career plateau status they are encountering at their particular career stage). Alignment to these sentiments from the respondents included:

> *So one would be where the qualifications sometimes limit people …. in other words, they are expected to have their PhD to become senior lecturers. The person is doing the work, teaching loads and the research to some extent, but does not have a PhD so that is the limitation in that sense.*
>
> *They do not see the fact that I don't have a PhD as a limitation. They feel I can do the job they want me to do.*
>
> *I personally don't feel that I have plateaued but I know the university looks at me and says you have plateaued from a research perspective because they keep telling me when are you going to do your PhD?*

In addition, the acquisition of the PhD resonates in the results of the hypothesis testing, when examining the relationship between 'level of education' and 'making specific plans to achieve my current career goals'. Results indicate respondents with Masters' degrees particularly, were keen on tailoring plans to attain their current career goals.

The respondents' race groups were as follows: 41% black African, 4.0% coloured, 21.7% white, 30.9% Indian and 2.4% described as 'other'. The scores are in keeping with the University's demographics, with the largest academic complement being Blacks, followed by Indians, Whites and Coloureds. Although the racial composition is a significant influential factor in the study, the percentages reveal another significant aspect within the University as an institution of higher learning which has focused on transformation regarding equity. In this regard, this is also in line with the University's equity plan and compliance with the Employment Equity Act 2014. An excerpt confirming this sentiment came from one respondent:

> *We will never see a White Dean at this school again …. no White employee here will ever aspire to be a Dean, whether they have the right qualifications or not; it might even extend as far as Indians,*

> *where the university is at the moment, unless they review their transformation strategy. The transformation has plateaued many people who have the potential to go further.*

Furthermore, the bulk of the responses emanated from the African race groups in terms of their levels of agreement (agree and strongly agree).

Almost two-thirds of the participants were married (64.0%). Single people accounted for 31.6% while 3.2% were either divorced or separated. Lastly, 1.2% constituted those categorised as 'other'. Mid-career, married respondents in the study indicated they were impacted upon by various responsibilities on the home-front. This most likely could allow such respondents to plateau in their mid-career. A married respondent stated:

> *Plateauing as you say is also about your personal life. My personal life I would say is probably sitting there in terms of my plateau and in terms of my achievements, with children, with marriage, all of that, so which plateaus do you value more? For me, I would think that my personal life is more valuable to me.*

Discussion of Results

Analysis of the data was generated quantitatively and qualitatively.

CORRELATIONS

Bivariate correlation was performed on the (ordinal) data. The results feature in the annexures.

Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All signify-cant relationships are indicated by a * or **.

For example, the correlation value between 'I am technically current and updated in my academic skills through seminars and extra training' and 'My job skills are transferable to other institutions of higher learning' is 0.301. This is a directly related proportionality. Participants' show that the more updated they are with their skills, the more transferable these skills become, and *vice versa*.

Due to the vast amount of significant relationships, the excel spread-sheet (correlations) has been attached in ANNEXURE 1.

Some relationships are presented below:-

- There is a significant relationship **between 'Promotions are limited at the university due to the university's structure'** and hierarchical plateauing, job skill plateauing and the exploratory, establishment, maintenance and disengagement career stages respectively.
- There is a noteworthy relationship between **'I am advancing in my academic career'** and job skill plateauing and the four career stages.
- There is an important relationship with **'I know everything about my academic job'** and job content, job skill and personal plateauing and the establishment and disengagement career stages.
- There is an important association between **'My academic job has remained the same over time'** and job skill and personal plateauing and the four career stages.
- There is an important association with **'My job skills are transferable to other institutions of higher learning'** and job skills and personal plateauing and the disengagement career stage respectively.
- There is an important relationship between **'I opt not to advance at the university due to family considerations'** and personal plateauing and the exploration and the establishment career stages.
- There is a significant relationship between **'I do not desire promotion because of additional responsibilities'** and personal plateauing and the establishment and maintenance career stages.
- There is a significant relationship between **'Identifying the skills required for this academic job that interests me'** and the exploration, establishment, maintenance and the disengagement career stages.
- An important relationship between **'Achieving stability in my academic occupation'** and the establishment, maintenance and disengagement career stages.
- A noteworthy relationship exists between **'Getting established in my academic work'** and the establishment, maintenance and the disengagement career stages.
- A significant relationship exists between **'Improving my chance of advancement in my current academic occupation'** and the establishment, maintenance and disengagement career stages.
- There is a substantial relationship between **'Developing a reputation**

in my academic line of work' and the establishment, maintenance and disengagement career stages.

