



**ASSESSING THE FACTORS THAT AFFECT THE RECRUITMENT OF PEOPLE WITH
DISABILITIES: A CASE STUDY OF THE CITY OF UMHLATHUZE MUNICIPALITY IN
RICHARDS BAY ON THE NORTHERN COAST OF KWAZULU NATAL**

By

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Approved for examination.

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.....
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DECLARATION

I, Nompumelelo Holliness Jeza, hereby declare that a dissertation entitled “*Assessing the factors that affect the recruitment of people with disabilities: A case study of the City of Umhlathuze Municipality in Richards Bay in the Northern coast of KwaZulu Natal*” is my own work. The study has not been previously submitted for other degrees or University. I have acknowledged all the sources I have used or quoted from in the form of references during the study.

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ABSTRACT

Disabilities have become an area of concern for policymakers across the globe as governments try to find a balance in workplaces through legislation. This study was designed to qualitatively explore the difficulties faced by people with disabilities in society. The aim was to assess the factors that affect the recruitment of people with disabilities. Data was collected from people with various disabilities in Richards Bay's rural and urban settings in KwaZulu Natal Province of South Africa. Interviews were conducted using an interview schedule during the data-gathering processes. Thematic analysis was applied to analyse field data collected from the respondents. Additionally, word cloud was utilised to capture frequencies to screen large amounts of empirical data and for insightful overview that appeared frequently to give the overall picture of the text contexts. The results showed employers could do more if they worked with people with disabilities in the community. Factors such as attitudes and self-esteem, training and development, reasonable accommodation, employers' knowledge and awareness, society and culture, work experience and opportunities can bring positive change in the recruitment of persons with disabilities (PWDs) in the municipality area and how PWD see themselves and believe in themselves.

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GLOSSARY OF ACRONYMS

ACRONYM	DESCRIPTION
AA	Affirmative Action
ADA	Americans with Disabilities Act
BECA	Basic Conditions of Employment Act no. 75 of 1997
COGP	Code of Good Practice
COU	City of Umhlathuze Municipality
CRPD	Convention of the Rights of Persons with Disabilities
DDA	Disability Discrimination Act 1995
DOL	Department of Labour
DPSA	Department of Public of South Africa
DPSA	Disabled People in South Africa
DSD	Department of Social Development
DUT	Durban University of Technology
EE	Employment Equity
EEA	Employment Equity Act no. 55 of 1998
EEP	Employment Equity Policy
EWD	Employees with Disabilities
HRM	Human Resource Management
IDPD	International Day for Persons with Disabilities
ILO	International Labour Organisation
KZN	KwaZulu Natal
NBRBS	National Building Regulations and Building Standard Act
NGO	Non-governmental Organisation
NRP	National Rehabilitation Policy
OHS	Occupational Health and Safety
PWD	People with disabilities
SA	South Africa
SAHRC	South African Human Rights Commission
TAG	Technical Assistance Guidelines on the employment of people with disabilities
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCRPD	United Nations Conventions on the Rights of Persons with Disabilities
WHO	World Health Organisation

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CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1.1 THE STUDY BACKGROUND AND MOTIVATION

This study is designed to assess the employment recruitment process of people with disabilities in the societies they live in. The exploratory study focuses on recruitment factors of people with disabilities across the society of the City of Umhlathuze (CoU) Municipality in Richards Bay. The existing working environment needs urgent changes to meet the pre-requisite of the Employment Equity (EE) legislation to accommodate potential employees living with disabilities (Hasse, 2011). A study by Lengnick-Hall and Gaunt (2007) adds that people with disabilities are characterised as not competent, unproductive and creators of hardship in the working climate. Similarly, demographic variables such as race, age, gender, and occupational levels within organisational designs are immediate career growth influences for individuals with disabilities (Gowan, 2010 and Ofuani, 2011). The study further adds that these demographics and factors such as payment of lower wages for people with disabilities result in short-term opportunities in career growth paths and underemployment. Past studies have shown the complex nature of disability and its broader definitions, which lack agreement in a global context (Smith, 2012; Sommo and Chaskes, 2013). Thus, disability contributes various elements that prevent employers from hiring individuals through the recruitment process with the bare minimum of disabilities in line with equity measures for people with disabilities (Singh and Govender, 2007).

1.2 PROBLEM STATEMENT

Research has shown that well-structured human resources are the lifeblood of any organisation, and successful organisations have mastered this fact and leveraged it to achieve improbable performances. Sadly, in South Africa, people with disabilities (PWD) feel discriminated against and excluded from the labour market and are underrepresented in workplaces (Portgieter et al., 2017). This is concerning as current unemployment levels continue to soar at national and local levels in the country (Stats SA, 2019). The current set-up presents a challenge among the PWD, as they are discriminated even when employment rates are at their lowest (Smit, 2012). Recent statistics revealed that most PWD remain unemployed despite the existence of policies and regulatory frameworks which aim at promoting the rate of unemployment among the population with disabilities (Ngwena, 2007). Reasons for the high rate of unemployment among PWD remain very complex (Mitra, 2006), the chief being a lack of

technical capacity to manage disabilities at the workplace, employer reluctance to adhere to disability legal framework, which is viewed as unnecessary expenses to the organisation, among other things. A recent study by Van Staden (2011) revealed that various entities were unaware of the contributory barriers to the problems of unemployment among PWD.

This research noticed that the City of Umhlathuze Municipality's recruitment policy encourages PWD to apply for vacant positions and even established a 2% quota system (for PWD), which deliberately favours PWD for certain vacant positions. However, PWDs are not applying for the vacant positions. This lack of response for job vacancies exclusively meant for PWD adds an extra layer of complexity to this challenge and inevitably requires a study to explore what could be the variables influencing this trend (Zungu, 2017). Given these problems, the research aims to find solutions to the growing levels of unemployment among the PWD in CoU Municipality, by looking at the pull and push factors. The study decomposed the problem to identify the root cause which contributes to and continuously sustain this phenomenon in the local municipality. Given growing calls by the government to prioritise designated groups for diverse types of employment opportunities, this study provides key input to various institutions, especially municipalities, that should comply with national government requirements.

1.3 THE AIM OF THE STUDY

This research aims to assess the key factors affecting the recruitment of people living with disabilities in the CoU Municipality in Richards Bay in KwaZulu Natal (KZN).

1.4 PRIMARY AND SECONDARY OBJECTIVES OF THE STUDY

1.4.1 Primary objectives

- To identify key factors contributing to poor recruitment of PWD in the CoU Municipality.

1.4.2 Secondary objectives

- To understand the existing process of recruiting PWD in the public sector focusing on CoU Municipality.
- To suggest strategies to enhance the recruitment of PWD in the CoU Municipality.

1.5 RESEARCH QUESTIONS

The study answered the following research questions.

- What factors contribute to the non-inclusive recruitment of PWD at the CoU Municipality?
- What processes are in place to recruit PWD in the South African Public Sector, focusing on CoU Municipality?
- What strategies can enhance the recruitment of PWD in CoU Municipality?

1.6 SIGNIFICANCE OF THE STUDY

The South African Constitution (1996) promise "to improve the quality life of all the citizens and free potential of each person". It further emphasises human dignity, equality, and human rights, which involves changing the lives of the citizens and extending opportunities to all in society, including PWD. This means that PWD's recruitment and employment opportunities are constitutional obligations that are recognised and protected by national and international legislation. To address the issues of representation of people with disabilities in South Africa, government policy indicates that at least each organisation in South Africa should employ 2% PWD. However, according to Ximba (2016), most PWDs country-wide are not employed and are unlikely to be offered career advancement opportunities.

This study aims to achieve three objectives. Firstly, to identify the factors contributing to non-inclusive recruitment of PWD in CoU Municipality. Secondly, to understand the existing process of recruiting PWD in South African Public Sector and, thirdly, through the findings of this study, it suggested strategies to enhance the recruitment of PWD in CoU Municipality. The study highlighted barriers faced by employers and PWD in the recruitment process.

1.7 THE SCOPE OF THE STUDY

The research focused on the recruitment factors of people with disabilities in the CoU Municipality in Richards Bay. As much as the focus is on one Municipality, the South African public service literature and data are used. Concepts such as "people with disabilities" (PWD) and "people with disabilities" are used throughout the research process.

1.8 PRELIMINARY LITERATURE STUDY

The literature study provided a theoretical background by reviewing findings from past research on the subject and related areas (Leedy and Ormrod, 2010). The purpose of the literature review section was to look at what other writers or researchers have done in other similar studies (Leshilo, 2004). In this literature study, a theoretical perspective of previous research findings was defined in relation to factors affecting the recruitment of people with disabilities, their experiences and recruitment strategies in place that has been used in the public service entities to recruit the previously disadvantaged groups. The literature was taken from previous dissertations, thesis, books, journals, policies, reports and websites which are available in libraries and the internet.

The researcher highlighted previous studies that are related to people with disabilities, no credible database existed regarding the recruitment of people with disabilities in the CoU municipal demarcation. The available information was only for disabled employees who were employed at the Municipality (CoU Municipality, 2018). The researcher continued with this topic as information collected during the study was valuable and not only significant to the Municipality but other future researchers in the academic sector. This literature looked at legal provisions, the definition of disability and preferred terminology, recruitment of disabilities in the public sector, perception and attitudes towards disability and empowerment of people with disabilities.

1.9 OVERVIEW OF SOCIO-POLITICAL CONTEXT OF PEOPLE WITH DISABILITES IN SOUTH AFRICA

Since the dawn of South African democracy, legislations such as, the Constitution of South Africa (SA, 1996, Employment Equity Act No. 55 of 1998 (SA Dept. of Labour, 2015), the general population of SA work within the legislative frameworks such as the Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000 (SA Dept. of Justice, 2000) were formulated to correct past inequalities including growing gaps of unemployment among disadvantaged societies.

1.10 POLICY AND LEGISLATIVE FRAMEWORK

1.10.1 Overview of the International Legislative Context of Disability

The International Labour Organisation (ILO) instituted various signatories across communities on programmes to curb the growing discrimination of people with disabilities. In the global context these programmes include the Americans with Disabilities Act, the Disability Discrimination Act as well as the Law on the Protection of Disabled Persons. These acts made provisions to stop discriminatory acts against disabled workforce taken into consideration each country's level of development and its economic impact. Below are brief descriptions of the various selected Acts that are applicable in different countries across the globe.

1.10.2 The Law on Protection of Disabled Persons, 1990

In China, individuals who are disabled are protected through a legal framework instituted in China as Law of the People's Republic of China on the Protection of disabled persons, 1990 which prohibits various forms of discrimination acts against any disabled workforce (Li and Goldschmidt, 2009).

1.10.3 Americans with Disabilities Act of 1990, as amended

The Americans with Disabilities Act of 1990 (ADA) bears no similarities to others. This is because the ADA needs no form of plans of implementation, reports to government as well as keeping adequate records. The main objective of ADA is to curb the existing act of discrimination that is seen by qualified disabled in the working environment (USA 1990, Wordsworth 2004). The Americans with Disabilities Act affords disabled workforce to be allowed to pursue critical functions. Where such criteria as stated in the ADA act are not met, one is perceived in terms of the act as discriminatory acts. In instances where disabled employees felt to be discriminated against, the individuals were encouraged to pursue legal action in terms of the ADA act as lawsuits (Wordsworth, 2004).

1.10.4 The Employment Equity Act of South Africa (RSA, 1998a)

- **Objectives of EEA**

The EEA is established with the primary aim of ensuring equity in the workplace in order to shift past discriminatory behaviours. The EEA aims to gain workplace equity by:

- Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups to ensure their equitable representation in all occupational categories and levels in the workforce (RSA, 1998a).
- To promote equal opportunity and fair treatment in the employment through the elimination of unfair discrimination.

- **Relationship of EEA to disability**

The focus areas of Employment Equity Act include gender, race and disability. According to Wordsworth (2004), disability in terms of EEA points to the conclusion that disabled individuals do not form the central focus of the Act. Specifically, various designated groups are at the “heart” of EEA. These include wider categories of black workforce including specifically the Africans, Coloured, Indian population, women as well as people with disabilities. Wordsworth (2004) added that EEA can only be seen as an effective tool in the working climate provided employees grow. However, the report by Commission for Employment Equity (2010) revealed that EEA lack the necessary growth rate.

- **Relationship between Department of Employment and Labour (DOL) and Employment Equity Policy**

The DoL complies with the Employment Equity Policy (EEP), as evidenced in the report by RSA (1998a), which states that the DoL handles the monitoring and implementation of the prescripts of EEA especially designates employers. The report further states that companies in SA with employee volume of over 50 workforces with more than specific yearly turnover as stated in the EE forms, (RSA, 1998a), provide update of employees status to the DoL. This complemented other departments’ responsibilities, who submit plans in line with EEP in yearly reports as stated in DoL such as EEA2 as well as EEA4 (FAQ, 2009). It is critical to note that, DoL has a committee of departmental representatives who are responsible for ensuring that EEPs are better managed and monitored (FAQ, 2009). In the same vein, regular meetings are held with other groups including CEO’s, Equity managers and senior managers to scrutinise quarterly reports on Equity issues within the organisations. Table 1.1 show different phases and steps that can be followed to develop the EE Plan in an organisation.

Table 1.1: Phases and steps of developing the Employment Equity Plan

DIFFERENT PHASES	SPECIFIC STEPS	RELATED PROCESS
Preparation (initiation)	Appoint a manager	Take general actions for plan, all plans and aspects
	Communicate, spread awareness	Employ newsletters, flyers, workshops and posters
	To consult	With staff, management and other members of committee in the organisation
	Perform analysis	Examine company policy frameworks, procedures, identify various challenges to gain equity
Implement	Set objectives, formulate measures	Remove barriers
	Provide timeframes	Goals met
	Provide resources	Budget include costs of infrastructure
Monitoring	Communicate related plans	Involve, inform working force
	Monitoring process, evaluate plans	Regulate meetings of committee, access measures and evaluate assessment
	Provide report to DoL	Submit yearly report on Equity

Source: Adapted from Cloete (2005)

Table 1.1 above shows that the first phase in developing an equity plan is the preparation phase which is to appoint the EE Manager, communicate and spread awareness to the staff, management and others. This will be complemented by consultations with people and perform analysis which involves examining company policies, procedures and identify challenges to gain equity balances. The second phase is to implement the EE plan. This involves setting objectives and formulate measures of the plan, by removing the barriers, provide timeframe, provide resources like budget for infrastructure. The third phase is the monitoring and evaluation of the execution of the plan by regulating the EE committee meetings and provider report to Department of Labour.

1.10.5 Defining the Code of Good Practice on employment of persons with disabilities

The Code of Good Practice (COGP) deals with individuals who are faced with issues of workplace disabilities. However, the COGP is not established to provide more rights in the present legislative framework on disabilities. According to ILO (2002) report, the key function of the COGP is to make available to PWD the necessary business support and manage the process of disabilities.

- **Purpose of Code of Good Practice on employment of persons with disabilities**

The Code of Good Practice provide the guidance to assist all employees regarding the ethical process of people with disabilities in the workplace. Thus, the purpose of COGP states “to guide employer and employees on key aspects of promoting equal opportunities and fair treatment for people with disabilities as required by the EEA” (ILO, 2002).

- **Explaining the relationship between Code of Good Practice and Disability**

One of the key focal points of the Code of Good Practice is on employment opportunities and to include all people with disabilities in the workplace. Below are some of the processes that are employed to include individual people into the workforce. International Labour Organisation (2002) illustrate the process applied to assist people with disabilities within the workplace in table 1.2.

Table 1.2: Process that is used to assist people with disabilities within the workplace

PROCESS	DESCRIPTION AND MEANING
Recruitment	Employer determine specific skills and set a credible criteria. Potential employees’ abilities are based on their submissions. Advertisement must be practical and easily accessible to job seekers
Selection	Suitability of a candidate is of paramount importance, it must be determined whether the candidate require suitable accommodation.
Interviews	Interviews focus primarily on potential employees’ abilities. Employer must determine whether candidate need any form of assistance during the interview process. Necessary arrangements must be in place to provide assistance to candidates,
Placement	Provision of training as well as induction, orientation, accessibility and responsiveness suitable to all individuals and people with disabilities
Training and career placement	Equal rights of training process must conform to universal requirements
Process to retain employees with disabilities	Where an employee become disabled, they should be allowed to return to work and employer should arrange alternative work suitable for the employee.

Source: Adapted from ILO (2002)

Table 1.2 shows the process that is applied to assist people with disabilities within the workforce. The process starts with the recruitment, selection, interviews, placement, training and career placement and process to retain employees with disabilities in the workplace.

1.10.6 International Legislation Review

Before the dawn of democracy in South Africa, people with disabilities were deemed unable to participate in the job market (Ximba, 2016). It, therefore, became prudent from the onset to establish legislation to protect and at the same time promote the rights of individuals living with disabilities in the country (Parlalis, 2013). This is important as the Republic of South Africa is a member of the ILO, which one of the global organisations committed to promoting social justice around the world especially member countries. Member states under ILO are to forbid discriminatory practices against people with disabilities. There are three main regulatory pieces from the ILO with significant socio-economic influence on member countries, these are consulted when dealing with people with disabilities, which are; Disability Discrimination Act, The Law on Protection of Disabled Persons and Americans with Disability Act (ILO, 2013).

1.10.7 Disability Discrimination Act (DDA)

In America, people with disabilities proposed the establishment of comprehensive legislation that is against discrimination, to protect those disabilities and to eliminate prejudicial practices normally experienced by this group of people. Before the establishment of the DDA, there were a number of legal pieces prohibiting discriminatory recruitment practices based on the grounds of one's gender, race, sexual orientation, nationality, and religious beliefs, whilst that was a good step in the right direction, sadly none of those laws addressed the plight of people with disabilities in the workplace (Susser and Petesch, 2011). Despite the DDA, other researchers like Bruyere et al (2010) noted the existence of significant socio-economic disparities between people with disabilities and those without disabilities.

1.10.8 The Promotion of Equality and Prevention of Unfair Discrimination Act, No. 4 of 2000

The Promotion of Equality and Prevention of Unfair Discrimination Act is a legislation that was established to promote and advance constitutional rights of people with disabilities and to forbid unfair discrimination towards PWD (Department of Justice, 2000). The legislations were put in place to

drastically change South African social landscape, so that all citizens' needs are met, regardless of their background or biological differences and this will also enable them to actively participate in a myriad of socio-economic activities from which they were deprived in the past (Selby and Sutherland, 2006). This is critical as the country aimed to integrate EE as well as skills development plans to promote both effective and workforce diversity initiatives in the workplace (Booyesen, 2007). As already echoed, this needful legislation will deal a huge blow to some discriminatory tendencies shown by various employers in the country. Some studies indicated that a fair number of prospective candidates with disabilities face discriminating practices caused by poor human resource management practices (Sing and Govender, 2007). Booyesen (2007) argued that AA and EE appointed candidates are taken as tokens and placed in non-valuable adding positions without decision-making powers as they are mainly delegated into tasks that do not enhance their career growth prospects. In the Southern African Development Community (SADC) region and arguably in the continent, the South African government has enacted legislation that are meant to empower people with disabilities. However, their economic independence is exacerbated by unwillingness by some employers to even consider them whilst the other challenge owes to the barriers like incompatible office space which inherently cannot accommodate these groups of people (DCWPD, 2013).

1.11 DEFINITION OF DISABILITY AND PREFERRED TERMINOLOGY

Most families know of or have members living with disabilities while some assume responsibility of the disabled (Uromi and Mazangwa, 2014). The EEA is vague in its definition of disability as it lacks factors that fully encapsulate the meaning of the term "disability" (Department of Labour, 2015). The code of good practice which elaborates the main aspects regarding the recruitment of PWD, only considers persons with physical or mental impairment, which may be at least long-term or recurring, thereby restricting their prospects of recruitment or even advancement in the workplace.

The Department of Public of South Africa (DPSA) constitution (2012) defines disability as a social construct that represents the outcome of the interrelationships between impairment as well as negative environmental aspects on a person. To appreciate the value of all people one needs to appreciate that society is an agglomeration of various elements, like the character of its built environment functionality, the prevailing attitude and assumptions. The latter the ground from which prejudices

emanate from results in restricted opportunities for people with disabilities to equally be considered as the society that continually does not adapt and accommodate their needs. The White Paper on Persons with Disability (2015) does not define disability but recognises it as a developing concept and that disability is levied by the general public when an individual with various sets of physical and other emotional challenges like psychological, sensory or neurological impairments is denied or given subdued access to full participation in all or various aspects of socio-economic life and, the term is further pronounced when society does not uphold not only the rights but the specific needs of persons' impairment. World Health Organisation (2010) defines disability as the inability to function physically or at societal levels in either one or more life areas, something usually which individuals with a health condition experience in one way or the other.