- There is a significant relationship between **'Advancing to a more responsible position in academia'** and the establishment, maintenance and the disengagement career stages.
- An important correlation exists between **'Developing new skills to cope'** and the maintenance and disengagement career stages.
- An important link exists between **'Developing new knowledge and/ or skills to help me improve in my academic work'** and the maintenance and disengagement career stages.
- There is a substantial connection between **'Avoiding academic occupational pressures I formerly handled more easily'** and the disengagement career stage.

Negative values imply an inverse relationship which implies that the variables have an opposite effect on each other. As one increases, the other decreases.

For instance, the correlation value between 'Promotional opportunities have been limited at the university' and 'I am advancing in my academic career' is -0.286. It can be said that, irrespective of what academic advancements are made by respondents, the opportunities for promotion are limited.

Due to the volume of inverse relationships to report on, the excel spreadsheet features in ANNEXURE 1 for easy reference.

A few inverse relationships are as follows:-

- An inverse relationship exists between **'Promotional opportunities have been limited at the university'** and job skill plateauing and personal plateauing.
- An inverse relationship exists between **'I am advancing in my academic career'** and job content plateauing, personal plateauing and the exploration, establishment, maintenance and the disengagement career stages.
- An inverse relationship exists between **'My academic job is challenging'** and job content plateauing, personal plateauing and the exploration, establishment and maintenance career stages.
- An inverse relationship exists between **'My academic job has remained the same over time'** and job skill plateauing and personal plateauing.

- An inverse relationship exists between **'I am technically current and updated in my academic skills through seminars and extra training'** and personal plateauing and the exploration, maintenance and disengagement career stages.
- An inverse relationship exists between **'I am constantly learning new things on my job'** and personal plateauing and the four career stages.
- An opposite association exists amongst **'I like the contents of my job'** and the establishment and disengagement career stages.
- An inverse relationship exists between **'I choose not to advance at the university in order to avoid relocating to another UKZN campus site'** and the exploratory, establishment, maintenance and the disengagement career stages.
- An inverse relationship exists between **'Choosing a job (in academia) that will really satisfy me'** and the disengagement career stage.

CORRELATIONS BY DIMENSIONS

The following dimensions correlated (**ANNEXURE 2**) with each other and are as follows:-

- **Content and Hierarchical**

The correlation between 'content' items and 'hierarchical' items is 0,169. This is directly related proportionally. Respondents indicates a significant relationship between 'content' items and 'hierarchical' items.

- **Job skills and Content**

The correlation between 'job skill' items and 'content' items is 0,128. This is directly related proportionally. An important relationship between 'job skills' items and 'content' items exists.

- **Personal and Job skill**

The correlation between 'personal' items and 'job skill' items is 0,268. This is directly related proportionally. At hand, therefore, a valid affiliation between 'personal' items and 'job skills items' exists.

- **Establishment and Exploration**

The correlation between 'establishment' items and 'exploration' items is 0,658. This is directly related proportionally. There is therefore a significant relationship between 'establishment' items and 'exploration' items.

- **Maintenance and Exploration**

The correlation between 'maintenance' items and 'exploration' items is 0,636. This is directly related proportionally. There is therefore a significant relationship between 'maintenance' items and 'exploration' items.

- **Maintenance and Establishment**

The correlation between 'maintenance' items and 'establishment' items is 0,632. This is directly related proportionally. There is therefore a significant relationship between 'maintenance' items and 'establishment' items.

- **Disengagement and Exploration**

The correlation between 'disengagement' items and 'exploration' items is 0,308. This is directly related proportionally. There is therefore a significant relationship between 'disengagement' items and 'exploration' items.

- **Disengagement and Establishment**

The correlation between 'disengagement' items and 'establishment' items is 0,387. This is directly related proportionally. There is therefore a significant relationship between 'disengagement' items and 'establishment' items.

- **Disengagement and Maintenance**

The correlation between 'disengagement' items and 'maintenance' items is 0,334. This is directly related proportionally. There is therefore a significant relationship between 'disengagement' items and 'maintenance' items.

HYPOTHESES

Hence, it can be concluded the hypotheses of the study have been confirmed:-

Hypothesis 1: There is a significant relationship between career plateau dimensions (structural/hierarchical, job content, job skill and personal/life) and career stages (exploration, establishment, maintenance and disengagement).

Hypothesis 2: There is a significant difference in the perceptions of employees differing on each of the respective biographical variables (age, marital status, job status, tenure, race, gender, education level) and the respective career stages (exploration, establishment, maintenance and disengagement) and the career plateau construct.

The outcomes reflect a significant difference in the perceptions of employees differing on each of the respective biographical variables (age, marital status,

job status, tenure, race, gender, education level) and the respective career stages (exploration, establishment, maintenance and disengagement) and the career plateau construct.

The results of the study concurs with other research. Research reflects plateaued employees tend to be older compared with non-plateaued employees (Near, 1983; Savery, 1989; Tremblay and Roger, 1993; Tremblay, Roger and Toulouse, 1995). In terms of job occupancy, plateaued employees were more senior than un-plateaued employees (Gould and Penley, 1984; Tremblay and Roger, 1993). Further to this, many studies identified more Blacks than Whites who experience a career plateau (Greenhaus, Callanan & Godshalk 2007), Milliman 1992).

Organisational sources such as competition (where a person is viewed as lesser competent than someone from the outside); age (an older employee seen as less desirable compared to a younger employee) and organisational need (where an employee is too valued in an individual's present job and cannot be released for an advanced position) are also viewed by Ference *et al*., (1977) as reasons for plateauing.

A study in schools of education, conducted by Patterson, Sutton, and Schuttenberg (1987) identified an individual's perception of having vocational advancement (that is, not being plateaued) interrelated positively with productivity and career satisfaction. Further, they stated that full or tenured professors (irrespective of status), were in a stronger position than the Professors' junior colleagues to understand plateaued jobs and did not view career plateauing with a reduced output or satisfaction with career accolades. Both plateaued, as well as non-plateaued (those with career mobility) individuals were in a position to attain productivity and work satisfaction. Hypothesis 2 is therefore accepted.

Hypothesis 3: There is a significant variance in career stages due to the career plateau status.

Evidence from the study revealed the variance in career stages was signifycantly expounded by the career plateau status. The results of the study highlighted the various career stages (such as exploration, establishment, maintenance and disengagement) significantly account for the variance in the career plateau status of the respondents.

Previous research concurs in that research comparing plateaued and

non-plateaued employees displayed key dissimilarities in career concerns pertaining to career phases (Slocum *et al*., 1988; Stout, 1988). Career stages are experienced with age and the phases the individuals find themselves in, at various stages of their life. They encountered a process of change which may be summarised as the exploration, establishment, maintenance and disengagement life stages (Stead and Watson, 1999). The sources of change are contextualised in the domains individuals exist in, such as biotic, psychosomatic, social, mystical, cultural, fiscal and historical (Schreuder and Theron, 2006). In addition, the person and the location are subject to variation. Hypothesis 3 is therefore accepted.

Conclusion and Recommendations

The recommendations highlight the themes that have materialised from the study.

- There is a salient relationship with career plateau dimensions (structural/ hierarchical, job content, job skill and personal/ life) and career stages (exploration, establishment, maintenance and disengage ment).