According to South Africa People with disabilities's pocket guide on disability and equity (2001), there are various characterisations and explanations of impairment, disability, crippled or handicap, which build on the evolution since the 1980s. However, the international movement on disability rights found it unwise to accept these definitions due to their lack of required grounding, because the organisation argues they were developed without consultation with the people with disabilities. The organisation asserted that disability needs to be defined within proper contexts, rather than concentrating on the inabilities of individuals, as that leads to stigmatisation and categorisation and becomes the starting point of discriminatory and prejudicial practices.

Individuals living with disabilities are quite sensitive to the misuse of language that attempts to describe them, especially where terminology has led to derogatory labelling, stereotyping, despising, and discriminating which eventually creates a culture that does not promote and advance diversity. Though some members living with disabilities do not mind terms like "physically challenged" or "differently-abled", some studies have argued these terms should be seldom used (DPSA, 2012). South Africa's Disability movement accepts the duo of "disabled persons" and "people with disabilities" as terms that may be used in research or when engaging the disabled.

1.12 RECRUITMENT OF PEOPLE WITH DISABILITIES IN THE: AN OVERVIEW OF THE SOUTH AFRICAN PUBLIC SECTOR

Recruitment can be described as a process in Human Resource Management (HRM) undertaken to attract and retain potential job candidates to fill organisational vacancies (Erasmus, Swanepoel, Schek, Van der Westhuizen and Wessels, 2005). According to Armstrong (2009) recruitment is the process of searching, engaging, and selecting the best candidates for employment in an organisation. Degenaar (2005) explain recruitment as a process through which employers attempt to locate, inform and motivate candidates utilising recruitment methods in order to recruit and select from prospective candidates.

Several legislations were commissioned by the democratic government to institute legal protection for people with disabilities within the South African workforce. In the past, people with disabilities country-wide were treated unfairly in the workplace and seen as being second-class population (Moeti and Zondi, 2010). Public service has a million employees which make it South Africa's largest employer (Sing, 2012). The Code of Good Practice which deals with key aspects of the employment of PWDs and other policies like the White Paper regarding the Rights of Individuals with Disabilities (2002) protects PWDs against any form of discrimination and promotes the recruitment of PWDs and guides the South African employers on how recruitment should be done. The Employment Equity Act of 1998 accommodate all previously disadvantaged groups to be given equal opportunities especially when it comes to employment, education, and health care. Previously disadvantaged groups such as Africans, women and PWDs face a higher rate of unemployment in South Africa, within these groups, the unemployment rate is much higher in the disability groups compared to other previously disadvantaged groups

South African employers follow the Code of Good Practice on how to integrate PWDs to enable them to execute their roles well in the workplace. The code also provides a basis and guide on how to deal with employment inequalities normally experienced by designated groups under which people with disabilities fall (Department of Labour, 2002). Another study found that organisations continue to find challenges in recruiting people with disabilities. In justifying their stance, they claimed that people with disabilities hardly respond to advertised job vacancies. Another reason was that people with disabilities would have been employed but had later resigned. Despite these claims studies by

Christianson (2012) highlight that PWDs may have a qualification and capacity to be employed but the decision to provide reasonable accommodation depends on the employer's willingness to recruit PWDs. The Policy by WHO (2010) on the recruitment of PWD clearly charges that during the selection process, candidates who declare their disabilities should give details of facilities they may require to ensure that they adequately conduct their duties and additional requirements should not be taken as a basis of their candidature evaluation. Should the PWD be successful organisations must make all reasonable efforts to comply with their requests for facilities that enable them to fully discharge their responsibilities.

1.13 PERCEPTIONS AND ATTITUDES TOWARDS DISABILITY

According to Harten (2016), disability is associated with unemployment, poor working conditions, lower salary levels and limited chances to be promoted not only in South Africa. However, at the global scale, managers exclude employees living with disabilities because the former regard disability as an abnormality or flaw. Kochel, (2012) conducted a study which measured attitudes of 170 employers towards workers who were disabled. The results showed that 73% had previously worked with PWD, of which, 78% of this portion were satisfied with the general performance of workers who were disabled whilst, and 11% were slightly satisfied. The overall results of the research established that companies do have an affirmative attitude towards PWD. In spite of this positive view, employers feel that they did not have to provide job opportunities for this designated group and they claimed that they need assistance to hire a PWD. Personal concerns were also raised by employers which included the inability to communicate with the employee and too many demands from the employee once they are part of their organisations (Kochel, 2012).

Another study by Anderson (2010) found that the attitudes towards recruiting people with disabilities might depend on the type of business or sector that an employee will work under. Participants from the social work and Information Technology (IT) scored higher in showing interest and willingness to employ people with disabilities while the sales and retail sector scored lower. Cultural views and misconstrued views in South Africa appear to be key in influencing discrimination of PWD. Some cultures view persons with disabilities as being cursed and considered as a burden, something that results in many people with disabilities considering themselves to be of no purpose in life (Maja, Mann, Sing, Steyn and Naidoo, 2011).

1.14 DISABILITY EMPOWERMENT

The Rights of Persons with Disabilities (2015) considers empowerment as a process, and actions meant to afford equal access, fair treatment, inclusion, involvement, and opportunities to all people. Empowerment is expected to encourage and develop the skills for adequacy, with the focus being to eliminate perennial dependence from individuals and groups. The concept is a transversal theme on how disabled persons should be availed access to all socio-economic development prospects and rights that exist for all citizens. Public sector departments are to continuously monitor whether people with disabilities receive a proportionate share of work obligations and developmental opportunities to ensure that their growth gives the required attention when measured against normally abled people (Public Service Commission, 2008).

People with disabilities are to be promoted and recognised in the workplace where they are facing joblessness and remaining in lower job ranks, earning less than average wages (EEA, 1998). There is a problem experienced with the support from the EEA, with the trend when it comes to the unemployment of people with disabilities in the country indicating that less disabled persons are being employed in comparison to the other designated groups whose employment rate seems to be improving. Employment remains an important societal element both at local and international levels these days, this is because, besides economic benefits through employment social interaction is achieved through work life. The opportunity to attain education and get a meaningful job is of significant value for everyone regardless of their bodily condition, whether able-bodied or disabled (Sellevl, 2016).

There were reports about an insufficient pool of skilled and suitable qualifications for people with disabilities (Department of Labour, 2011). In that light, it is important that the employers assess what is it that they have done so that there is enough suitably skilled people from all the designated groups, given the availability of key tools like the Skills Development Act, through which people with disabilities can receive adequate training. This is because it has been argued that obstacles to employment and accommodating work environments were not there, but people invented them, something which now requires employers to take responsibility to eliminate them (EE Annual Report, 2011).

1.15 DEFINING KEY CONCEPTS

1.15.1 Basic Conditions of Employment Act

This relates to the Basic Conditions of Employment Act 75 of 1997).

1.15.2 Basic municipal services

This refers to basic services necessary to ensure a satisfactory and standard quality of life that if not provided, would compromise either public health, safety or the environment.

1.15.3 Black people

It is a generic term in South Africa which is used in reference to Africans, Coloureds and Indians as per Employment Equity Act 55 of 1998.

1.15.4 The Constitution

Refers to the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1997).

1.15.5 Designated groups

This refers to black people (Indians, Africans and Coloureds), people living with disabilities and women.

1.15.6 People with disabilities

These are persons with long-term or recurring bodily or/ mental challenges, which significantly restrict their chances of getting or progression in employment.

1.15.7 Economically active population

All persons between the ages of 15 and 64 are working or unemployed.

1.15.8 Employed person

This refers to any person besides an independent contractor who provides labour for another individual, organisation or the state. This person, in turn, receives or is eligible to receive any salary or wage and assists in carrying on or contributing towards the organisation's growth.

1.15.9 Employer

This refers to an individual or organisation that employs people and in turn pays a wage or salary.

1.15.10 Employment policy or practice

Includes but is not restricted to employment procedures, advertising and selection standards, appointments, job arrangement and grading, salary levels, employment benefits and code of conduct, job assignments, the work set up and facilities, staff development, performance appraisal systems, advancement, transfer and disciplinary.

1.15.11 Family Responsibility

This refers to employees' responsibilities concerning their spouse or partner, dependent kids or other members of their close family who require their care or provision.

1.15.12 Labour Relations Act

This refers to the Labour Relations Act, 66 of 1995.

1.15.13 Medical testing

Includes any diagnosis, question, review or other methods designed to determine, or which enables the employer to establish whether a worker has any medical ailment.

1.15.14 Policy

This refers to a structured, deliberate course of action implemented by an actor or set of actors to address a problem or an issue of concern.

1.15.15 Public Entity

Means an organisation that's being run by the state.

1.15.16 Public Service

This refers to the public service as per section 1, subsection (1) of the Public Service Act of 1994 and includes any institution considered in section 7 subsection (4) of that Act and stated in the first column of the second schedule to that Act, but not including the, the National Intelligent Agency, National Defence Force; and the South African Secret Service.

1.15.17 Reasonable accommodation

Means any adjustment or change to a job or to the working environment in which it is carried out to enable a person from a selected group to have access to or partake or develop in the workplace.

1.15.18 Recruitment

This is a process of finding and appointing the best-qualified applicant either from within or external to the organisation for the job offer, inappropriately and cost-effectively.

1.15.19 Service

This is what the customer receives when dealing with a public service department or municipality. Examples of services provided by public institutions are hospital services, police services etc.

1.15.20 Unemployed person

This refers to being willing to work but without any form of employment and is available to start work within seven days and has previously taken active steps in search of employment opportunities or self-employment in the previous calendar month.

1.15.21 Wage

This is the remuneration to an employee in compensation services rendered to an organisation as stipulated in the employment contract.

1.15.22 Working-age population

This refers to all persons whose age is between 15 and 64.

1.15.23 Workplace

This is a place where a contracted person conducts their duties.

1.15.24 Municipality

This refers to the Local Municipality of Umhlathuze.

1.16 RESEARCH METHODOLOGY AND DESIGN

This section discusses the method used by a researcher. The topics that is briefly discussed are research design, target population, sampling technique, and data collection.

1.16.1 Research design

Research design is an investigative strategy through which answers to an enquiry or problems, in general, are attained Kumar (2011), this is an outline and structured plan embraced by the researchers to properly and accurately respond to questions with the purpose of solving problems.

This research will be qualitative in nature, as it aims to focus on the experiences of the respondents. Maree (2010) defines qualitative research as a study that endeavours to gather rich descriptive data considering a particular phenomenon with the objective of developing an appreciation of what is being perceived or studied being researched. It also focuses on how people and societies view and appreciate the world and construct connotations emanating from their experiences.

The reason for choosing this design is because the researcher understands that if one wants to know more about how people experience the world and their lives, one has to engage them. The researcher's

motivation in choosing the qualitative method is to explore the meaning within the social and cultural phenomenon in the natural context and look upon the participants' perspective.

1.16.2 Target population

The target population is a group of units with some common characteristics that become the focus of scientific research (Kabuta, 2014). For this study, the target population was 45 individuals which consisted of workers with disabilities employed at the CoU Municipality, the municipality officials and the unemployed people with disabilities who reside under CoU Municipality in Richards Bay. The representation of workers who are disabled in the public sector is measured in contrast to the set 2% target of employers' total staff. During this research study the CoU Municipality had the total number of 2 215 employees; those with disabilities were 1% of the Municipality's total workforce which was below the target that was set by the government, but they constituted a good target population upon which the sample was drawn for a qualitative study (Guest et al., 2006). Table 1.3 is a list of PWD who are employed by the municipality, this information was provided by the CoU Municipality in 2019.

Table 1.3: Employees with disabilities at the City of Umhlatuze Municipality

NO.	AGE	RACE & GENDER	POSITION	DEPT/SECTION	STATUS	DISABILITY NATURE	PERMANENT / TEMPORARY
1	59	AM	GENERAL WORKER GRI	SWIMMING POOLS	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
2	51	AM	CLERK GR II	WASTE MANAGEMNT	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
3	55	AF	CLERK GR II	WATER & SANITATION	ACTIVE	WHEELCHAIR USER	PERMANENT
4	53	WM	HEAD OF SECTION	FINANCIAL SERVICES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
5	39	AF	GENERAL WORKER GRI	ROAD & STORMWATER	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
6	41	AF	TEAM LEADER GR II	MUNICIPAL BUILDINGS	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
7	33	WM	JUNIOR TRAINEE FIELD SERV. ENGINEER	ICT	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
8	54	WM	SENIOR ELECTRICIAN	ELECTRICAL SUPPLY	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
9	40	AF	CALL CENTRE OPERATOR	CORPORATE SERVICES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
10	38	AM	SENIOR ACCOUNTING CLERK	FINANCIAL SERVICES	ACTIVE	WHEELCHAIR USER	PERMANENT
11	31	AM	LABORATORY SUPERVISOR	COUNCILLOR SUPPORT	ACTIVE	EARS SUPPORT	PERMANENT
12	35	AF	SENIOR CLERK	ENGINEERING SERVICES	ACTIVE	EPILEPSY	PERMANENT
13	51	AM	CLERK GR II	REGISTRY	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
14	32	AM	CLERK GR II	ELECTRICAL SERVICES	ACTIVE	DEAF	PERMANENT
15	27	AF	HOUSING CLERK GR II	HUMAN SETTLEMENTS	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
16	59	AF	ASSISTANT HR OFFICER	HUMAN RESOURCES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
17	36	AF	CHIEF CLERK	ENGINEERING SERVICES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
18	26	IF	CALL CENTRE OPERATOR	CORPORATE SERVICES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
19	38	AM	SENIOR ACCOUNTING CLERK	FINANCIAL SERVICES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
20	27	AF	HR CLERK	CORPORATE SERVICES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
21	49	AM	HR CLERK	CORPORATE SERVICES	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
22	31	AF	ADMIN CLERK	IS-PMU	ACTIVE	EARS SUPPORT	PERMANENT
23	50	AM	LIBRARY ASSISTANT	COMMUNITY SERVICE	ACTIVE	PHYSICAL CHALLENGED	TEMPORARY
24	42	AM	AIR QUALITY-ASSISTANT (EPWP)	COMMUNITY SERVICE	ACTIVE	PHYSICAL CHALLENGED	PERMANENT
25	43	AM	LIBRARY ASSISTANT	COMMUNITY SERVICE	ACTIVE	WHEELCHAIR USER	TEMPORARY
26	45	AF	LIBRARY ASSISTANT	COMMUNITY SERVICE	ACTIVE	PHYSICAL CHALLENGED	TEMPORARY
27	33	AM	ADMIN CLERK	CORPORATE SERVICES	ACTIVE	WHEELCHAIR USER	TEMPORARY

Source: CoU Municipality (2019)

Table 1.3 shows all the 27 employees with disabilities who were employed at CoU Municipality, of those, 23 are employed permanently and 4 are temporary. They were between the ages of 26 and 59. 15 were males and 12 were females. There was 1 person in the top management position who was a white male (Head of Finance). All these employees were still employed at the CoU Municipality by the end of August 2019.

1.16.3 Sampling technique

Sampling is defined as a process of choosing units from the targeted population so that by reviewing the sample, the final results can be generalised to the population where they were drawn by the consumers of the research results. Probability sampling and non-probability methods are two main sampling method classes (Trochim, 2006). The sample for this study was purposively chosen, which is the non-probability sampling method, where the sample is selected based on population characteristics and the study's primary objective, (Crossman, 2017). The researcher used purposive sampling because the participants were selected based on their disability status to obtain the best key informants to effectively address the study questions (Maree, 2010).

The research was conducted with participants who have declared disabilities employed at the CoU Municipality in Richards Bay. Due to the population size of PWD employed in CoU Municipality and to avoid excluding some disability categories, the researcher purposively recruited all 27 people, 4 municipality officials of CoU Municipality and 14 unemployed youth with disabilities who were from Richards Bay, in total the study was conducted with 45 participants. The Municipality's Human Resource office in Richards Bay was contacted to determine a list of disabled employees and municipality officials. The researcher worked closely with Nawe Zufunze Disabled Association, an NGO in Richards Bay to purposively select all unemployed PWD who are under their wing. A purposive non-probability sample of 45 knowledgeable people in this field was applied in this study. The target population was between the ages of 26 and 59 years. These employees were from a list provided by the HR office at CoU Municipality in Richards Bay

1.16.4 Data collection

Data was collected from employees of CoU Municipality in Richards Bay through person-to-person semi-structured interviews and group discussions. The municipality officials were interviewed

individually and the unemployed PWD were in group discussions. The researcher harnessed semi-structured interview questions to allow the interviewees to express their opinions and to inform research findings (Welma, Kruger and Mitchell, 2005). Maree (2010) asserts that the aim of using interviews and discussions during research is to allow the researcher to perceive the world through the eyes of the participant. This approach results in the gathering of pertinent information, which can play a key role in answering study questions. To achieve this, the researcher applied a funnel structure format in the interview by starting with a less structured and generalised set of questions, to make participants more comfortable and freer to contribute during the exercise.

During the interviews and discussions, participants were asked eight standard questions. Question 1 to 3 relates to their biographical profile. The initial question aimed to name the nature of the employee's disability. The next question sought to determine the general profile of the. The third question aimed to identify available career advancement opportunities for the participant. Questions 4 to 6 dealt with obtaining the core recruitment challenges facing people with disabilities. Question 7 probed how participants' disabilities influenced their employment prospects. Question 8 inferred how management can overcome challenges in the recruitment of PWD. Participants were requested to sign or mark with an "X" on the bottom page of the interview schedule. It is imperative to note that research participants' identification was treated with anonymity and confidentiality. The tools that were used by the researcher were a pen, paper and audio recording device. All discussions and interview sessions were recorded and subsequently transcribed for ease of analysis and these records were protected to ensure the participants' privacy. A personal computer with a word processing package such as Microsoft Word was used in order to transcribe data.

1.17 LIMITATIONS OF THE STUDY

This study had some limitations. Its emphasis is on the recruitment of people with disabilities. For reasons of practicality, "recruitment" was used to refer to the employment and selection process only. Medical and psychometric testing was not discussed in detail. Another is that the study was done on one public institution, and this may not be fully representative of other municipalities and the public sector in general as CoU Municipality was in only one of the nine South African provinces hence limiting the applicability of the findings to the country's public sector. The inherent power relationship

between the researcher and participants could be stretched by the unequal power relationship which exists between disabled and non-people with disabilities.

1.18 ETHICAL CONSIDERATIONS

Ethical consideration is a method of moral values by which persons can judge their activities as being right or otherwise (Leshilo, 2016). This study with the research ethics policy and guidelines as stipulated by the Durban University of Technology (DUT). Before conducting this research, the researcher acquired formal approval from the CoU Municipality authorities. The participants were informed of the nature of the investigation and the responsibilities of all parties that are involved in this study. Besides, the researcher outlined the research procedures that were followed. The researcher gave participants consent forms which detailed the purpose and expectations including the applicable procedures during the research process. The interviews with participants were conducted explaining the ethical implications of the study. The participants were also informed of their rights to refuse to respond during discussions at any time without any prejudice. During the interviews, participants were made aware that discussions are confidential.

1.19 OVERVIEW OF THE EMPIRICAL STUDY

The area on which this research is based is the CoU Municipality, one of the 44 metropolitan municipalities in the Province of KZN. It is situated about 180 km northeast of Durban in the northern part of KZN under King Cetshwayo District Municipality as indicated in Figure 1.1.