- There is a noteworthy difference in the perceptions of academics differing on each of the respective biographical variables (age, marital status, job status, tenure, race, gender, education level) and the respect ive career stages and the career plateau construct.

- The variance in career stages was meaningfully clarified by the career plateau status. The outcomes of the study highlighted the various ca reer stages (such as exploration, establishment, maintenance and disengagement) that significantly accounted for the variance in the career plateau status of the respondents.

Recommendations

Key recommendations have been generated from the model (Figure 1) from the study, for the various stakeholders. Recommendations include amongst others, the following.

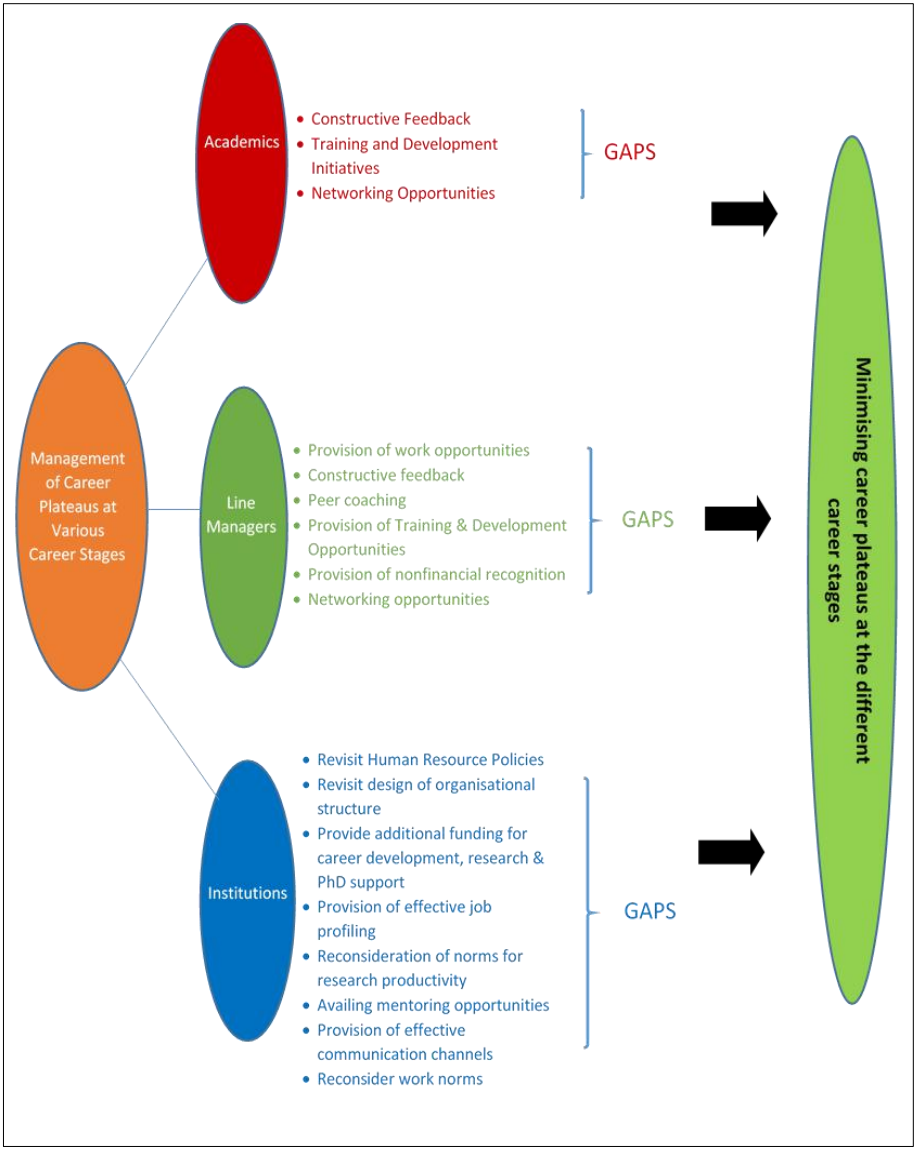

Figure 1: Model of career plateau strategies for relevant stakeholders in academia at various career stages

Recommendations for Academics

Development of Specialised Skills

Considering the vast changes in HE, more specifically the emphasis on research and publications, academics should become more proactive in terms of acquiring key research skills such as research writing skills and making innovative decisions regarding their careers.

Preceding studies by Tremblay, Roger, and Toulouse (1995) (Lemire, Saba & Gagnon 1999); Tan and Salomone (1994) concur with the above by stating knowledge of the initial detection of plateauing can prepare employees and therapists to engage in proactive activities (for example, upskilling and expanding interests) and for 'out of the box' strategies associated with vocational planning.

Recommendations for Line Managers

Offer Increased Training and Upskilling Opportunities

The performance management process within the institution provides an avenue for adequate and relevant training and skills development programmes through the personal development plan. The line manager is in a strong position to ascertain the deficiencies identified in the performance management process, in which the academic may require assistance, for example, a statistical package such as SPSS for researchers or a key area of concern as highlighted in the study, that of article/manuscript writing skills.

Provide Exposure for All Your People, Not Merely for the 'Stars'

At the institution, there are high profile academics who contribute significantly to the research output of UKZN. What has been noticed however, as per responses, was the preference of many higher status academics to lecture only at the post-graduate level, thereby leaving the larger, undergraduate classes to junior academics who are still trying to stabilise themselves in research, and as such, need more time to do so.

Recommendations for the Institution

Adjustment of the Promotion Policy

At the institution, despite a uniform and normative set of university-wide criteria for all colleges as a performance rubric for measurement of deliverables

for promotion, respondents of the study resonated with stringent promotion policy guidelines as a reason for plateauing.

Reduced Workload

Academics stated unequivocally that they needed more support from the university with regard to their workload, as it was overwhelming. Some responses with regards to this issue include,

> Other people often get plateaued because of workload and because they are primarily teaching at undergraduate level – because of the numbers and lack of resources.

> From a research perspective, I am sure I have plateaued for 10 years and it is purely because I have no time to actually spend on that because I have an extremely busy work week …. They are always trying to increase our lecture load and I don't just understand why.

Furthermore, credentialing academics also echoed sentiments in terms of wanting a lower/ reduced workload:

> It is not that I don't want to do my PhD, I do want to do it but I need to have the time to actually do it properly and I do not want to rush through it and I want to enjoy it.

Recommendations for Future Research

- A comparative study of national and international HEIs on career plateaus would be interesting, to gauge if similar plateaus were experienced in different countries; and
- More research in the local context is advocated for, since minimal studies have been carried out nationally.

The strategies for the stakeholders are identified as the current gaps. The emphasis in this paper is primarily on the academic domain. The model thus provides a pertinent summary from an academic perspective.