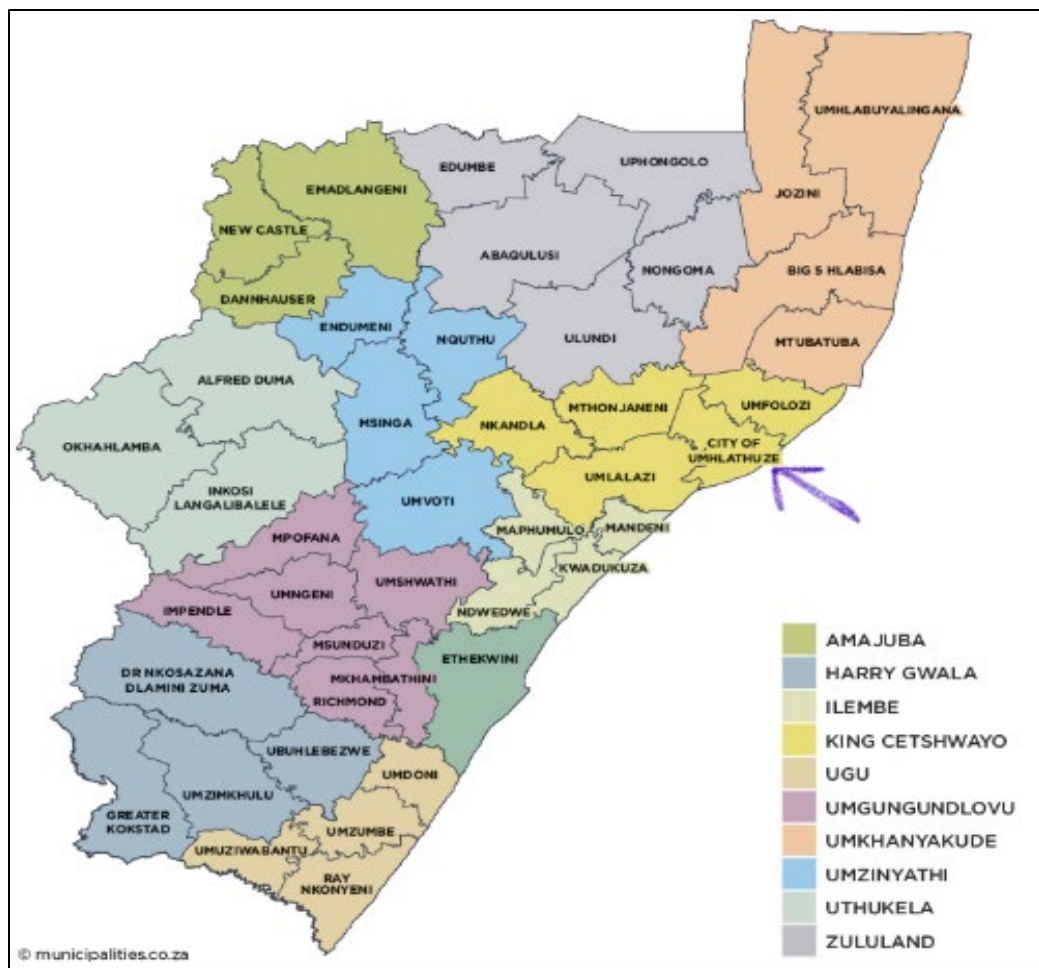


Figure 1.1: Map of KZN Municipalities

Source: www.municipalities.co.za

The City of Umhlathuze Municipality became a city officially on 21 August 2001, the name Umhlathuze was taken from Umhlathuze River that runs through the municipality area which brings together the whole town, residents and rural areas (CoU Municipality, 2019). It is one of the five local Municipalities of the King Cetshwayo District Municipality namely Nkandla, Mthonjaneni, Umfolozi, CoU Municipality and Umlalazi Municipality as indicated in Figure 1.2.



Figure 2.1: Location of the City of Umhlathuze Municipality

Source: www.umhlathuze.gov.za

Figure 1.2 indicates the location of the City of Umhlathuze Municipality, the areas within the municipalities are Empangeni, Ngwelezana, Felixton and Richards Bay. The neighbouring municipalities are Umfolozi, Umlalazi, Mthonjaneni and Nkandla. According to the Census (2011) the CoU Municipality's total area is 1195 square kilometres with a population of 384 449. The population growth has an average of 1.45% per year from 2011. The locations under CoU Municipality comprised of the following areas as described in table 1.4.

Table 1.4: Different locations under the City of Umhlathuze Municipality

LOCATIONS UNDER THE MUNICIPALITY	THE AREAS OF RESIDENCE WITHIN THE MUNICIPALITY
CENTRAL BUSINESS AREAS	<ul style="list-style-type: none"> • eMpangeni • Heatonville • Buchanana in Ntambana
TOWNSHIPS	<ul style="list-style-type: none"> • eSikhaleni (eSikhawini) • eNgwelezana • Felixton • eMandlazini • eMzingazi
RURAL AREAS UNDER TRADITIONAL AUTHORITIES	<ul style="list-style-type: none"> • KwaDube (Inkosi Dube) • KwaDlangezwa (Inkosi Mkhwanazi) • KwaBhejane (Inkosi Khoza) • KwaMadlebe (Inkosi Zungu) • eBuchanana (Inkosi Mthiynae and Inkosi Biyela) • eObizo (Inkosi Cebekhulu), • eSomopho (Inkosi Mthembu in Macekana) • eLuwamba and Fatima (Inkosi Biyela)
URBAN RESIDENTIAL AREAS	<ul style="list-style-type: none"> • Birdswood (in Richards Bay) • Meerensee (in Richards Bay) • Aquadene (in Richards Bay) • Arboretum (in Richards Bay) • Hillview (in eMpangeni) • Kidare, Nyala park (in eMpangeni) • Grantum Park (in eMpangeni) • Panomara (in eMpangeni) • Richem (in eMpangeni)

Source: Researcher's work (2019)

The area has numerous economic sectors including mining, agriculture, manufacturing, tourism and commercial farming. It also has a very busy regional airport; the capacity is being expanded to accommodate more facilities convenient to commercial and leisure travellers. The city is also the home to the deepest Harbour in the continent and a great land for heavy-duty industries. The like or Richards Bay Minerals (RBM), Foskor, South 32/BHP Billiton are situated and operate within the CoU Municipality. The city is linked with other Provinces through railway and road networks to make the

city accessible for commercial imports and export purposes. The highway N2 travels through the CoU Municipality in northern east direction to Mpumalanga province, Swaziland and Mozambique borders and south-west to Durban, Pietermaritzburg, Eastern Cape and Gauteng Province on the Southwest route (CoU Municipality, 2019).

The Emblem of the City

The emblem of the CoU Municipality was launched in 2014. It symbolises that the city is an industrial area, tourist destination, commercial and agricultural region. Figure 1.3 on the next page shows the official emblem of CoU Municipality.



Figure 1.3: The City of Umhlathuze Municipality official emblem

Source: www.umhlathuze.gov.za

Figure 1.3 symbolises the components in the emblem which include a shield which represents a strong Zulu heritage, sugar-cane leaves which symbolises a strong agricultural and business sector and the fish eagle was taken from the old logo that was designed over 10 years ago to symbolise the coming together of Richards bay and eMphangeni transitional council (Zululand Observer, 2019).

1.20 RATIONALE OF THE STUDY

There was a gap in the literature on the employment of disabilities in the South African context. Additionally, there was a lack of research and previous studies done on the relevant topic in small and rural towns like Richards Bay. Apart from that, this study aimed to add value to other researchers and employers in the area since there has not been any study of this nature in the City of Umhlathuze Municipality. At the initial stage of this study, there was no information available related to the

recruitment of disabilities in the CoU Municipality. The findings will pave the way for policymakers and employers to make informed decisions when applying recruitment processes that aim to improve disability representation in the workplace.

1.21 RESEARCH LAYOUT

This study is structured into the following five chapters.

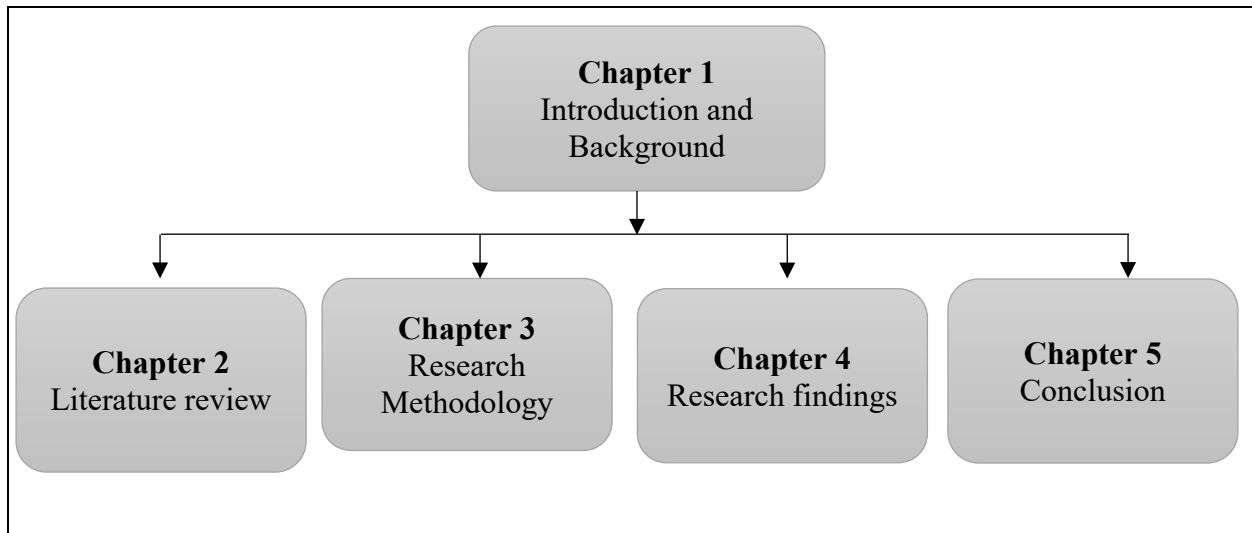


Figure 1.4: The Layout of this study

Source: Researcher's work (2019)

Figure 1.4 above illustrates the lay-out of this research. The layout depicts five chapters that were briefly described in the following page.

Chapter 1: The Background and Motivation of the Study

This chapter outlines with the introduction, background, and motivation of the research, followed by the problem statement, and then the research objectives.

Chapter 2: Literature Review

In line with the research questions and objectives outlined in the first chapter of this research, this section will evaluate theories and literature relevant to this study and give a detailed review of the empirical literature on the employment of people with disabilities, the global legislation and barriers to the recruitment of people with disabilities. The research questions and the significance of study

were followed by a preliminary literature review. A summary of the research method, ethical considerations and limitations of the study were discussed.

Chapter 3: Research Design and Methodology

This chapter details the research methodology of the study. It unpacked the research using the qualitative design method, elaborating on the methods used to collect data, the target population and the adapted sampling procedure, the design of the interview schedule, data collection, data analysis and the ethical considerations.

Chapter 4: Findings and Discussions

This chapter presents discussions and analysis of research findings, and proposed recommendations of the four critical research questions outlined in chapter 1 of this study.

Chapter 5: Conclusions and Recommendations

The general conclusion and recommendations of this research are in this chapter. Recommendations will conclude the research study and provide recommendations for further research if needed.

1.22 CONCLUSION

The chapter highlighted that the employment trends of people with disabilities in the country are not encouraging. This is the case both in the private and public sectors.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will discuss seven topics to review the national and international context of the recruitment of disabilities. Literature related to disability, as well as perceptions and attitudes of communities towards disability, will be reviewed. Additionally, the role of Human Resource Management (HRM) practices in the employment of people with disabilities in the Republic of South Africa and barriers to the employment of people with disabilities will also be reviewed. Other important matters, such as disability empowerment and measures implemented by South Africa to protect PWDs, will also be considered. It is estimated that most PWD in CoU Municipality rely solely on disability grants from the Government; they are unemployed and have no other means of income (Mbuyisa, 2017). This chapter will explore the employment situation of people with disabilities globally and in South Africa and also look at how employment of people with disabilities is viewed worldwide and in the country.

According to van Staden (2011), in South Africa, issues regarding disability are not often discussed. Thus, understanding the real problems of disability and lack of sufficient knowledge among communities creates a growing impact on human resources management and labour relations professionals, which finally affects the employability of disabled individuals. Butterworth and Kiernam (1996) noted that employment enables individuals to access adequate financial gains, ascertain a high quality of life within the broader society, and uplift individuals.

Since the new electoral democratic society, the focus has not been solely on addressing the imbalances of the past. As a result, when it comes to inequalities and discrimination in relation to disabilities, the government developed legislation like the Constitution Act 108 of 1996. This was cemented by the white paper on Integrated National Strategy on Disability of 1997 and other legislations which handle problems with disabilities. Despite the aforementioned transformative measures, South Africa is still viewed as one of the most unequal societies in the world (South African Human Rights Commission SAHRC, 2018). The difference does not exclude disabled individuals, and discrimination perpetuated against them within the space of employment (World Bank, 2018). The situation is worsened by limited access to education, skills, and vocational training (Mathaphuna, 2007). In other cases, PWD are under-employed as they do not earn adequate wages and salaries. It is critical to note that adequacy

is based on whether an individual and their dependants meet their basic short and long-term desires from financial gain (Afire, 2002).

2.2 THE CONCEPT OF DISABILITY

It has become evident that putting together a comprehensive definition of the terms “disability” and “People with Disability (PWD)” or “People with disabilities” is a complicated conception and definitions vary from country to country (Sommo and Chaskes, 2013). Changing perceptions worsens the attempt to choose a universally acceptable definition of disability (Dube, 2007). According to the White paper on the rights of People with disabilities (2015), the United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD) does not try to outline disability, however, recognise disability as an evolving conception. The society enforces disability once an individual with physical, psychosocial, intellectual, medical specialty or sensory impairment is denied access to full participation in the aspects of life, and once society does not uphold the rights and specific desires of people with disabilities.

World Health Organisation WHO (2018) describes disability as an umbrella term, that covers impairments, limitations in activities and restrictions in participation; an impairment is a challenge in body function or structure, and a limitation in activities refers to difficulties encountered by a person in executing a task or action; whereas restrictions in participation may be a drawback experienced by a person in involvement in life circumstances. In other terms, disability is not only health-related issue but also a reflective interaction between the individual body and the opinions of the society in which he lives. The South African human rights define disabilities as the restrictions of the environment that disables the individuals, the external barriers deny individuals with disabilities from participating equally with others in the society. Vedeler (2014) states that the literature does not give enough information on what the term disability is. This lack of clarity seems partly to show how the term is used in “regularly, legislative and political rhetoric”. However, this study used the South African human rights definition as it is contextually relevant to the geographical area of study.

2.2.1 Overview of preferred language and terminologies of disability

People with disabilities are sensitive and vulnerable to the misuse of language and terminology that seeks to degrade, stereotype, exclude and ultimately create a culture of non-acceptance of diversity

(Disabled People in South Africa (DPSA) Pocket guide on disability equity an empowerment tool, 2001).

Language that encourages and promotes acceptability and tolerance of human diversity is considered appropriate when engaging with PWDs, this is further endorsed by the South African Human Rights Commission (SAHRC). The correct term to use is “Person with a disability” thereby recognising the person primarily before the disability.

According to the Pocket Guide on Disability Equity Empowerment (2001), Even though some people with disabilities like the term “physically challenged” or “differently abled”, these should not typically be used. The disability rights movement in South Africa accepts the terms “People with disabilities” and “People with disabilities”. Phrases to be avoided are “suffers from”, “afflicted with” or “victim of”, all of which pose disabilities as a negative. “Suffers from” indicates an ongoing pain or torment, which is not always the case for most people with disability as it is for most people without disabilities. “Afflicted with” denotes an illness, which most disabilities are not. “Victim of” implies that a criminal offence is being committed on a person with a disability. The phrases “wheelchair bound” or “confined to a wheelchair” must not be used. Individuals with disabilities see their wheelchair as a convenient mode of transportation, not a prison also the “bound or confined” phrase belies the fact that a lot of individuals with motor disabilities engage in activities while not in their wheelchair, like driving and sleeping. The correct phrase is “uses a wheelchair”. “Disability” must be used, not “handicap”. The word “handicap” comes from the phrase “cap in hand”, which refers to beggar, and is despised by most of the People with disabilities. Other terms to avoid are “physical or mentally challenged” (who isn’t?) or “cripple or crippled”.

In addition to the above, terms like “abled-bodied” or “people with disabilities” are acceptable while the terms “normal” and “whole” are inappropriate and inaccurate. This is because disabilities are not illnesses. People with disabilities should not be called “patients” unless referring to the hospital setting. In an occupational and physical therapy context, “clients” or “customer” is preferable. Phrases like “Mongol” or mongoloid” are not to be used. “A person with Down Syndrome” should be used. “Mentally retarded”, “insane”, “slow learner”, “learning disabled” and “brain damaged” should be avoided. “Person with an intellectual disability” or “person with a psychiatric disability” is accepted.

Some diseases by legal definition are thought considered disabilities. Victimisation imagery, “AIDS victims” or defining a person by the disease (“she is a diabetic) is inappropriate, rather use “person with diabetes” or “people with aids”. Use “a person with epilepsy” or “child with a seizure disorder”. Using “epileptic” either as noun or adjective should be avoided. Negative and condescending language produces negative and patronising pictures. Words are important. It is vital to confirm that words do not offend or re-enforce negative stereotype. The researcher in this project will apply the use of the preferred terminologies and language acceptable.

2.2.2 Understanding the rights of disabled communities

From various authors, Naude (2002) has compiled a list of the rights of people with disabilities, the researcher summarised them in Figure 2.1:

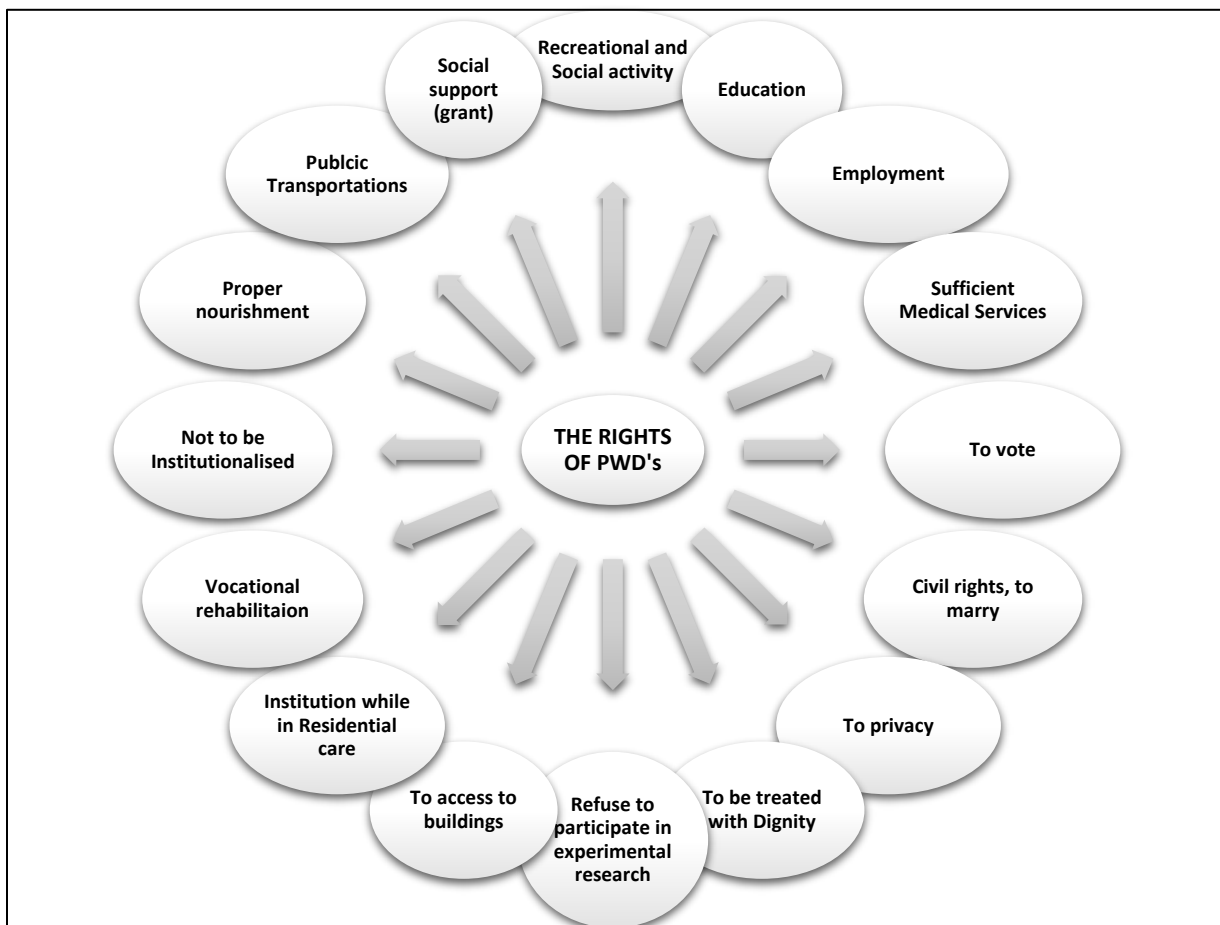


Figure 2.1: The rights of people with disabilities

Source: Researcher’s work

Figure 2.1 Indicates the rights of PWDs. Thus, South Africans must uphold the rights of PWD. These rights are Education, employment, sufficient medical services, the right to vote, civil rights to marry, rights to privacy, to be treated with dignity, refuse to participate in experimental research, to access to buildings, the rights to institution while in residential care, vocational rehabilitation, not to be institutionalised, proper nourishment, public transportation, social support (grant), recreational and social activities.

2.3 PERCEPTIONS AND ATTITUDES OF COMMUNITIES TOWARDS DISABILITY

Lesilo (2004) found that communities look down upon people with disabilities and cannot accept them as fellow community members. In that study, disability was commonly related to mental incapacity, dependencies and genetic illnesses, if the disability was from birth. Gething, Lacour and Wheeler (1994) believe that a community's negative attitudes towards PWD affect their quality of life and opportunities. They further expressed that a negative perspective sets PWD apart as being completely different from others, with usual implication that they are deficient or inferior. Even though the government and organisations representing PWD are aware of such attitudes and have implemented ways to promote awareness, and positive attitudes and enhance integration of PWD (Lesilo, 2004).