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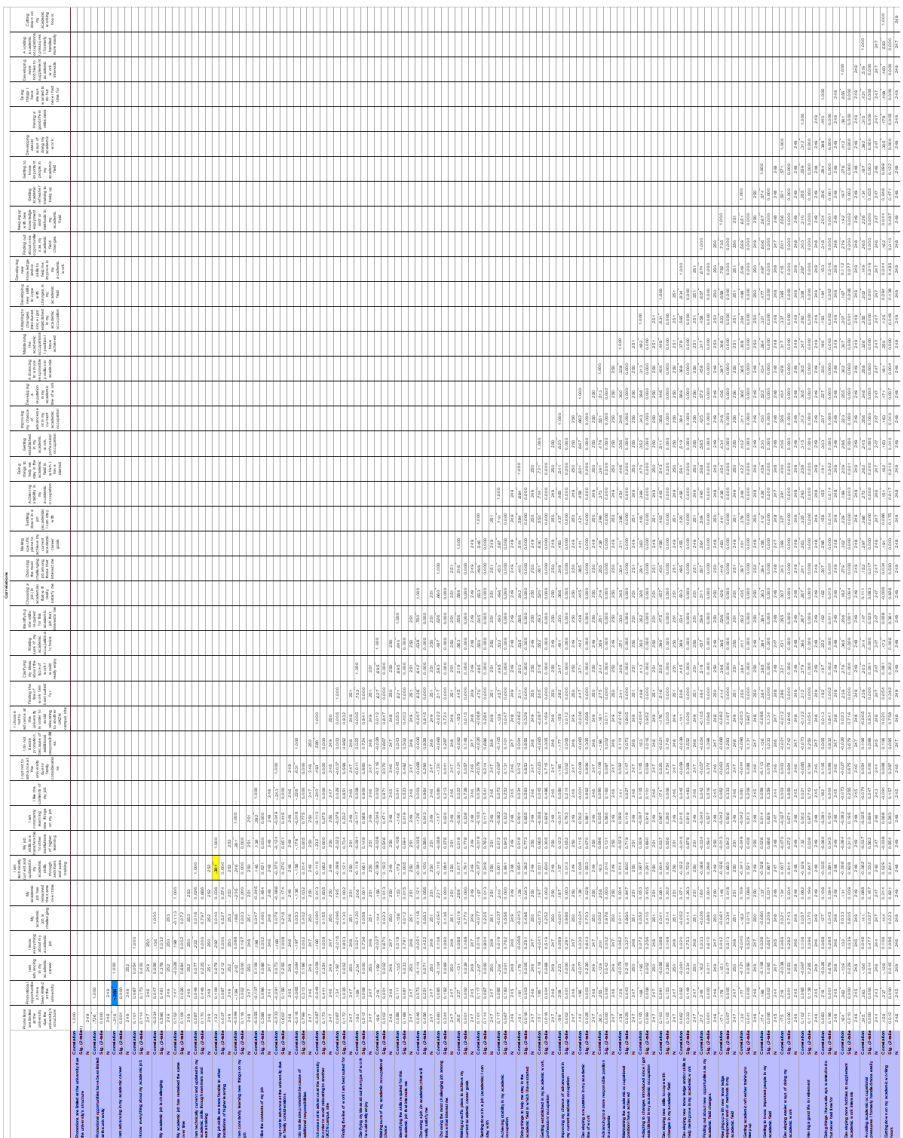
ANNEXURE 1
CORRELATIONS



ANNEXURE 2
CORRELATIONS BY DIMENSIONS

Correlations

		Hierarchical/Structural	Content	Job skills	Personal	Exploration	Establishment	Maintenance	Disengagement
Spearman'	Hierarchical/Structural	Correlation	1.000						
		Sig. (2-tailed)							
		N	252						
	Content	Correlation	.169**	1.000					
		Sig. (2-tailed)	0.007						
		N	252	253					
	Job skills	Correlation	0.101	.128*	1.000				
		Sig. (2-tailed)	0.111	0.041					
		N	252	253	253				
	Personal	Correlation	-0.040	-0.117	-.268**	1.000			
		Sig. (2-tailed)	0.533	0.064	0.000				
		N	250	251	251	251			
	Exploration	Correlation	0.053	0.100	-0.116	-0.064	1.000		
		Sig. (2-tailed)	0.405	0.112	0.066	0.316			
		N	250	251	251	249	251		
	Establishment	Correlation	0.090	0.123	0.038	-0.019	.658**	1.000	
		Sig. (2-tailed)	0.154	0.051	0.545	0.768	0.000		
		N	250	251	251	249	251	251	
	Maintenance	Correlation	.144*	0.064	-0.002	-0.112	.636**	.632**	1.000
		Sig. (2-tailed)	0.023	0.312	0.971	0.078	0.000	0.000	
		N	250	251	251	249	251	251	251
	Disengagement	Correlation	.188**	.167**	-0.064	0.069	.308**	.397**	.334**	1.000
		Sig. (2-tailed)	0.003	0.008	0.312	0.277	0.000	0.000	0.000	
		N	248	249	249	248	249	249	249	249

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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