2.3.1 General societal attitudes towards people with disabilities

Society group attitudes represent one of the major disabling barriers to the employment of PWD, because PWD is viewed and treated from a welfaristic perspective. This causes people with disabilities to imagine themselves as broken, abnormal, as patients, or as dependent objects for a range of medical or rehabilitative intentions, it is unlikely that attitudes about their employment would differ from general perceptions (Albert, 2004).

The ignorance relating to disability ends up in discriminating attitudes that have an effect on the employment of people with disabilities, sometimes the employment position and the extent to a reasonable accommodation are established by such negative and discriminatory societal attitudes (Maja, 2011). Despite its progressive legislation, South Africa remains deeply divided and unequal society as a result of habits and attitudes that has been passed down from the social policy era. The way in which people with disabilities are still treated in society undoubtedly impacts the consideration they are given based on employment opportunities.

2.3.2 Perceptions of disabled employers

Perceptions of workers with disabilities are the best barriers that hinder transformation to be representative of workers with disabilities. Management will play a vital role in re-modelling organisations by changing perceptions of candidates with disabilities (Potgieter, Coetzee and Ximba, 2017). A change in perceptions is too slow which result in the slow progress in meeting the EE targets set by the government for people with disabilities within the public sector.

2.4 THE ROLE OF HUMAN RESOURCE MANAGEMENT (HRM)

The role of human resources management in the public service cannot be over-emphasised, the reason being that the public service relies on human resources management units to manage the organisation's human capital, the management of diversity inside the organisation falls beneath the world of human resources management, wherever diversity is recognised, celebrated and asset within the organisation (Zondi, 2009). Public service mainly depends upon traditional advertising methods to recruit PWD. The adapted method of including a wheelchair emblem on the advertisements is solely observed by a minority of departments. Variety of government departments acknowledged that they do not prioritise the employment of people with disabilities but focus on other target groups like women in leadership positions. The disabled get to know about available vacancies through newspapers and public service circulars distributed by the government, and these are not easily accessible to remote communities where some people with disabilities may be located (Public service Commission, 2008).

The knowledge and skills on disability is a specialised field, not everyone with HRM qualifications and background can be able to efficiently handle matters of disability. This calls for the training of the senior management in the public and private sectors and equipping them to effectively manage disability related issues and the training of personnel on disability issues must be part of their performance agreements' key performance areas to ensure compliance and commitment (Cole and Van der Walt, 2014). The human resource management activities implemented should be able to enhance and stimulate chances of successful employment of disabilities, and create organisational culture in which people with disabilities feel respected (Gilbridge, Stensrud, Vandergoot and Golden, 2003).

2.4.1 Recruitment

A study conducted by the Division of Human Resources and Enquiry at the University of KwaZulu Natal (2009) argues that many selection processes discriminate against PWD. For instance, during the interview candidates are not asked disability-sensitive inclusive questions, which has a direct impact on PWD's interview performance and subsequently the work performance, if they are hired. (Unger, 2002). Each organisation develops its own selection method, keeping in mind the urgency of hiring individuals and also the vacancy prerequisites. The recruitment process involves job design, attraction, screening, selection, appointment induction and analysis (Hays, 2010). Recruitment is not just only used by the government sector to meets its human resource capacity; it is also used as an instrument of achieving EE by opening the public service to all the spheres of society. When drawing up recruitment policies and procedures, targets should be set for achieving specific EE objectives and specifically for achieving race, gender and disability balance (The White Paper on Human Resources Management, T1997). The following are the recruitment and selection process adapted from COGP Key Aspects on the Employment of People with Disabilities (2002).

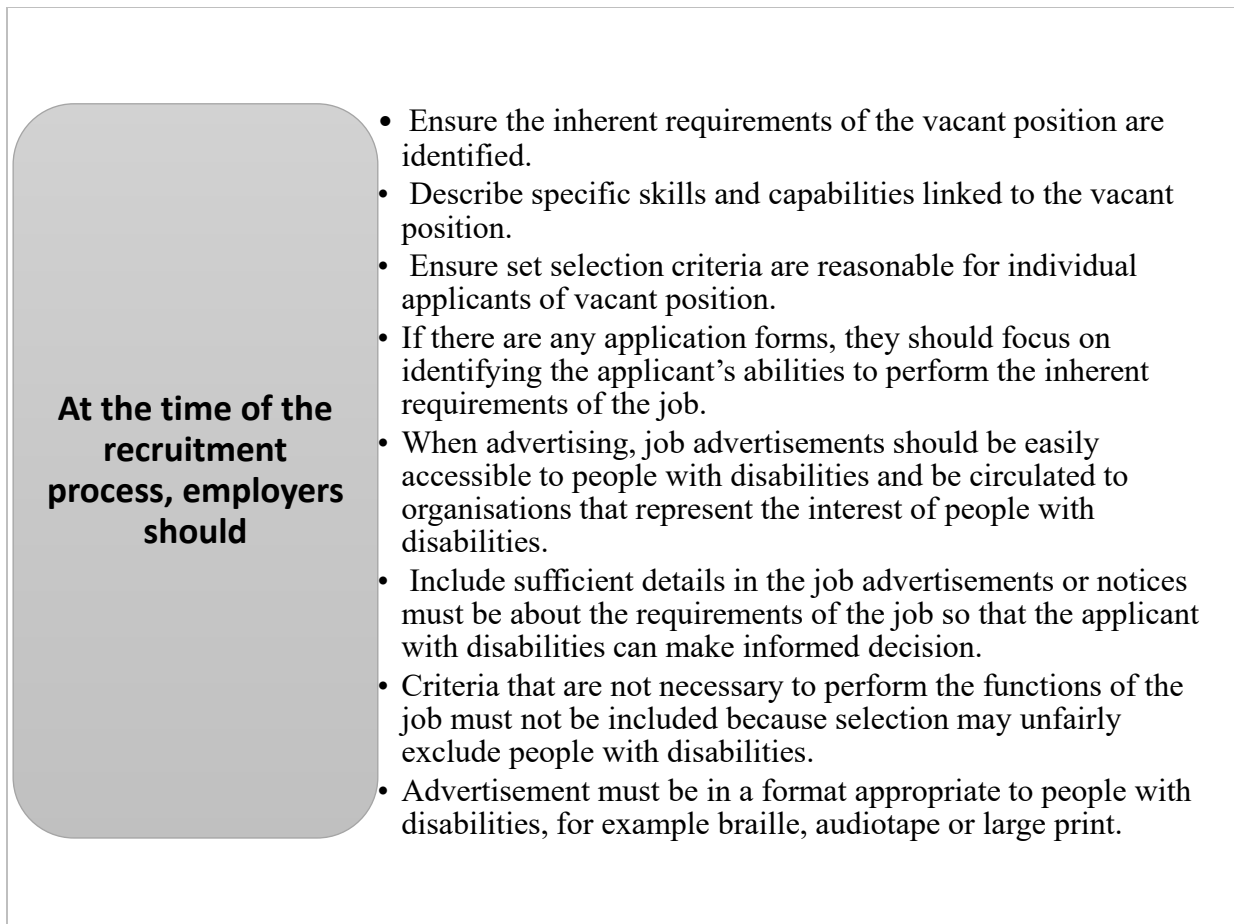


Figure 2.2: Recruitment process

Source: Adapted from The Code of Good practices key aspects on the Employment of People with disabilities (2002)

The selection and interview process is aimed at determining the suitability of applicants. The following Figure 2.3 discusses briefly the selection and interview process that employers should perform.

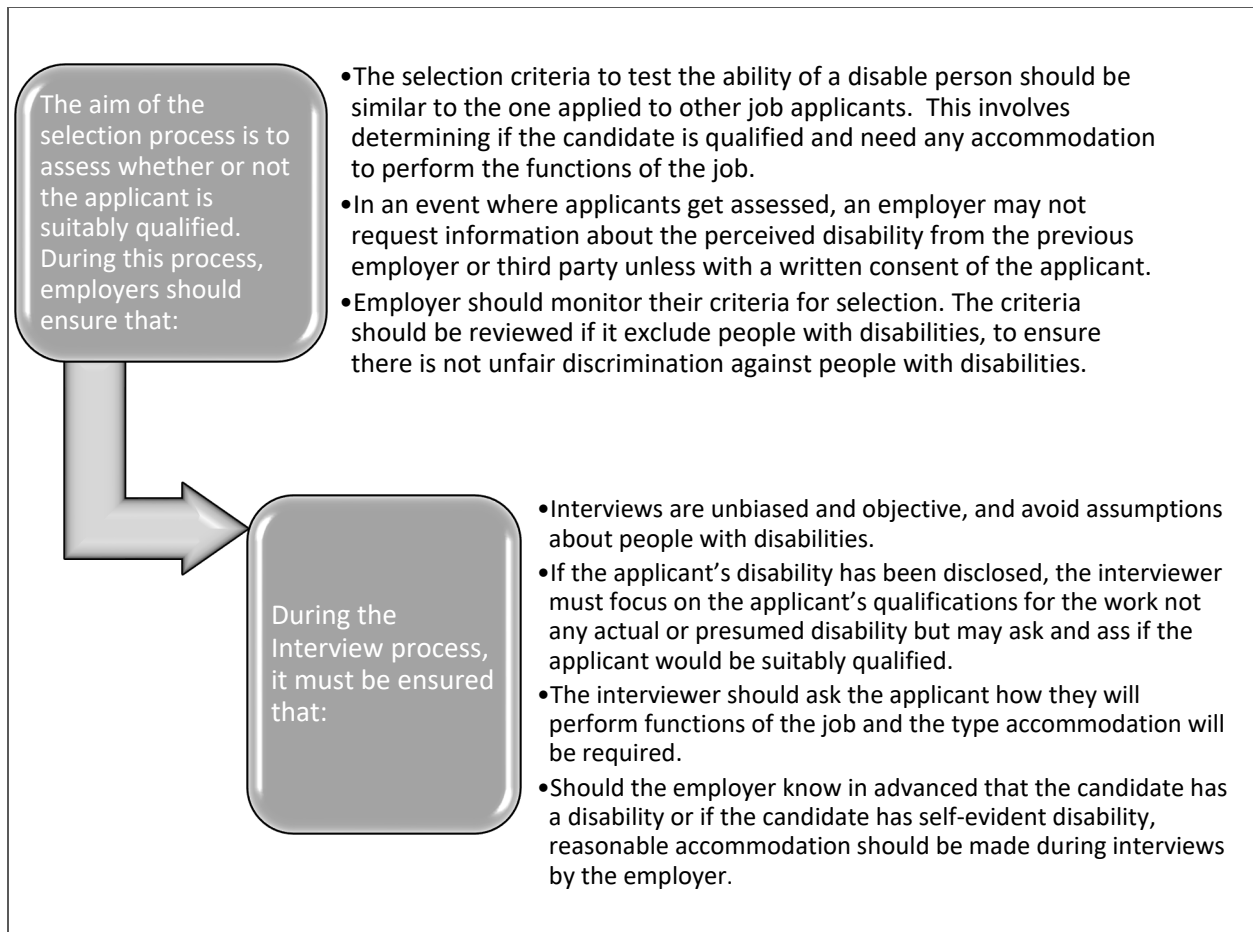


Figure 2.3: Selection Process

Source: Adapted from The Code of Good practices key aspects on the Employment of People with disabilities (2002)

Figures 2.2 and figure 2.3 show the important points that need to be applied by employers during recruitment and selection, from design advertisement of the vacant position, to the criteria for the selection and interview process to accommodate people with disabilities.

An important and priority factor that guarantees employment, even among those without disabilities, is the educational qualification. While employers are willing to recruit people with disabilities, they do not do so because candidates with disabilities do not possess adequate levels of qualifications and expertise (Tsae, 2014). The high level of illiteracy amongst PWD results in low skills levels and, the inability to access formal employment and restricted access to employment opportunities. As a result, those who cannot access formal employment because they do not have qualifications end up doing menial jobs which do not count as employment in the world of formal economy (ILO, 2006).

2.4.2 Recruitment aid for employer and people with disabilities

Finding a job is not an easy task, this is even more difficult for people with disabilities. This is even though there are organisations that have programmes to assist people with disabilities to find jobs and acquire skills which may be needed in the workplace (Disability Info SA, 2019). Recruitment agencies for PWDs in South Africa aim to assist PWDs and hiring organisations in sourcing the right talent and integrating and developing PWDs. These recruitment agencies simplify the recruitment process for organisations, provide continuous support throughout the sourcing, and assist with assessing and integrating suitable PWD applicants (Clockwork, 2016). Table 2.1 depicts the lists and locations of the top five recruitment establishments or organisations that offer employment services. These establishments offer relevant services to employers and people with disabilities seeking employment opportunities.

Table 2.1: Locations of Recruitment agencies in South Africa

NO	AGENT OF RECRUITMENT	LOCATION IN S.A.	INDUSTRY SECTOR
1	Clockwork Recruitment	KwaZulu Natal, Gauteng and Western Cape	Human Resources and Administration, Finance, Information Technology
2	Disability Employment	Gauteng	Learnerships, Internships, Permanent positions
3	Bradshaw-Le Roux	Nationally	Administration, Human Resources, Sales, security
4	DWE	Nationally	IT, Logistics, HR, Administration
5	Frogg Recruitment	Nationally	Call centre, customer service, Administration, Accounting

Source: Adapted from Clockwork (2016)

Table 2.1 lists the recruitment agencies in South Africa that focus on finding work for people with disabilities. More agencies seem to be operating in Gauteng while only one operates in KwaZulu Natal. In a study conducted by Houtenville and Kalargyrou (2012), PWDs should be recruited considering flexible shifts and work schedules, disability training and awareness, staff training, top management buy-in and commitment, job coaching and mentoring, utilising a specialised recruitment source, targeted recruitment programme, assistive technology, in-house consultation and technical assistance, disability targeted internship programmes, funding of centralised accommodation. The study further

mentions the employers' additional activities that contribute to the successful and sustained employment of PWDs: job carving, special activities during recruitment and selection, coaching and integration.

A good person-job and organisational fit are deemed essential in the selection phase. As a result, job carving places more priority on the candidate than on the job, yet a different approach is required towards job and function design. Additionally, coaching is important; an employee needs at least one internal mentor to attend to and guide them in solving problems. Integration in the work teams is essential to give honest information about the applicant's skills, knowledge and abilities (Van De Pas and Freese, 2017).

2.5 PEOPLE WITH DISABILITIES IN THE REPUBLIC SOUTH AFRICA

Regarding identifying types of disabilities, Statistics South Africa (2016) classified disability into six functional domains and degrees of functioning. A community survey conducted in 2016 states that a person indicating two or more of these functional domains was recorded as a PWD. Table 2.5 lists the types of disabilities in South Africa, their degree of challenge and the total number of populations per disability.

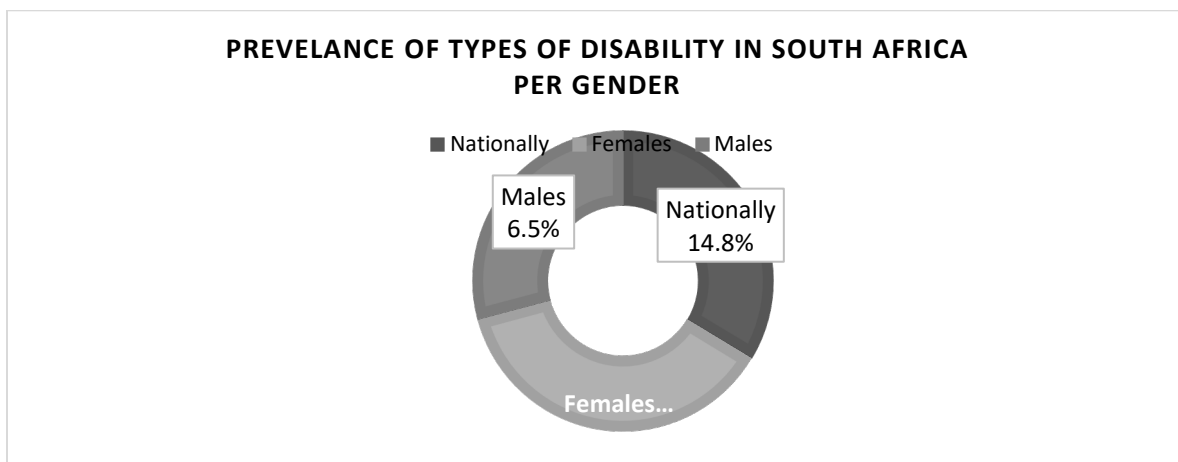
Table 2.2: Type of disability in South Africa and a degree of challenge in functioning

NO	TYPE OF DISABILITY	DISABILITY FUNCTIONING	CENSUS 2016	PERCENTAGE
			N	%
1	Seeing	No challenge	44 515 133	89.7
		Some challenge	4 214 162	8.5
		Lot of challenge	827 550	1.7
		Can't do at all	69 603	0.1
		Not aware	17 485	0
		Total number	49 643 933	100
2	Hearing	No challenge	47 740 157	96.2
		Some challenge	1 515 214	3.1
		Lot of challenge	307 786	0.6
		Can't do at all	62 653	0.1
		Not aware	17 781	0
		Total number	49 643 590	100
3	Verbal Communication	No challenge	48 726 836	98.2
		Some challenge Lot of challenge	650 214	1.3
		Can't do at all	164 303	0.3
		Not aware	87 165	2.2
		Total number	49 641 921	100
4	Walking or Climbing the stairs	No challenge	46 949 307	94.6
		Some challenge Lot of challenge	1 774 060	3.6
		Can't do at all	727 528	1.5
		Not aware	172 647	0.3
		Total number	49 642 600	100
5	Remembering	No challenge	47 480 688	95.6
		Some challenge Lot of challenge Can't do at all	1 632 356	3.3
		Not aware	442 065	0.9
		Total number	61 519	0.1
			24 853	0.1
6	Self-Care	No challenge Some challenge	48 275 530	97.2
		Lot of challenge	932 437	1.9
		Can't do at all	280 251	0.6

Not aware	142 114	0.3
<i>Total number</i>	12 302	0
	49 642 635	100

Source: Adapted from Community Survey (2016)

Table 2.5 illustrates the different types of disabilities and the degree of functioning of PWD. Statistics South Africa (2016) noted that an average of 14.8% of the population has some form of disability. The following Figure 2.5 demonstrates the prevalence of disability per gender and per type of disability in South Africa.



Finger 2.4: The prevalence of disabilities in South Africa - per gender

Source: Adapted from Community Survey (2016)

Figure 2.4 above indicates that nationally, the percentage of people with disabilities is 14.8%, of which 6.5% of males and 8.3% of females of the total population, respectively have some form of disability.

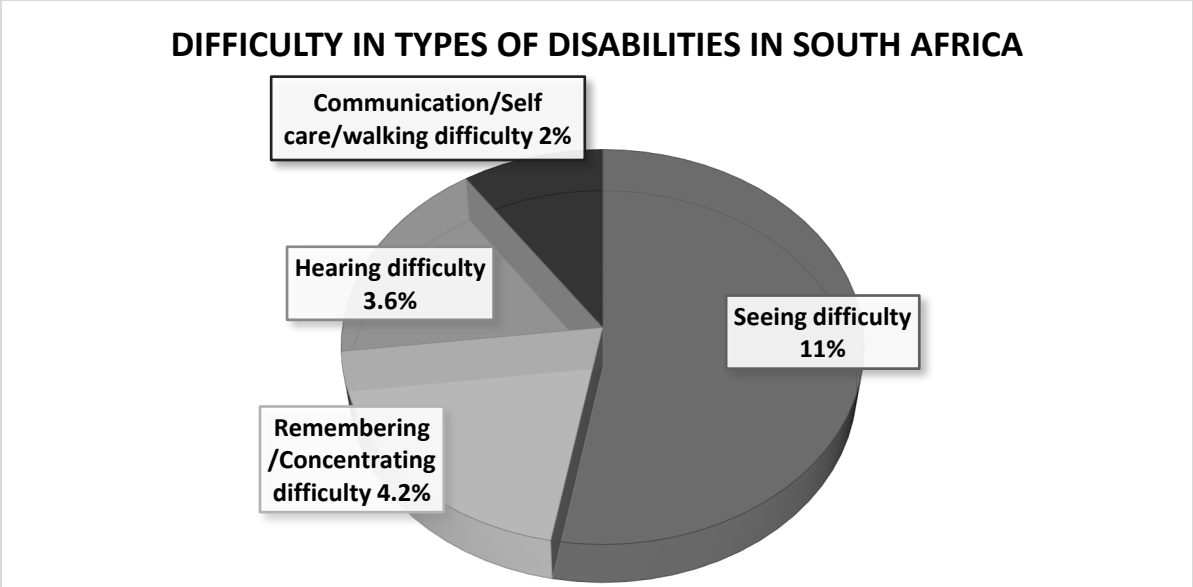


Figure 2.5: Prevalence of difficulty in disability types in South Africa

Source: Adapted from Community Survey (2016)

Figure 2.5 shows that in South Africa 11% of people with disabilities had difficulty in seeing, 4.2% had difficulty in remembering or concentrating, 3.6% had difficulty in hearing and 2% had communication, walking and self-care difficulties.

2.6 DISABILITY EMPLOYMENT IN SOUTH AFRICA

The shortage of disability research in under-developed countries may be taken as diagnostic evidence for the hindrances of highlighting and putting to the fore disability in development (Eide and Ingstand, 2013). Close to 10% of the world population is estimated to be living with disability, cutting across all global communities which is 650 million. Southern Africa experiences a higher and increased prevalence due to HIV/AIDS which causes disabilities in its advanced stages (Human Rights Commission report, 2018). Tezcan (2013) states that PWD is one of the largest socially excluded minority groups as they have limited access to the labour market, which is one of the key determinants of one’s economic and social status. Therefore, to be employed is important in international and national society nowadays. The importance of social interaction and having a job are vital values within society. They are a chance of getting a proper education and having meaningful employment is very important in abled-bodied and people with disabilities’s life (Sellevoll, 2016).

For twenty years, the government employment equity target was at 2% of a company’s workforce for people with disability (Hart, Bohler-Miller and Hagg, 2018). The 2015 White paper on the rights of People with disabilities proposed extending this target to 7% and to 10% by 2030. A proposal from some government departments raised the existing target to 3% until 2019 with the intention of reaching 7% by 2030. The reality is that few departments or private sector companies can not get to 2%, with several hovering around 1% (Hart, Bohler-Miller and Hagg, 2018).

The recent Commission for Employment Equity Annual Report (2016-2017) and DSD National Development Plan (2030) stated that PWD is equal to every citizen countrywide, further report in 2015 provides the following to further explain and describe various attempts to ascertain the set target of 2% as from 2002 to 2016.

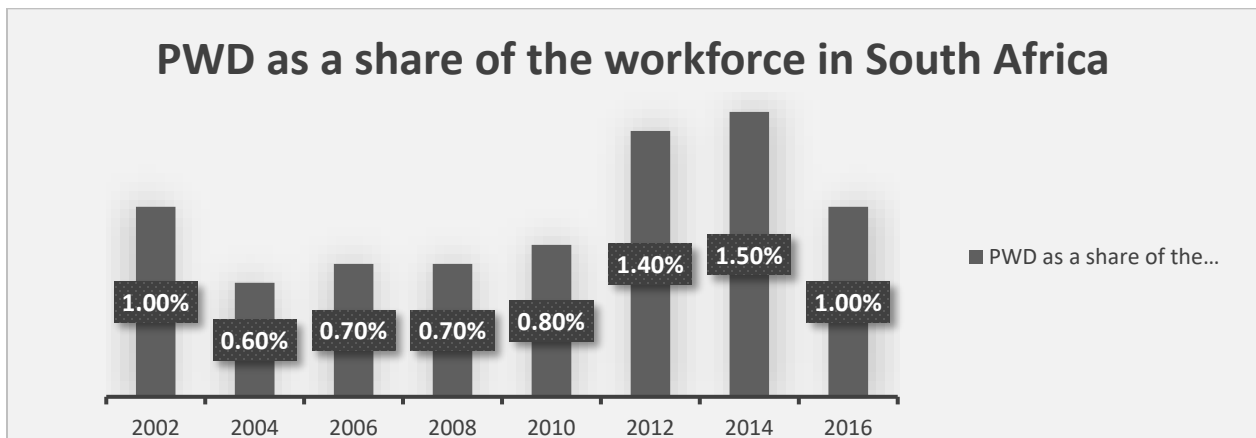


Figure 2.6: People with disabilities (PWD) as a share in the South African workforce from 2002-2016

Source: Adapted from CEE Annual report (2016-2017)

Figure 2.6 shows that nationally, the employment of PWD has never reached the level of 2%. What is more concerning is that the share of employed people with disabilities in the workplace despite the gradual increase, suddenly decreased to that of 2002. After reaching the high of 1.5% in 2014, the share of people with disabilities as members of the workforce decreased to 1.2% in 2015 (which is not shown) and 1% in 2016, indicating that the employment of people with disabilities is following a downward trend, going back to 2002 levels. This is an uncomfortable trend within the context of

increased national economic conditions. A better strategy and effort is required to meet projected targets.

2.7 BARRIERS TO THE EMPLOYMENT OF PEOPLE WITH DISABILITIES

Mathaphuna (2007) defines barriers as a condition that makes it difficult to progress or succeed or to achieve an objective. SAHRC (2018) states that access is a major obstacle for most people with disabilities. Obstacles that prevent people with disabilities from accessing opportunities and what they want to achieve include, infrastructure, and environment or policies that hinder people with disabilities achieve their potential which is internal and external barriers.

2.7.1 Internal Barriers

Internal barriers are associated with people with disabilities' perceptions concerning their disabilities and self-esteem. Chima (2002) states that the private aspects, which is about a person's self-concept related to personal beliefs and judgements regarding the character, typical behaviour, strengths and weaknesses. Barlow et al (2002) state that living with a disability might involve pain, fatigue, restricted physical functioning, certainty, managing treatment demands and vulnerability to psychological distress. People with disabilities view themselves in a way that can affect them either positively or negatively in their employment. Having an unfavourable self-confidence can lead to a development of additional emotional problems than those who are having good self-esteem. They then set low goals for themselves and are afraid to behave independently or assertively (Chima, 2002).

Mathaphuna (2007) shared that PWD tends to have self-doubt, worry about their health, managing time and work demands in the workplace. As a remedy, he emphasised the importance of improving self-esteem through counselling, and guiding workers with disabilities in a manner where they can communicate their needs and issues to their employers. It is critical to note that, those with good self-esteem are assertive and can succeed in employment (Roulstone, Gradwell, Price and Child, 2003) and Taub, Mclorg and Franklik, 2004).

2.7.2 External Barriers

External barriers are mostly about the environment, procedures in the organisation and attitudes within the society (Barlow et al, 2003). Society has played a huge role in creating and sustaining socio-economic obstacles, and barriers in accessing services, education and employment for PWD

(Mathaphuna, 2007). Among the external barriers are physical, social, legislation, job type and the candidate’s ability and nature of disability.

2.7.3 Physical barriers

According to Wordsworth (2004) physical environments refer to all infrastructure like roads, transportation, buildings, manmade structures and more. When it comes to a workplace, physical barriers can relate to access to work buildings, parking bays, entrances, ramps, toilets, fire escapes, office space, equipment and furniture associated with helping people with disabilities to perform their duties. The way an environment must be altered and the cost of adjustments determine the extent the employer view physical environments as a barrier to the employment of people with disabilities.

Tsae (2014) attest that , by design, most work physical infrastructures are not disability friendly as PWD, for example, wheelchairs can not access them. As a result, employers are compelled to renovate the work environment, for example having an elevator for PWD, thereby making it disability friendly. A study conducted by Paruk, Poonsamy and Rasool (2011) demonstrated the difficulty experienced by people with disabilities in non-compliant buildings. Figure 2.7 illustrates major difficulties that people with disabilities are faced with in buildings that are non-compliantwith The National Building Regulations and Building Standard Act (NBRBS) of 1977.

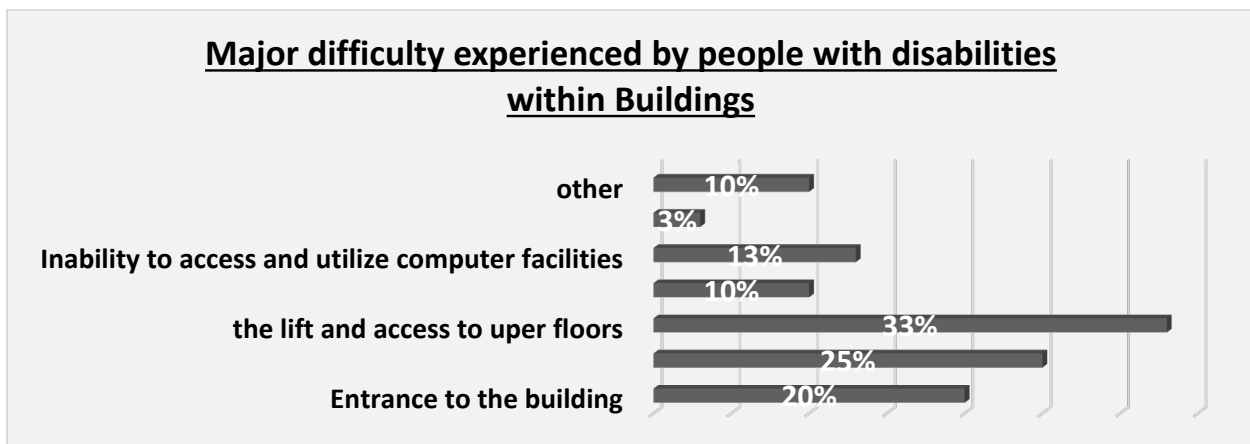


Figure 2.7: General overview of difficulty of people with disabilities within buildings

Source: Adapted from Paruk, Poonsamy and Rasool (2011)

Figure 2.7 above shows that people with disabilities experience more difficulty in the lift system to access upper floors within buildings (33%); lack of door labelling (25%) and difficulty in accessing the entrance to the buildings (20%). These buildings include, educational institutions, government institutions, hospitals, clinics, police stations, and workplaces. This means people with disabilities have been restricted from entering these services or facilities.

2.7.4 Social barriers

Social barriers are related to the way PWD interact and dealing with the attitudes of other people concerning their disabilities (Minton, 1999). The society perceives PWD as related to mental incapacity, completely different, disposability and incapacity (Leshilo, 2004).

2.7.5 General attitudes of employers towards people with disabilities

According to Sellevoll (2016), people with disabilities face a low level of education, a reduced level of competency, a lack of openness about natural behaviours as well as lack of accommodation. Further literature stated that employers' decision to offer employment opportunities to people with disabilities takes the form of stereotype (Wordsworth, 2004). This was revealed in a similar study where it was stated that people with disability stereotypes are against change in organisations and are only attentive to certain information (Schur, Kruse and Blanck, 2005). Table 2.3 below shows the barriers due to employers' attitudes towards people with disabilities.

Table 2.3: Barriers due to Employers' Attitudes

SOURCE	FORM OF BARRIERS
New Zealand State Services Commission (2002)	The negative perspective of employers is firstly during the recruitment, whereby the recruitment and selection process is unfair and accommodative towards the requirements of people with disabilities.
Chima (2002)	Costs: These are rather a major concern from employers, they determine this from the very fact that they need to create reasonable accommodation in terms of infrastructure, which they consider to be terribly expensive, and employers have a tendency to assume that employing people with disabilities would automatically result in higher insurances and medical costs
Mathaphuna (2007).	Misconceptions regarding productivity: the belief that some employers have is people with disabilities are less productive and incapable of performing their job, they are less experienced, less skilled and does not have enough training, furthermore they constantly absent due to health problems that successively influent their productivity
Naude (2002)	Employers in South Africa also assume that People with disabilities are unable to manage their workload and there'll be lack of productivity.
Chima (2002)	Disability and Safety: Most employers regard people with disabilities as unsafe employees, there are several health and safety issues at stake; employers also believe that when people with disabilities are employed, there'll be additional injuries and accidents in the workplace, this will be costly for a workplace
Wordsworth (2004)	Other concerns are matters of physical mobility, issues to accommodate people with disabilities in shift work, communication problem, inflexibility, and resistance by management, co-workers and customers
Naude (2004)	Further identified that other concerns raised by employers are, the inability of people with disabilities to adapt in the organisation; differences between people with disabilities and those without disabilities; dependence of people with disabilities in order to fulfil their duties at work and special needs of people with disabilities.

Source: Researcher' work

Furthermore, Table 2.4 describes the perceptions of employers towards recruiting people with disabilities:

Table 2.4: Employers' Perceptions towards recruiting people with disabilities

No.	Employers' reason for not recruiting people with disabilities	Employers Responses		
		Agree	Strongly Agree	Strongly Disagree
1	Concerned about the cost of reasonable accommodation for employees with disabilities to do their job	81,4 %	30,1 %	2,9 %
2	Do not know how the needs of employees with disability should be handled	80,9 %	25,4 %	4,1 %
3	Have fear of not being able to discipline or dismiss an employee with a disability for poor performance because of lawsuits	80,2 %	23,4 %	4,8 %
4	Unable to ask about the employment applicant's disability status; and find difficulty in assessing the person's fitness to do the job.	73,3 %	20,3 %	4,9 %
5	Worried about the extra time that fellow employees will need to assist workers with disabilities	70,9 %	14,8 %	3,8 %
6	There are other costs which are of a concern, like health insurance and employee's compensation	69,9 %	22,8 %	4,2 %
7	Afraid that employees with disabilities will not perform up to similar standard as other fellow employees	68,5 %	12,1%	5,4 %
8	Job applications from PWD are rarely seen	66,3%	12,5 %	8,0 %
9	Applicants with disabilities are discriminated against	53,3 %	12,8 %	12,6 %
10	Believe that employees with disabilities cannot perform basic functions of the job	55,8 %	8,1 %	8,9 %
11	Attitudes of fellow workers towards disabled employees was a concern	46,7 %	7,1 %	8,8%

12	Applicants with disabilities do not meet minimum requirements, they do not have experience and skills for the job advertised	41,8 %	6,2 %	12,3 %
13	Employees with disabilities are thought of as problematic employees	40,9 %	5,9 %	12,3 %
14	During interviews, applicants with disabilities do not present them well	31,5 %	3,9 %	12,4 %

Source: Govender (2016)

From Table 2.4 list is evident that the first three concerns of employers were costs involved in recruiting employees with disabilities. Firstly, providing reasonable workspace for PWDs will require firms to renovate the buildings and work setup. Secondly, lack of knowledge on how to manage disabilities in the workplace, would overload management because they should learn about legislation related to disabilities. This would indirectly impact employees' productivity negatively. Lastly, the employers fear that they will be stuck with a worker that they cannot discipline or dismiss because it will cause legal problems or deviate from disabilities laws. This comes from a stereotype that any disagreement leads to legal actions and that employees with disability have an attitude that they can get away with anything. Stereotypes seem to be the biggest barrier in the daily lives of people with disabilities, employers are not knowledgeable and are not willing to educate themselves and learn further about disability management. As a result, this negatively impacts on socio-economic lives of PWD as they hamper their employment opportunities.

Most of the time these negative stereotypes are caused by dearth of data (Colella, De Nisi and Varma, 1997). Thus, employees with disabilities have lower accident rates, absenteeism and turnover compared to employees without disabilities. There are no differences in performance and productivity and no negative customer reaction. Employees with disabilities overall, equally perform or better than expected regards to productivity, absenteeism, supervision, motivation, employability and team participation; organisations who hire people with disabilities change their attitudes and perceptions after hiring them (Van Horsen, Blommesteijn and Rosing, 2011).

However, 50% of responses indicate that employees with disabilities perform worse in communication skills, independence and flexibility, hiring them is perceived as a costly by the

majority of employers who have negative attitudes towards employing disabilities (Van De Pas and Freese, 2017).

2.7.6 The fit between a job type, candidate's ability and organisational structure

2.7.6.1 Job type

Employers mostly use stereotypes to determine whether the job is appropriate for people with disabilities (Klimoski and Denache, 1997), in which they might conclude that there is a lack of fit between capabilities of PWD and also essential functions of the work. Schur et al, (2005) confirm that some recruitment methods are a huge barrier, employers have not tried enough to show their willingness to break the barrier and provide PWD with opportunities to prove their capabilities. Employers in this regard would not focus on the outcomes of the job but on the means or methods a worker would use to accomplish these outcomes (Mitchel, 1997).

The way employment opportunities are published is another barrier, as PWD are sometimes not given opportunities to perform on visible or important projects and are typically passed over for promotions because of a lack of demonstrated competence (Mathaphuna, 2007).

2.7.6.2 Candidate's nature of ability

The nature of disability is one of the determinants of the approach people with disabilities are perceived and treated within the workplace, people with mental disabilities face higher levels of discrimination than those with physical disabilities. Wordsworth (2004) further quotes Stella and Collela, (1996) who gave the following characteristics to look at the nature of disability.

- **Aesthetic qualities.**

It is the extent at which the disability makes the person ugly, repulsive or upsetting to others the additional unattractive the disability is the more negative attitudes and reactions of employers and co-workers.

- **Course of disability.**

It suggests that the progression of the disability, the more progressive, and irreversible or incurable a disability; the worse the PWD is going to be viewed negatively.

- **Disruptiveness.**

It refers to the extent disability interferes with the flow of communication or causes strains and uncertainty in social interaction.

- **Danger or peril.**

This refers to the amount of threat, danger or contagion a disability poses to other people, the individuals who is understood to possess a dangerous or contagious condition like an infectious disease are additional seemingly to be stigmatised than those that have fewer threatening conditions.

2.7.6.3 Organisational structure, values, and practices

Organisations are structured and function in ways that can serve as a barrier. According to Schur et al (2005), company norms and values determine types of behaviour that are applicable and provide ethical justification for organisational policies and practices. The values for instance associated with equity, standardisation, and separation of job and job holder define policies and practices in a bureaucratic organisation. Most bureaucratic organisations place PWDs at a disadvantage compared to others, as a result, PWDs are unable to follow inflexible rules and procedures. The bureaucratic system places fairness of treatment for all against personalised consideration of individual's needs. Wordsworth (2003) criticises organisations who that place emphasis on individualism, self-reliance and competitive achievement that hinder efforts to people with disabilities to show what they are qualified to do. However, should the emphasis be on cooperation, helpfulness, social justice and egalitarianism, people with disabilities can get a chance to showcase what capabilities and talents they can contribute to the organisation (Schur et al, 2005).

The above clearly emphasises that the present organisational policies and practices will contribute either positively or negatively to the employment of people with disabilities. An organisational culture that is unhostile towards people with disabilities allows the organisation to attract, hire and keep employees with disabilities (Hasse, 2011). Negative attitudes regarding the employment of PWD continue to exist despite all the analyses, awareness and campaigns and requests for mental shifts. As a result, Schur et al (2005) conclude that the success of employment of PWD relies on visible support and commitment for individuals who have decision and policymaking authorities or powers, like top management.

2.7.6.4 Legislation as a Barrier

The South African legislation is against discrimination on disability, but PWD are still facing career advancement challenges (Hernandez et al, 2008). Discriminatory attitudes towards PWD are difficult to see, however they are entitled to an inclusive environment in which bigotry will not disable them (Harpur, 2014). Although examples of sensible practices within the employment of PWD are evident in South Africa, the reality is that legislation does not sufficiently protect people with disabilities, especially within the space of employment (Maja et al, 2011). The Employment Equity Act no. 55 of 1998 emphasises the implementation of affirmative action and enforcement of target setting. As a result it led employers to simply focus on satisfying numerical targets rather than identifying, integrating and advancing PWD to the world of employment. The EEA does not offer employers technical or financial support to meet the necessary requirements to employ PWD. The South African Department of Labour provides limited help for a certain period of months to subsidise salaries of workers with disabilities while learning job requirements (Wordsworth, 2004).

On the opposite hand Leshilo (2004) states that one of the benefits of employing PWD is that employers get to claim refunds from skills development levies paid to organisation's sectorial education and training (SETA). Employers who do not meet the requirements of EEA, get monetary fines, should these fines be less than accommodation funds for disabilities, employers may prefer to pay the fines instead of following the Act. Jasper and Waldhart (2013) attest that the underrepresentation of PWD in the workplace is due to employers' perceptions that accommodating PWD can cause undue hardship and cost implications for the company. In essence, there are loopholes in the present legislation in relevance addressing the requirements of people with disabilities at work.

The existing legislation does not force employers to comply with it, as it permits fines versus reasonable accommodation at the employer's discretion. Mathaphuna (2007) is against financial reward or refund to the leader who employ PWD as this looks like employers rent PWD as a favour and not due to their skills and also the right to be employed. Government policies and legislation must aim to develop capabilities and expand access opportunities for the employment of people with disabilities rather than narrowing them. Somehow, this limiting issue has been experienced by the government in failing to achieve its target (Department of Public Service and Administration, 2012).

The former President of the Republic of South Africa, Dr Nelson Rolihlahla Mandela, in his speech held in 1995 said, *“The new South Africa should be accessible and open to everyone, we must see that we remove the obstacles. Only then will the rights of disabled persons to equal opportunities becomes a reality”*.

2.8 DISABILITY EMPOWERMENT

The United Nations International Day for Persons with Disabilities (IDPD) theme for 2018 is “Empowering persons with disabilities and ensuring inclusiveness and equality” (United Nations, 2018). Empowerment refers to processes, procedures and actions aimed towards affording access, equal treatment, inclusion, participation, accountability, and efficiencies. It is aimed towards encouraging and developing the abilities for self-reliance, for example, among charity or welfare in people and groups (White paper on the rights of People with disabilities, 2016). The behavioural effects caused by stereotypes are challenging, discriminating, limiting, negative, doubting and social-exclusion. As such, there is need to establish; a community-based rehabilitation programme fight the stigma (Moloto, Brink and Nel, 2014).

The White paper on the right of persons with disabilities (2016) recommend that a high rate of investment should produce employment opportunities for PWD; and a labour market that is responsive to economic opportunity should include people with disabilities without discrimination on the basis of disabilities, race, geographical location or gender. Strategies of the labour market should embed disability at all levels of the value chain. Section 1 of the National building regulations and building standards Act (NBRBSA) of 1977, talks about the provision of facilities for PWD. The types of buildings that are required are described and section S2 further describes facilities that are needed by the buildings. Govender (2016) adapted from NBRBSA the general requirements for people with disabilities that they shall be:

- Able to enter buildings safely and utilise facilities in it.
- Access must be suitable for the use of PWD, from the approaches, main entrance and any secondary entrance.
- Able to access any point of building to safety in the event of emergency.
- Any disable person in the building must be able to access and utilise a lift installation provided,

- Commonly used path of travel shall be free of obstacles which limits or restrict or endanger or prevent the movement or travel of a disabled person from accessing the facilities provided.
- Suitable means shall be provided for people with disabilities to access any hall way or auditorium provided in the building, with sufficient open space to accommodate reasonable number of people with disabilities with different assistive devices.

Disabilities need not be an obstacle to success. Society has a moral duty to remove barriers to participation and invest sufficient funds to expertise to unlock the potential of PWD (Hawking, 2011).

2.8.1 Obligations and rights of employers and people with disabilities

The following obligations and rights of employers and disabled summarised from a study by Govender (2016).

Employers have obligations to

- Implement in the workplace non-discriminatory processes in the workplace.
- Create promote an economically sustainable enterprise without discriminating against the people with disabilities.
- Consider opportunities to people with disabilities when employing.
- To make their employment realistic and meaningful by applying practical ways to people with disabilities.
- To make opportunities accessible to everyone and aim to empower disadvantaged groups at all time.

People with disabilities have rights to

- Not be discriminated against in the employment.
- To the affirmative action as per the EEA.
- To have access to information in the process of employment, with the potential employer and to be equally informed.
- Reasonable accommodation.
- To prioritise and grab existing opportunities and prepare to enter the work environment.

- To aim to move forward at all time.

Disability policies and programmes in place in organisations play a significant role in the empowering of disabilities.

2.8.2 Assistive devices

Some policies promote and improve the participation of PWD and to lessen barriers that limit inclusion and participation of PWD. One of the objections of the National Rehabilitation Policy, NRP (2000) is to improve accessibility of rehabilitation services for people suffering from conditions that can lead to disability and those living with disabilities. Rehabilitation is defined as a goal orientated and time process aimed at enabling impaired person to reach an optimum mental, physical and social functional level by providing a person with tools to change his or her life (World Programme of Action concerning Disabled persons WPA, 2007). Assistive devices for people with disabilities include, eye glasses, hearing aid, walking stick or frames and wheelchair. A survey conducted by Census (2011) found that eyeglasses were more used compared to wheelchairs, hearing aids and walking sticks or frames. The number of women who used eyeglasses were 15.5% which was higher than males who were 12.5%. White population had access to assistive devices more than Black Africans, and the number of populations in urban areas using assistive devices was higher compare to those in rural areas.

A successful implementation of the promotion of accessibility for PWD lies on availability and the usage of assistive devices, minimum access to assistive devices will lead to social and economic isolation, leading to limited participation in the lives of the community and progress in life (Stats SA, 2016).

2.9 UNITED NATIONS CONVENTION OF THE RIGHTS OF PERSONS WITH DISABILITIES

The UN's 2030 Agenda pledging to "leave no one behind", which is a plan of action of the international community towards a peaceful and prosperous world. It emphasises on human dignity, equality and full and equal participation of PWD in all spheres of socio-economic development (United Nations, 2018).

The following are the guiding principles given by the United Nations (2018) that underlie the Convention:

- Respect for inherent dignity, individual autonomy including with the freedom to make one's own choices and independency of the people.
- Non-discrimination.
- Full and effective participation and inclusion in society.
- Respect for difference and acceptance of PWD as part of human diversity and humanity.
- Accessibility.
- Equality between men and woman.
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

2.10 SOUTH AFRICAN MEASURES IN PLACE

The South African context focuses laws that influence socio-economic problems regarding people with disabilities within South African workplaces. After the primary democratic government elections in 1994, the South African government enacted legislation to redress past work inequalities experienced by people from designated groups to transform all organisations to be representative of all South African workforce demographics. The following are some of the measures to redress inequalities in the workplace are follows:

Affirmative Action (AA)

Affirmative action emanates from the Employment Equity Act no. 55 of 1998 which aim at promoting the constitutional right of equality, cut unfair discrimination and redress employment disparities in the workplace by promoting equal opportunities within the workplace and implementing AA measures. Affirmative Action measures were designed to ensure that suitably qualified people from designate groups have equal opportunities and are equitable represented in all occupational categories and levels within the workplace (Department of Labour, 2015).

The principle of appointing a candidate with the correct skills, qualification and knowledge contradicts with the implementation of the AA initiative (Sebola, 2009). The study further provides that applying AA without considering disadvantages experienced by the designated groups might not transform South African workplaces to possess a workforce that is representative of all population demographics.

As a result, the South African government introduced the Code of good practice which upholds the rights of PWD in the labour market. The code also helps to build awareness of the contributions PWD can make and encourages employers to completely use the skills of such persons. The code states the grounds in which the workforce with disabilities are unfairly discriminated:

- Unfounded assumptions regarding their abilities and job performance.
- Unjust advertising and interviewing arrangements that limit their career prospects.
- Discriminating selection tests.
- Inaccessible workplace and,
- Inappropriate training.

The EEA also put emphases on the employer to provide reasonable accommodation for the employees from designated groups, to allow them to enjoy equal opportunities and to ensure that in the workplace they are equally represented. Not complying with the act will constitute unfair discrimination, which will lead to some penalties and hardship for the employer which may result in amending policies and processes.

Technical Assistance Guidelines on the employment of people with disabilities (TAG)

The Technical Assistance Guidelines (TAG) was launched on November 03, 2003 by Minister of Labour. It complements the Good Code of Practice on the Employment of people with Disabilities, to build practical guidelines and examples for employers, trade unions and employees on how equality, diversity and fairness in the workplace can be promoted and to eliminate unfair discrimination. The Technical Assistance Guidelines is to be seen as part of an equality agenda for people with disabilities to have their rights recognised in the employment market. It gives guidance on how to handle the myths, fears and negative attitudes in understanding the reasonable accommodation as a need in the workplace.

Both, the Code and TAG form should be used by employers as a guide in the implementation of the act and to be used by the courts of law should any disputes arise. In 2003, the Department of labour, address the loopholes in order to make it difficult for employers to have excuses in the implementation of affirmative action, especially in the recruitment of people with disabilities. However, considering the time when the promise was made, there has not been any much progress, and the promise is not yet fulfilled (Cole and Van der Walt, 2014).

The Basic conditions of Employment no. 75 of 1997 (BECA)

The aim of this BECA is to promote economic development as well as social justice and to give the right to fair labour practices as stated in section 23(1) of the Constitution. The act serves as employers' guide on how to provide reasonable accommodation for disabled employees, like to adjust working conditions for employees with disabilities for example periods of weekly rests, sick leaves, but the Act make no specific provisions or allowances for disabled employees (Cole and van der Walt, 2014).

Promotion of Equality and Prevention of Unfair Discrimination Act of 2000

It is a constitutional legislation that is put in place to promote constitutional rights and equality to prohibit unfair discrimination on the grounds of disability (SA. Department of Justice, 2000). Legislations and remedial measures are in place so as to transform South Africa so that the needs of all citizens are met, and they actively participate in socio economic activities from which they were deprived, regardless of their biological (Selby and Sutherland, 2006). Booysen (2007) asserts that South Africa should integrate EE and Skills development plans to enable efficient workforce diversity initiatives. Discriminating practices faced by prospective candidates with disabilities are caused by poorly administrated human resources management practices (Sing and Govender, 2007). Affirmative Action and Employment Equity appointed candidates are tokens in non-valuable adding positions with no decision-making powers and are delegated tasks that prohibits their career growth (Booyesen, 2007). The establishments of such legislations aim to leverage the economic management of PWD. However, economic freedom for PWD is hindered by barriers that affects their economic empowerment such as physical designed barriers and current attitudinal and communication barriers (Department of Children, women and People with disabilities, 2013).

2.11 CONCLUSION

The purpose of this chapter was to gain an insight into disability employment and employers' perspective to employing disabilities and barriers facing the employment of people with disabilities. In South Africa there is still not much that has been done to enhance or stimulate the employment of disabilities, there is fear and concerns from employers due to lack of knowledge of disabilities. It seems important to work towards increasing a dialogue and mutual respect once it involves disabilities in our communities and within the workplace. The inability of the country to meet the target of

employing people with disabilities as 2% of its personnel is an important challenge that should be addressed. Some of the explanations can be failure to understand disability as a complex interaction of the individual with social and environmental factors, failure to acknowledge the contribution of disabled folks and what they can achieve. Removing barriers is vital to exercising civil, political, economic, social, environmental, religious, and cultural rights in society. People with disabilities should be included in policy, planning and decision-making processes that have an effect on them.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter will elaborate on the methods used in this study and why they were selected. It will stipulate how philosophies were utilised and the data collection method used.

3.2 RESEARCH DESIGN

A research design is a structure, plan, and investigative strategy that is used to obtain answers to research questions. It is a plan or procedure adapted by the researcher to solve problems accurately and objectively (Kumar, 2011). The study follows a qualitative method. Qualitative research is an umbrella phrase covering interpretative techniques that seeks to decode, translate, and come to terms with the meaning of naturally occurring phenomena in the social world. It can successfully describe small groups, communities, and organisations (Welman, Kruger, and Mitchell, 2005).

Research that is qualitative in nature attempts to collect a rich descriptive data with a particular context with the aim of understanding is the subject being observed or studies. (Maree, 2010). Through qualitative study, a researcher can develop a detailed understanding of issues and can empower respondents to narrate their stories interactively to the researcher (Phakathi, 2015).

Strengths and weaknesses of qualitative research

The overuse of focus groups and interviews has been criticised in qualitative research; however, this method of research has a number of strengths when it is conducted properly; the following are the strengths and weaknesses of qualitative research adapted from (Anderson, 2010).

Strengths of qualitative research

- When interviews are conducted, the researcher can guide or redirected them at real time, there are no restrictions to specific questions.
- Human experiences data that is obtained is very powerful and even more than quantitative data,
- Data is usually collected from few participants or cases, findings can not be applied to bigger population, however findings can be transferable to another research setting.
- Matters can be assessed in detail and in-depth.
- The research structure can be changed immediately as more information emerges.

Weaknesses of qualitative research

- It is time consuming; the volume of data makes analysis, and its interpretation takes some time.
- The researcher's presence during data collection cannot be avoided in qualitative research and can affect participant's responses.
- When presenting findings, issues of confidentiality and anonymity can be a problem.
- Findings can be more time consuming and difficult to characterize visually.
- Quality of research is highly dependent on the individual's skills of the researcher and can be more influenced by the researcher's personality, biases, and researcher's way of thinking.

The researcher's purpose on choosing a qualitative method is to explore participants' socio-cultural aspects and lifestyles. This enabled the researcher to obtain an in-depth knowledge of the factors affecting the recruitment of PWD.

3.3 TARGET POPULATION

A population is a whole group or unit with common characteristics that interest a researcher, which are the main focus of the research study (Kabuta, 2014). The target population comprised of employees with disabilities employed in the CoU Municipality, unemployed PWD who were residing in Richards Bay who previously applied for job opportunities at the municipality but did not get a job and municipal officials. Figure 3.1 shows the number of target population.

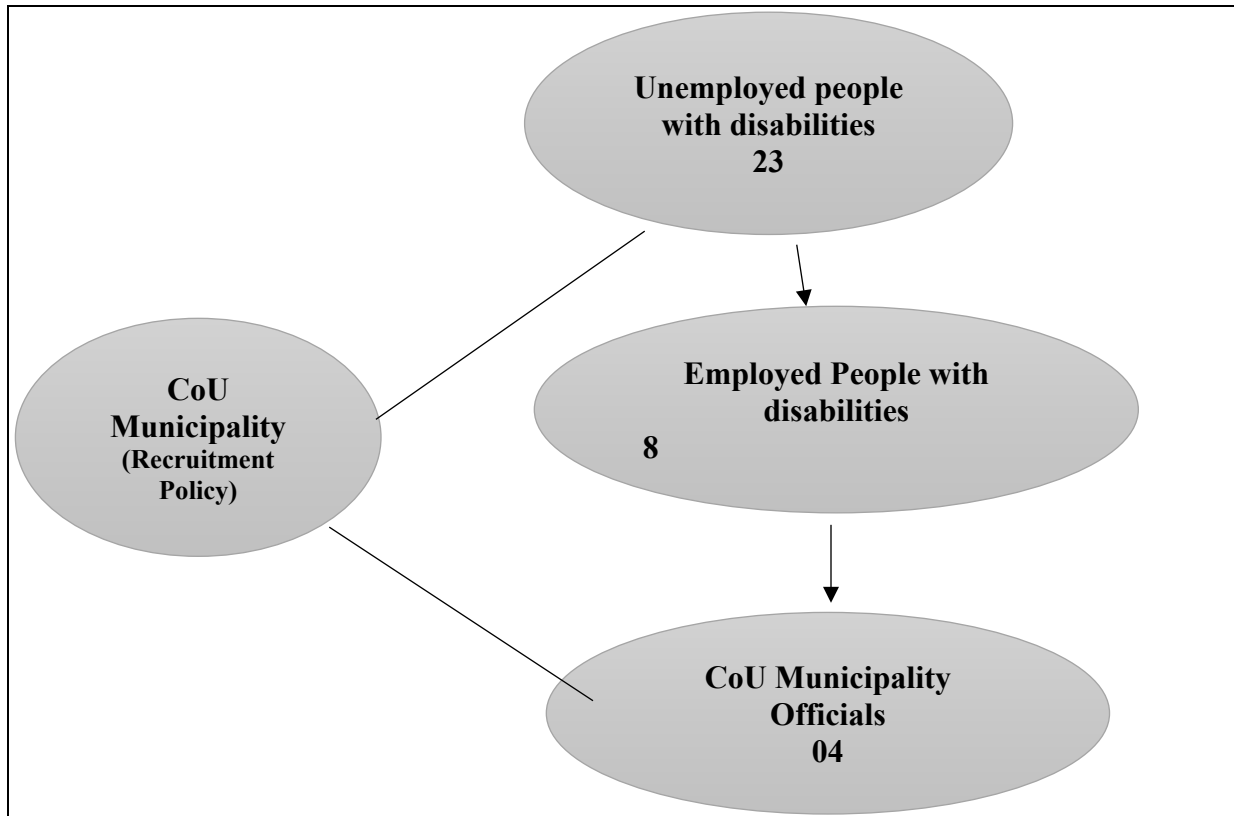


Figure 3.1: Target Population

Source: Researcher's work

Figure 3.1 indicates that the target population was 08 employees with disabilities; 04 Officials employed at the CoU Municipality; 23 unemployed PWD from Richards Bay and surrounding areas. The target population was 35.

The CoU human resources department furnished the researcher with a list of PDW who were employed by the municipality during the research period. The list consisted of twenty-eight disabled employees who were employed permanently and on contract basis, they were in different levels of occupation such as senior, middle and junior positions. The type of disabilities on the list were described as wheelchair user, physically challenged, ears support, epilepsy and deaf, from different races and genders on permanent and temporal basis (CoU Municipality, 2019).

3.4 SAMPLING

Sampling is the process of selecting a small portion of participants from a large population or group (Ximba, 2016). This is done because of limited funds, limited time and impracticality of collecting

data from the entire population. Respondents are selected from the entire population which involves people characteristics, events, behaviours, setting and social processes to observe (Phakathi, 2015). Units such as organisations, and people, can be selected from the targeted population so that they can be used by the researcher to fairly generalise the results back to the population from which they were selected (Trochim, 2006). A portion of the population selected by the research for the study is called a sample (Kabuta, 2014). There are two major classes of sampling methods: probability sampling methods and non-probability methods.

3.4.1 Probability Sampling method

There are four types of probability sampling: simple random sampling, systematic sampling, cluster sampling, and stratified sampling (Bell, 2011). In this sampling method, all the units in a population have an equal chance of being selected to take part in the research study. A mathematical model is used to select a sample from the population. The results that come from this method of sampling are generalisable to the whole population as the whole population was presented (Ofuani, 2011).

3.4.2 Non-probability sampling method

This method allows the researcher to select a sample from the population based on the pre-specified characteristics for the whole sample to have similar existing characteristics that the study is meant to research, for instance, selecting PWD for this study (Babbie and Mouton, 2001). This method is known for being cost-effective, convenient, and easy to obtain data from. For the person who conducts the research, however, the findings may be difficult to generalise. The types of non-probability sampling are snowball sampling, purposive sampling and convenient sampling (Bless, Higson-Smith and Sithole, 2013).

3.5 THE SELECTION OF A SAMPLE

The research used purposive sampling to select PWD research participants employed by the City of Umhlathuze Municipality. The purposive sampling method allowed the researcher to select PWD working for CoU Municipality, which allowed them to provide valuable information as they were directly affected by the topic (Zitha, 2014).

The researcher decided to sample all employees with disabilities employed by CoU Municipality. This was done to obtain the richest possible source of information to answer the research questions (Maree,

2010). The researcher selected participants based on their availability and willingness to participate in research. The characteristics of this small group were common to those of the population, they had similar disabilities, races, genders and they represented all levels of occupations. The first people who indicated their availability and willingness to participate were chosen for the research. The sample size was 35 and is outlined on Table 3.1.

Table 3.1: Sample for the study

SAMPLE	TOTAL
Employees with disabilities in CoU Municipality	8
Unemployed PWD who previously applied for employment at CoU Municipality	23
Municipality Officials	4
TOTAL	35

Source: Author’s Analysis

Table 3.1 shows that there were (35) participants in this research; (8) were employees of CoU municipality with declared disabilities; (23) were unemployed PWD that and had previously applied for employment at the municipality but did not get a job, and (04) officials representing CoU Municipality. Participants were between the ages of 25 and 65 years old. The employees with disabilities were selected from a list that was provided by CoU Municipality office. In applying purposive sampling method, participants had to meet the following criteria to be included in the sample.

- Employed by the CoU Municipality in Richards Bay.
- Unemployed people with disabilities.
- With declared disabilities.
- Reside within the Municipality area.
- Available and easily reachable for this study.

3.6 DATA COLLECTION

To collect data, the researcher used primary and secondary data sources. Secondary data was collected by the researcher at the early stages of the research from various sources like journals, theses, websites and books. These were valuable to the researcher, they assisted with planning, saved time and gave direction. Primary data is the researcher's own or first-hand data that she collected. Primary data was collected from employees with disabilities of CoU Municipality and unemployed PWD through person-to-person semi-structured interviews. The researcher firstly got permission to conduct research from the municipality to conduct research. Participants were requested in writing to participate in the study before the data collection process started. The interviews and collection of data was conducted at participants suitable dates and times. Procedures of data collection and of the study were explained to the participants.

The researcher conducted interviews with individuals to express their opinions and used specific set of open questions. Qualitative interviews aim to see the world through the eyes of participants, and they can be valuable source of information as long as they are used correctly. Qualitative interviews were done with an informed consent and clear confidentiality agreements (Neuman, 2011). By interviewing participants separately, the researcher aimed to allow employees to express themselves freely, at the same time their anonymity and identity was protected which was going to be difficult if they were all in one group and in the presence of the management.

3.6.1 Research instruments

With the respondent's permission, the interview was tape-recorded, and notes were taken during the interviews to assist a researcher in creating follow-up questions and referring back to what was said earlier. Participants were requested to sign or mark with an "X" at the bottom page of the interview schedule, their names and surnames were not required for the research to maintain their anonymity and confidentiality. Maintaining confidentiality and anonymity improves the chances of receiving honest information (Welman, Kruger and Mitchell, 2005).

Anonymity

It is when a response cannot be linked to a specific person's identity, the main purpose is to protect participants' interests (Babbie and Mouton, 2001). Participants were given pseudo names to ensure

their confidentiality. The researcher ensured that certain information received could not be linked with anyone who participated by using alpha numerical codes.

Confidentiality

Confidentiality is when the researcher does not disclose the participants' identity (Du Plooy-Cilliers, Davis and Bezuidenhoud, 2014). A list with personal details of participants was provided through email to the researcher by the CoU Municipality, but the researcher maintained confidentiality and did not share that information with anyone. All interviews were recorded and transcribed to ensure data quality. Electronic records were kept in a password protected voice recorder to ensure privacy. A personal computer with a word processing package such as Microsoft word was used to transcribe data. Moustakas (1994) recommended the use of open-ended questions which do not provide the participants with pre-determined answers to the questions. The information that was gathered during interviews led to structural and textural descriptions of the experiences of participants.

3.6.2 Semi-structured interviews

Interviews are an essential research method used in qualitative study (Oltman, 2016) and are the most direct research focused interaction between a researcher and participant (Kazmer and Xie, 2018). According to Patton (2002) interviews are the best method to use to get other person's perspective. The most popular and traditional way of conducting interview is face-to-face. Interviews can also be done over the telephone. With the increasingly growing technology over the years, other modes of communication which interviews can be done are video calls like Skype, Voice over Internet Protocol (VoIP) and emails (Oltman, 2016).

Even though telephone interviewing has become increasingly popular in the past three decades, other studies implied that telephone could compromise quality when reporting that telephones were used to substitute face to face interviewing only when necessary, other scholars have raised a concern of whether telephone interviews may have their own unique benefits (Vagl, 2013). When looking at the advantages and disadvantages of telephone interviews, Taylor (2001) found that telephone interviewing depend in the manner it is conducted and seems to produce similar results as any other interview.

Factors to be considered by research interviewers.

The researcher considered the following factors when the interview decision was made.

- Time and financial costs.

Face-to-face interviews take time and are costly due to the need to travel to meet participants at the location of their choice in order for them to be as comfortable as they can (Doody and Noonan, 2013). Whereas, the telephone reduces these costs, the time travelled to meet participants gets eliminated (Elmir, Schmied, Jackson and Wilkes).

- Geographical location of participants.

The interviewer might be forced to focus on one geographical area when conducting face-to-face to reduce time and financial costs of travelling (Minnichello et al, 2008). In telephone, the geographical area can be expanded nationally or even internationally (Fulton, 2009).

- Safety of the interviewer and the researcher.

In face-to-face interviews researcher's safety can be endangered depending on the research topic, location and time of interview. For example, the interviewer can be sexually harassed or physically abused by interviewee, if the interview is held in an isolated location.

- Sensitivity of research topic.

Research sometimes is about sensitive or controversial topics which usually form engaging in valuable and important research questions that requires honest details from participants which may be difficult (Oltman, 2016). Thus the researcher must select an appropriate survey method since privacy can cause bias in the responses about sensitive information or undesirable behaviours (Pridemore et al, 2005). Sometimes research questions can be embarrassing and awkward making it difficult to discuss face to face (Doody and Noonan, 2013; Vogl, 2013). More studies suggested that this awkwardness may be eliminated in telephone interviews due to the social distance between the interviewer and respondent (Carr and Worth, 2001; Dinham, 1993; Lechuga, 2012; Mealer and Jones, 2014), however this depends upon the topic (Chapple, 1999).

- Technological problems.

The problems that might arise during face-to-face interviews would be from recording device (Kazmer and Xie, 2008). For example, noisy surroundings can affect both modes of recording and in telephone interviews calls may be cut-off or have poor sound quality, for instance (Stephens, 2007). When holding a phone with one hand and a pen with the other hand to take notes can negatively affect the quality of data taken by the researcher during the telephone interview (Carr and Worth, 2001; Novick, 2008).

- Note taking.

Qualitative research recommends note-taking to assist audio recording of interviews. An interviewer may take notes of non-verbal elements of the face-to-face interviews. Taking notes required can be distracting and obstructive to the respondents (Knox and Burkard, 2009) and concentrating on the phone call while taking notes might not be an easy task (Stephens, 2007).

- Interaction or personal effects.

There are interaction effects to be considered during face-to-face interviews like attitudes, socially acceptable expressions. The characteristics of the interviewer such as race, gender, age, and class might influence participants. These issues can be less noticed in telephone interviews (Taylor, 2002). However, a lack of information about the interviewer's race, gender, age and class may be an issue to some participants (Holt, 2010).

- Nonverbal language.

It is important that interviews capture the non-verbal language, as this can be rich in face-to-face interviews including the appearance, body language and mannerisms of participants, this can give the interviews extra information to verbal answers of the interviewee (Opdenakker, 2006). Body language or nonverbal behaviour cannot be easily interpreted through non-verbal can lead to misinterpretations and ambiguity (Burnard, 1994).

The researcher used face-to-face interviews to get responses to main research questions. According to Babbie and Mouton (2003) interviews are sufficient to acquire valuable information in an honest and

detailed discussion between a researcher and a respondent; according to Tinta (2018) the benefits of using interviews as are,

- An important way for a researcher to check accuracy of the impressions gained through observations.
- Useful for observing attitudes and other interests provided in responses.
- Questions can be asked further, and it is always possible to probe to get rich information.
- Level of education or literacy of respondents are not an issue.
- Complicated issues can be clarified.

An interview schedule was used as a guide for the interviews to probe data and more clarity from the participants (Neil, 2010). Pre-testing of the interview schedule was done with ten PWD who volunteered to ensure better understanding of the interview questions and to take note of any amendments to questions that lacked clarity. The interview schedule enabled the researcher to think ahead for inclusive investigative research questions to ask the participants.

The interviews assisted in collecting data and enabled the researcher to accommodate participants' different nature of disabilities and their different occupation levels. Potential participants were contacted by telephone and email to explain the research topic and purpose. When the interviews were set, the researcher visited the participants at the place of their choice where they were comfortable. Some participants invited the researcher to their homes, where they felt comfortable and others in their offices. Interviewing participants in different locations was time-consuming and costly for a researcher. Each interview took approximately 30 minutes. During the interviews, participants were asked eight standard questions described in Table 3.6.

Table 3.2: Interview questions for this study

INTERVIEW QUESTIONS		REASON FOR ASKING THE QUESTION
Question 1 to 3		To obtain the biographical profile of participants.
1	What is the nature of your disability?	The first question served to identify whether the employee indeed have a disability.
2	What is your age, race, gender and occupational level?	The second question was asked to assist the researcher to determine the profile of the sample.
3	How long have you been employed?	The third question identified the likelihood of an employee being provided with career advancement opportunities.
Questions 4 to 6		To obtain the core recruitment challenges facing people with disabilities.
4	What recruitment challenges have you faced?	The fourth and fifth questions were asked to identify the effect of recruitment challenges.
5	How long did it take to find employment and how did the recruitment challenges adversely influence your career?	
6	What impact does disability have on your employment opportunities?	The sixth question, was to identify the participants' perceptions on recruitment opportunities.
7	How does your disability impact your career advancement in other organisations?	Was to identify if participants disabilities influence their employment opportunities.
8	What suggestion could you propose to management to overcome the recruitment challenges you currently face due to your specific disability?	Was asked to assist with interventions and suggestions to management in order to redress identified challenges.

Source: Author's Analysis

Participants were requested to sign or mark with an "X" on the bottom page of the interview schedule.

3.6.3 Recording of interviews

To prepare for recording the interviews, the researcher adopted some strategies that can be used during the interviews as provided by Al-Yateem (2012), such as the points highlighted below. The researcher avoided anything that gave a visual indication that participants were being recorded such as external or clip microphones and recorders that needed frequent checks and change of batteries or tapes. Interviews were prepared in advance, the researcher arrived early to arrange setting and check a recorder ahead of the participants to allow both parties to focus on the interview.

The study was explained, and consent was obtained before interviews were conducted. This helped the interviewer and participant to be more familiar with one another, build trust, break barriers, and relax the interview mood for both parties. Research goals and procedures were carefully explained to participants during the contact when consent forms were signed. Reminding participants about their voluntary participation and recording of the interview might make the interview tenuous and less informative, it was best for the researcher to avoid this reminder. A setting was selected for the interview, to make the interview look like a social discussion was taking place.

3.7 TRUSTWORTHINESS.

In qualitative research, concerns with the reliability and validity of research findings may be raised. For example, it can be questioned whether a researcher was not biased and just finding what they expected to find, whether a researcher was a primary instrument of data collection analysis, whether a researcher was valid and reliable (Merriam, 1995). When research is conducted there are different conclusions that are made because conducting research involves observation and measurements which result in a lot of concern about whether the study was measuring what was intended to measure or how observations are influenced by the circumstances in which they are made (Trochim, 2006).

For a study to be accepted as trustworthy, a researcher must show that data was gathered in a consistent, exhaustive and precise manner through systemising, recording and disclosing analytical methods (Nowell, Norris, White and Moules, 2017). Trustworthiness is a way researchers and readers can be convinced that research findings are worth the attention (Lincon and Guba, 1985). The terms that were used to establish trustworthiness in qualitative research are credibility, transferability, authenticity, conformability and dependability which are as equivalent to internal validity, external validity, reliability and objectivity (Ximba, 2016).

Credibility.

Credibility was ensured through reviewing of theoretical literature related to the topic, problem statement and objectives. The aim of credibility is to demonstrate that the research study was conducted in a way that ensures the subject was identified and described accurately (Connelly, 2016). The researcher used different views of data to answer research questions. A pre-test was done to eliminate errors and problems in the research instrument.

Transferability

It is a process where a researcher informs how the findings of the research relates to other studies (Denscombe, 2010). Transferability is an alternative to external validity in which the responsibility of demonstrating the applicability of findings to another context lies upon the investigator who would make the transfer rather than the original researcher (Tinta, 2018). To ensure transferability, the researcher detailed a sufficient information about the study so that the reader would be able to judge the results and setting to their own experience.

Authenticity

This refers to a procedure used to identify whether the research documents or evidence is genuine (Flick, 2009). The researcher ensured authenticity by drawing conclusions from the primary evidence collected from the participants who were employees with disabilities at CoU Municipality and the unemployed people with disabilities.

Conformability

This is where the researcher determines the accuracy of the qualitative findings by taking specific descriptions, themes and final reports back to the participants to determine whether the participants find if accurate (Creswell, 2009). Conformability in this study was ensured by taking the final report to participants to check, examine the report and provided their interpretations.

Dependability

According to Lincon and Guba (1995), dependability is an alternative of reliability, which a researcher tries to be accountable for the changing conditions of a phenomenon chosen for the research study and

changes in a design created by understanding of the setting. In this research dependability was accomplished through using summarised transcripts and audio tapes.

3.8 DATA ANALYSIS

The analysis involves breaking up the data into manageable themes, patterns, trends, and relationships (Motoun, 2009). Data analysis enables the researcher to alter the raw representation of the research information, reduce it to a manageable size, and summarise its patterns to gain suitable statistical methods (Cooper and Schindler, 2008). According to Thorne (2006), data analysis is the most difficult stage of qualitative research and receives the least thoughtful attention in the literature; Khanyile (2016) describe data analysis as a conversion of raw data into meaningful information rather than processing of collected data into usable information.

Thematic Analysis

The researcher used thematic analysis to analyse data for this study, which is a method used to analyse qualitative data and also when trying to get something from people's opinions, views, experiences, knowledge and values from a set of data collected from qualitative research (Caulfield, 2019); according to Boyatzis (1998) thematic analysis is a translator that allows researchers who use different methods to communicate with each other; it is the reliable method for assessing qualitative information (Mulira and Ndaba, 2016). Nowell, et al (2017) provide the advantages and disadvantages of thematic analysis as shown below.

Advantages of thematic analysis

- Easy to adopt.
Researchers unfamiliar with qualitative research may find thematic analysis easier to grasp and quick to learn because it has few procedures and prescriptions.
- Useful to summarise key areas of large data.
It gives a researcher a well-structured approach to handling data and helps produce an organised and clear report.

- Highly flexible approach.

This analysis provides a highly flexible approach that can be altered to accommodate the needs of various number of studies. It include a detailed and rich data.

- Offers a more accessible form of analysis.

It does not need detailed technological and theoretical knowledge of other qualitative methods, new researchers who do not have must experience find it more accessible.

- Useful method for examining different participants.

Thematic analysis highlights differences and similarities from different participants and generate anticipated views.

Disadvantages of thematic Analysis

- There is a lack of literature on thematic analysis, this may cause experienced researchers to feel uncertain on how to conduct a thorough thematic analysis.
- Thematic analysis does not allow researchers to make claims of language usage.
- The high flexibility of thematic analysis can result to inconsistency and lack of logic when creating themes from research data.
- Because of the variety of thematic analyses, there might be some confusion about their nature, such as how they differ from content analyses.

To get the bigger picture of the content, the researcher read the interview scripts and then categorise the participants' responses into meaningful sentences and paragraphs. The pieces were then categorised and sorted into major themes. The researcher examined data received from respondents to quantify common themes such as ideas, topics, and patterns of information with the same meaning that repeatedly came up (Caulfield, 2019). The steps in conducting thematic analysis are shown in Figure 3.8.

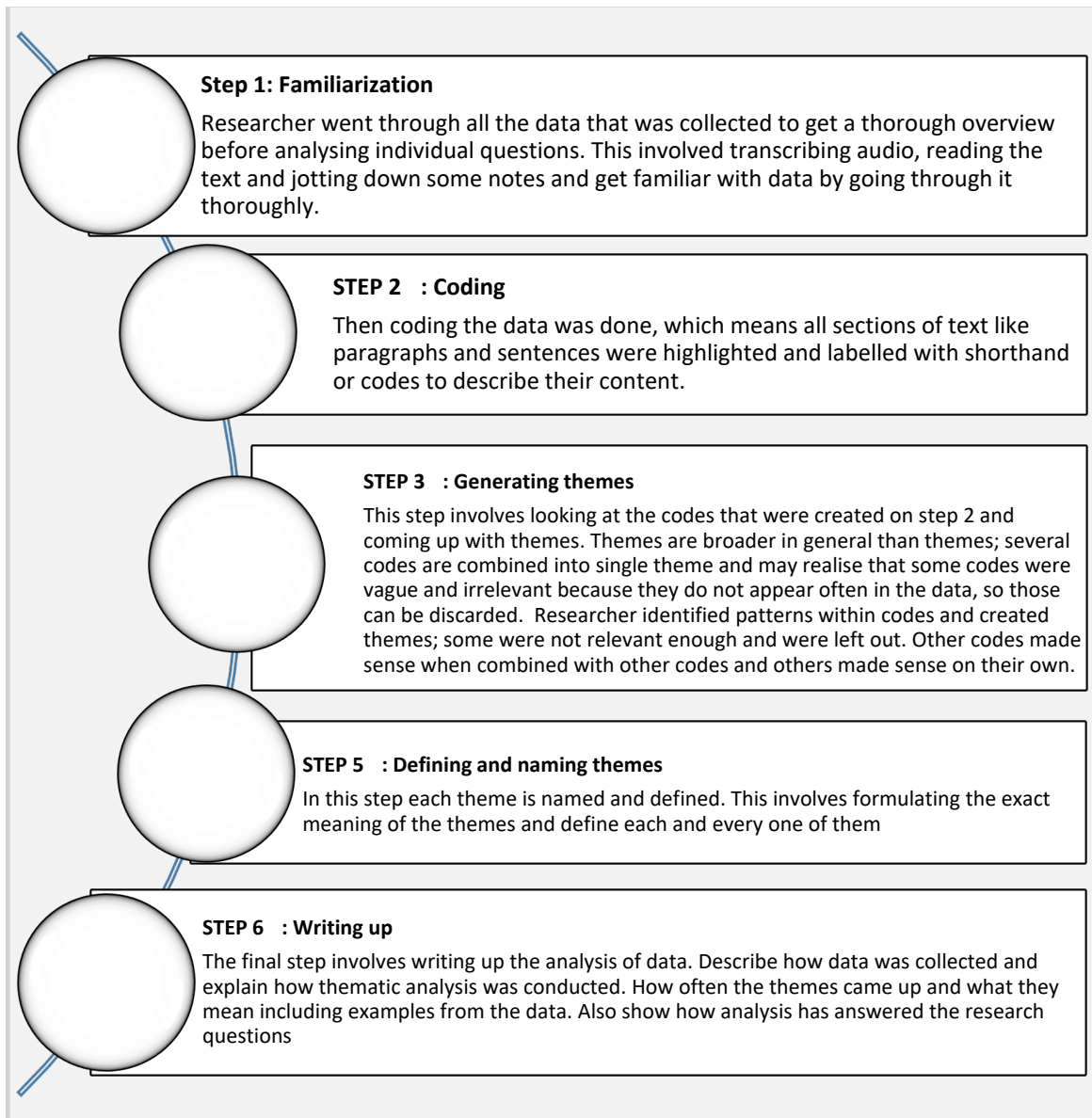


Figure 3.2: Six steps process to conduct thematic analysis.

Source: Adapted from (Caulfield, 2019).

Themes

The researcher used themes and defined each them based on data collected. Themes that were identified in this study are in figure 3.3.

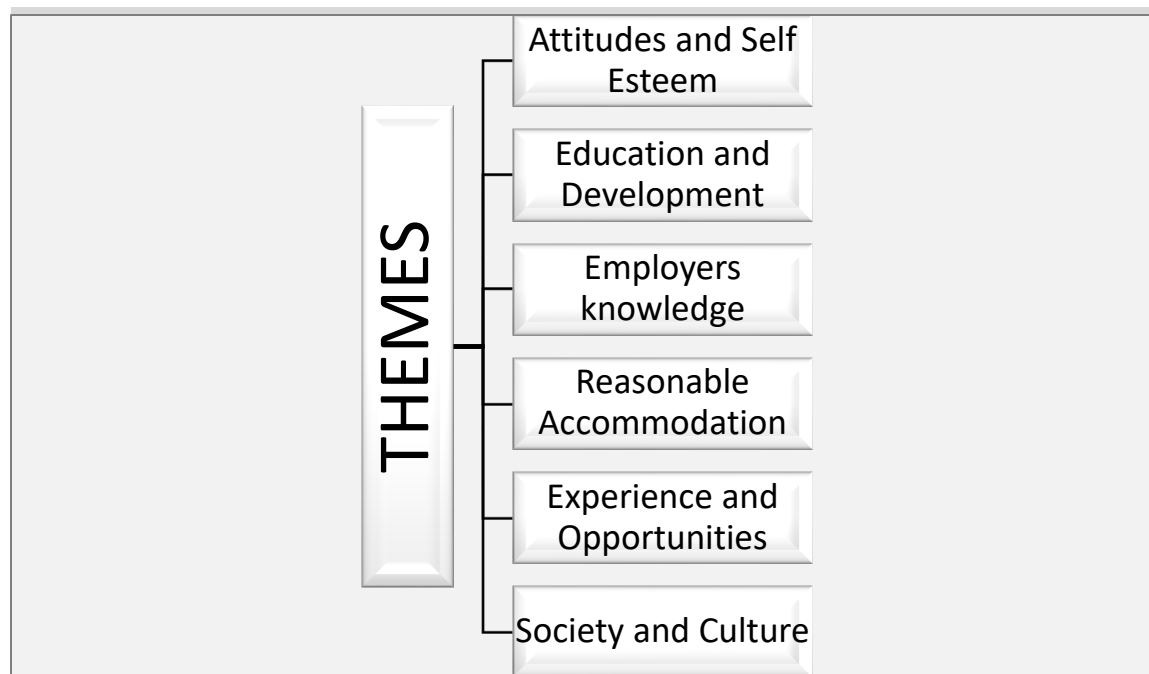


Figure 3.3: Themes identified in this study.

Source: Author’s Analysis.

According to Braun and Clarke (2012), thematic analysis is a method that systematically identifies, organises and offers insight into patterns of meanings of all collected data. A researcher will make sense of information and share participants' meanings and experiences. Additionally, the researcher can compare what is written to audio-recorded reports, thereby making sense of those commonalities. The themes (fig 3.3) identified in the study were Attitudes and Self-esteem of PWD, Education and Development of PWD, Employers Knowledge, Reasonable Accommodation, Experience and Opportunities for PWD, and Society and Culture. The information that collected included verbatim data that was relevant to the themes.

3.9 LIMITATIONS OF THE STUDY

This study is based on one organisation which may not be fully representative of the public sector in Richards Bay. It is conducted in only one out of nine provinces of South Africa which may limit the applicability of its findings to the South African public sector. Medical and psychometric testing will not be discussed in great detail. Another limitation is that the researcher is not disabled, this can be the basic obstacle in this study. The inherent power of the relationship between the researcher and the

participants can be stretched by the unequal power relationship which exists between disabled and non-people with disabilities. The researcher feels that all studies conducted by non-disabled researchers were maintained under this limitation.

Data pertaining to South Africans with disabilities is treated with cautious because it is not current and trustworthy (Department of Children, Women and People with Disabilities, 2013). There are no studies containing literature about the recruitment of people with disabilities in CoU Municipality, the official data did not exist at the time of this study, the Municipality was in the process of starting profiling of PWD living in the Municipality community areas (Zungu, 2017). The Department of Social Development Regional Office in Richards Bay did not have information on the recruitment of people with disabilities in the area. The total population of people with disabilities, how many were employed and those who were unemployed, the information that was available was of the people receiving government disability grants, those who were not receiving government grants remained unknown (Mbuyisa, 2017). Therefore, the study was limited to the 28 PWD employed in CoU Municipality and 5 unemployed PWD who are living in Richards Bay area plus 4 officials of the Municipality.

3.10 ETHICAL CONSIDERATIONS

Research must be conducted responsibly (Elliot and Dukes, 2008). The relationship and intimacy between a researcher and a participant can raise several ethical concerns. As a result, a researcher may face challenges in establishing an honest and open discussion, avoiding misinterpretations and respect for privacy especially where sensitive and contradicting issues are concerned (Sanjari, et al; 2014). According to Cliffs (2011) ethics is about behavioural norms, morale and standards that the researcher chooses to make. Ethical issues of privacy, anonymity, confidentiality and informed consent should be considered when conducting qualitative research (Strydom, 2011). Ethical consideration is described by Ximba (2016) as a system of moral principles by which individuals can judge their actions as a right or wrong, good or bad.

This study complied with the research ethics policy and guidelines as set by the DUT. Before conducting the study, the researcher obtained a written permission for conducting a study from CoU

Municipality in Richards Bay. The participants were informed in writing of the nature of the researcher and the responsibilities of the parties involved in the study.

The researcher gave participants consent forms which detailed the purpose and expectations of the research as well as procedures that were followed during the study. Participants were informed of voluntary rights to privacy, participation and withdrawal. The researcher clearly stated the research procedure that was followed. When interviews were conducted, the ethical implications of the study were explained. Participants were informed that discussions of the interviews were kept confidential, all information and responses shared were kept private. The results were presented anonymously to protect the identities. Participants were informed of their rights to refuse to respond during discussions at any given time without any prejudice.

3.11 CONCLUSION

This chapter explained the research methods adapted. It started by describing the advantages and disadvantages of the research design chosen for this study. The population and sampling technique used in this study were outlined. The data collection method and the research instruments used in the study were provided, and the possible interview questions were presented. The trustworthiness of the findings was discussed in the qualitative research design. Different ethical issues like anonymity, informed consent and confidentiality were observed throughout the research. The data analysis from respondents was highlighted; finally, this study's limitations and ethical considerations are acknowledged. The next chapter will present the research findings.

CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

The information utilised in this chapter was gathered from the respondents with disabilities who are employed and officials especially those who are involved in the recruitment process at CoU Municipality. The respondents were also made up of unemployed PWD residing in CoU Municipality area. The actual number of people targeted in this study was 35, those who responded were 26; this was because PWD sometimes have internal barriers, shyness and lack of self-drive that may seriously affect their participation and functioning in society (Govender, 2016). As such the data was collected from 26 participants through interviews, both in person and by telephonic to establish the factors that affect the recruitment of PWD in the CoU Municipality. The response rate is shown on the Figures 4.1.

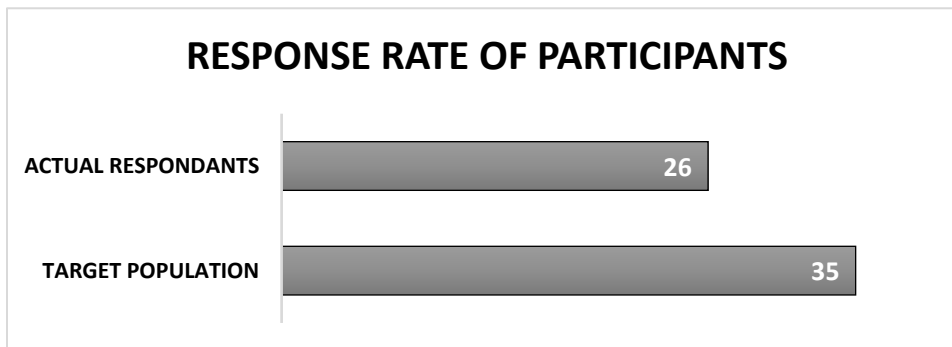


Figure 4.1: Response Rate

Source: Author's analysis

Figure 4.1 shows that the target population was 35, the total number of participants who actually responded was 26, they consisted of 8 participants were employed PWD, 14 were unemployed PWD and 4 were officials at CoU Municipality. This was done to distinguish and separate the experiences of the unemployed and employed respondents. Officials included in this study and to point out similarities and differences in their experiences and perceptions of what constitutes the main hurdles in finding and keeping employment. Participants were given pseudonyms to preserve their anonymity and privacy.

The response rate of participants was 74%, which is similar to other studies' response rates conducted globally. According to the findings of an earlier study, research questions of a sensitive nature may

lead to non-response or refusal of respondents to participate in the research study (Wordsworth, 2003). The remaining 36% of the targeted PWD who could not participate as initially planned indicated that transport and other last-minute commitments could not allow them to be part of the interviews. However, as already highlighted, their non-participation is shown in Figure 4.2.

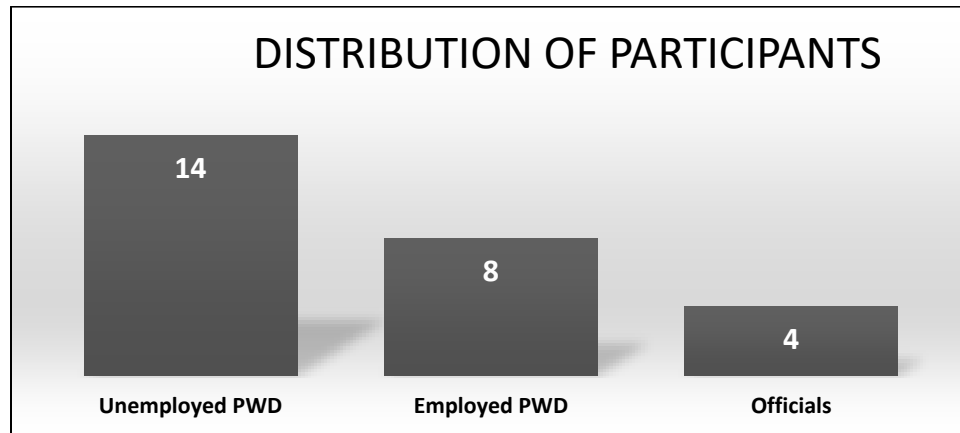


Figure 4.2: Distribution of Participants

Source: Author's analysis

The above figure indicates that the total number of unemployed participants with disabilities was 14, the employed participants with disabilities were 8, and the officials of CoU Municipality were 4. The total number of unemployed participants was higher than those who were employed. This aligned with the studies that were conducted in various emerging countries, including African countries, which found that the majority of PWD are underemployed in contrast to those without disabilities (Naami, 2015). The majority of participants were unemployed people with disabilities. This is because the percentage of disabled individuals employed at the CoU Municipality is low, and in South Africa, it is comparatively low by international standards (McNaughton, 2006).

Nature of participants' disabilities

It must be taken into consideration that participants had different disabilities, as such they had different requirements at the workplace. Therefore, each and everyone had to be catered for based on their disability. Figure 4.3 show the breakdown of the types of disabilities which the study participants had.

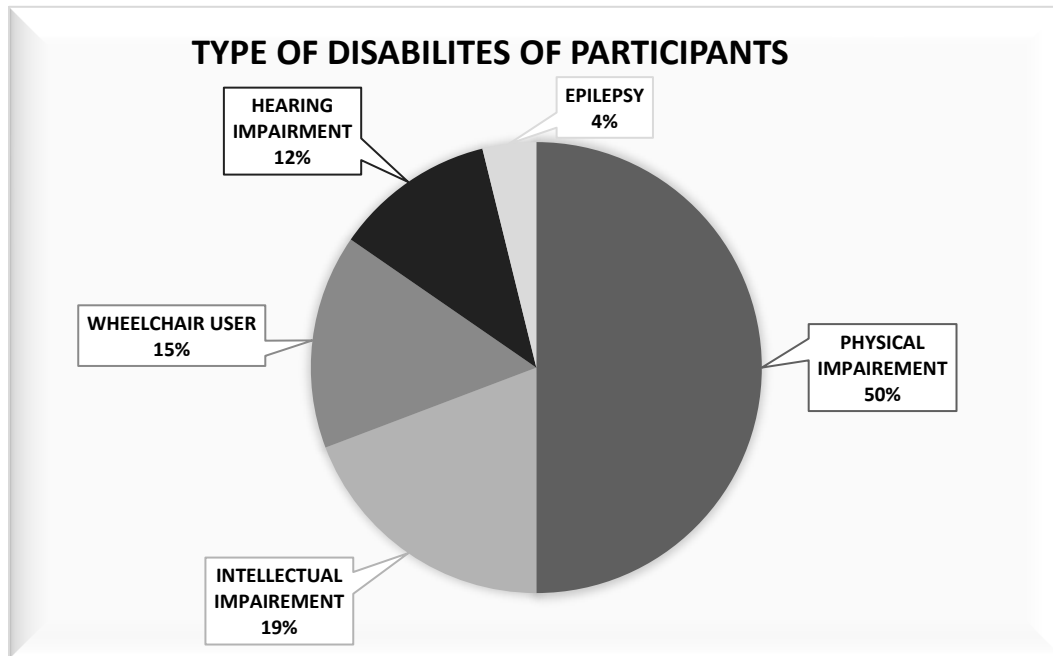


Figure 4.3: Participants’ types of disabilities

Source: Author’s Analysis

As can be seen from the figure above, the majority of the participants had a physical impairment 50%, followed by those who had Intellectual impairment [concentration and remembering difficulty] was 19%, the wheelchair users 15%, those who had hearing impairment were 12% and the least of participants had epilepsy 4%. These statistics contradict Statistics SA (2014) which found that most disabilities in South Africa were people with visual impairment, followed by concentration and remembering disability, followed by hearing disability and lastly communication, self-care and walking disability. This shows that most disabilities in South Africa cannot be easily recognisable, and their non-disclosure may well be due to the stigma associated with having a disability in the country. At the City of Umhlathuze there was no data available on the types of disabilities and statistics of the PWD residing in the area of the municipality’s jurisdiction, at the time of this research the municipality had started and was not yet finished with profiling disabilities in the area (CoU Municipality, 2017).

4.2 DATA PRESENTATION AND ANALYSIS

To ensure that the participants’ names are kept confidential in line with ethical considerations, the participants were identified as P1, P2 up to P26. Respondents welcomed their pseudonyms or fictitious

names chosen for them to keep their anonymity Participants P1 to P8 were employed participants, participants P9 to P12 were officials, and P13 to P26 were unemployed participants.

The feedback of participants was discussed in the next sub-sections based on key themes which were informed by the literature review.

4.3 THEMES

The section discussed the themes identified from Chapter 3 as per Figure 3.9. Thematic analysis was harnessed because it allowed the researcher to analyse themes. Based on the literature review, the responses from the interviews were clustered into six main themes, which are Attitudes and self-esteem, Education and development, Employers' knowledge, Reasonable accommodation, Experience and opportunities, Society and culture:

4.3.1 Attitudes and self-esteem

Self-esteem is a favourable opinion of oneself; attitudes represent our reactions to approval or disapproval, likes or dislikes for social practices, habits, behaviours, and categories of people and public figures (Emler, 2001). People who normally receive disapproval, negative feedback, or rejection have lower self-esteem and lower belief in themselves than those who get approval and acceptance. Attitudes are important influencers affecting the employment and retention rate of people with disabilities. Key issues include whether job seekers with disabilities and their families perceive themselves as able to work and support themselves financially. This is a challenge as most respondents expressed frustrations and disappointments of not getting employment because of their disabilities.

A study conducted by Wordsworth (2004) found that personal beliefs and attitudes are most difficult to change on any individual. In this study, participants were asked to indicate the attitudes and difficulties they encountered at work. This assisted to identify the level of self-esteem of respondents and attitudes towards disabilities. One participant P6 raised that fellow staff member undermined employees with disabilities, charging that,

“We get undermined by fellow staff members... they see us as not tokens who only get hired to balance EE statistics in the workplace, they forget that some of us are qualified and have earned to be in the positions we are employed in... in some

instance, we get excluded in workplace activities without being asked is if we can participate or not.”

Attitudes towards disabilities are linked to a tendency to view disabilities as an undesirable and incurable medical condition and PWDs were viewed as objects of charity and not allowed to take part in decision-making (Dube, 2007). Other participants said there were difficulties experienced, including discrimination, where contributions they made were not recognised in the organisation and were not considered for promotion. Participant P1 submitted that,

“Negative attitudes at work is so high in such a way that some employees see a disabled person as not equally fit to make any contribution in the organisation and think it’s all right for us to sit in one position for more than 15 years...”

These sentiments were aligned with the fact that PWD feel excluded from the labour market and underrepresented in the workplaces, as also established by Potgieter, Coestee and Ximba (2017).

On the other hand, participant P3 had a different opinion and claimed that there were no such difficulties encountered and shared that,

“...There are not many difficulties that I have encountered... PWD should learn how to stand for themselves as I have done, I have managed to move up the ranks over the years.”

This statement was aligned with the International Labour Organisation (2002) submission claiming that there are many organisations and employers who contribute to support PWD and have adapted a positive strategy in managing disability related issues in their workplaces.

Respondents were then prompted to make comments after they raised the attitude of fellow employees towards disabilities. Various participants spoke on the attitudes of fellow employees towards disabilities as poor, participant P8 pointed out that fellow employees labelled people with disabilities as greedy and cannot live within their means raising that,

“...fellow employees would even say that people with disabilities are very greedy ...always expect hand-outs from people and we don’t want to work hard for anything.”

This is confirmed by Tezcan (2013) noting that PWD in the workplace are stereotyped as dependent, helpless and less productive. Participants stated that employees lack understanding and exposure on disabilities. Participant P6 raised that,

“Employees lack an understanding of different disabilities’ needs... they are not informed or exposed enough to that information.”

An employed participant felt that other fellow employees have a positive attitude towards them and charged that,

“Employees are very positive towards other colleagues including those who are disabled like us...in fact I have got many friends in the organisation who do not discriminate against me.”

However, despite this submission by this participant most of the comments made by the participants indicated that employees with disabilities experience negative attitudes from fellow employees. More respondents opened up on the attitudes of their fellow employees towards disabilities, one participant elucidated that,

“...sometimes fellow employees have negative attitudes and wrongly characterised PWD as ungrateful, lazy and sometimes use their disability status to get whatever we want... the truth is not all of us are like that, those who believe in working hard also get mixed with the lazy ones...”

This finding is concerning as another study found that perceptions, attitudes and personal beliefs of able-bodied employees towards disabilities are hard to change (Wordsworth, 2004). Participant P6 said employees lack understanding of disabilities and stated that,

“Fellow employees do not understand different disabilities’ needs and are always assuming of what we might need, this make things hard for us... but we learn to live with it and avoid explaining yourself every day to people in order to let everyone carry on with their lives. It is highly unlikely to get someone who will ask to learn more about my disability...that does not happen at all and they will then keep on making-up stories about us.”

Due to a lack of knowledge people can resist accepting and change their attitudes towards PWD, but one of the participants had a different submission on the attitudes of fellow employees and indicated that,

“...other employees are very positive towards other colleagues who have disabilities, in my department we work as a team, they do not look at me as someone with a disability but as their colleague with capabilities and is part of the team... this has also helped me to open up to them and they have learnt more about my challenges...It is also upon us how we see ourselves, not everyone is as confident and free as I am...”

This agrees with a study which found that the attention given to disability by senior management has improved (Dibben, James, and Cunningham, 2001).

In showing the need for improved attitudes towards PWD at the workplace, Bruyere et al. (2010) argued that there is still a lot of work to be done to achieve a proper perception of PWD by their non-disability’s counterparts. The majority of participants had similar views that disabled employees experience a negative attitude from fellow employees. Nonetheless, the comment of one participant begged to differ from the rest as they said fellow workers have a positive attitude towards employees with disabilities. This may depend on the team and supervisor with which one is working.

Participants shared their experiences regarding of their self-beliefs and how attitudes affect them in securing jobs, one participant maintained that,

"I no longer apply for jobs because I know they will not hire me..."

This was supported by another participant, claiming that,

“...PWD are not taken seriously, due to the perceptions that people have towards disabilities...they are reluctant to bring us into their organisations...”

Another participant weighed in and asserted that,

“We are neglected... it is really painful to be ignored as if you are not there while you are actually present.”

Also, another participant (P22) charged to say,

“It is not a new thing that our municipality neglected us long time ago, they feel disabled community is not really their problem or responsibility... not all of us are satisfied with receiving a government grant for the rest of our lives.”

Participant (P14) also stated that,

“Municipality is only interested on their personal gain not on disabilities... our self-esteem seem to be low due to not being given any meaning to life, our government only see us as charity case... they offer us food packs... how can anyone believe in themselves by always receiving hand-outs and without a proper earning job, how can people have respect for us?”

These statements concur with another study which found that PWD potentially suffers from a lack of motivation and personal drive that comes from low self-esteem, lack of worldliness and shyness that contribute to a mental barrier which prevents their participation in the workplace environment (Govender, 2016). The participants’ comments had some element of low self-esteem which was triggered by the negative attitudes posed to employees with disabilities by fellow employees at work. Sometimes PWDs have internal barriers that may seriously affect their participation and functioning in society. For instance, it could be that people are not motivated to contribute towards their own development or they may have a lack of self-esteem and believe they are not capable of learning new things. Employed PWD still have internal barriers that hinder their progress at the workplace. Some see themselves as not good enough as a result it impacts on their performance at work. Many participants living with disability who are employed expressed the feeling of being ignored at work.

Participants in this research were in agreement with one another as one employed participant elucidated that,

“What destroys us as people with disabilities is low self-esteem and being scared to voice how we feel, to say what we need and to tell people what we don’t want to do.”

This was also supported by an unemployed PWD claiming that,

“...we allow people to continue to think for us because we are scared of being rejected, we always looking for people to accept and love us so some of us cannot afford to lose friendships, we tend to cling on those who show kindness to us and don't want to disappoint them... so we sometimes feel if we say we don't like certain things, we might lose those friends.”

This was also aligning with comments by an employed participant vowing that,

“People with disabilities are reluctant to give opinions in matters affecting them...at times we don't complain not because there isn't anything to complain about, but largely we have decided not to complain for the sake of job security... so we just take whatever they give us.”

One employed participant indicated that not being given work to do may be the course of poor self-belief and low self-esteem at work, charging that,

“What's demotivating is going to work every day but having no contribution at work and not knowing what role you have in the organisation, while everybody else is busy without even noticing you... this destroys one's self-esteem and it makes you feel like you are just a parcel.”

Another participant said that PWD should be able to talk and make themselves heard in the workplace, by declaring that,

“...I told them to put my disability aside and focus on my performance and not to judge me based on my disabilities. Sometimes you just need to challenge them, and make noise every day, not just sit and wait for things to happen automatically for you.”

Participants gave testimonies of having feelings of discrimination in the workplace and outside work environment. They share similar stories of having the feeling of acceptance and later being rejected from work and in society. Employees with disabilities often struggle to get the professional respect

that they deserve and are frequently subjected to token recognition. Unfortunately, physical appearance is often used as a measure of ability. Professionals who are not comfortable with the appearance of PWD may not judge the work of their “disabled colleagues” fairly. This tend to impact on PWD self-esteem and their performance at work.

The attitudes experienced from managers and supervisors are evidence that the more supervisors and managers lack knowledge of disability is the more they have a negative attitude towards that person with a disability. Govender (2016) attest that attitude play an important role in the employment of PWD, negative attitudes of employers is still a challenge in the Republic of South Africa. The PWDs who have shown positive attitudes are those who have accepted their disability and have learned to manage it and opened up more to other people to educate them about disability which is associated with improving their quality of life. Besides, a negative attitude toward disability is one of the potential barriers for PWD to achieve social equality. The idea of the impact of these attitudes was stated by Lundberg, Zabriskie, Smith and Barney (2008 p. 71) that “The greatest impediment to a person’s taking a full part in his society is not his physical flaws, but rather the issue of myths, fears, and misunderstandings that society attaches to them”. People have varying attitudes towards PWDs whether they are positive or negative, and those attitudes are developed in diverse ways, either way, these attitudes impact on PWDs in gaining employment.

Figure 4.2.1 is a result of Word Cloud which captured words frequency among the participants. Word clouds are a fun way of displaying text information in a graphical format, they are a useful tool of screening large amount text data (DePaolo and Wilkinson, 2014). Word clouds provide an overview by purifying text down to those words that appear more frequently, it is a tactical way of summarising pure text and a good visualisation technique to communicate an overall picture on the text contents (Heimerl, et al, 2014). A word cloud diagram was created to get a quick impression of the speech transcript in this research. The following diagram gives an analysis of participants’ responses.

The first participant who responded after probing was employed and said that she had a qualification in Business Management, PC Certificate and Elementary Bookkeeping. The second participant P6 had a Bachelor of Science qualification and 15 years of working experience. The third participant (P1) responded that he had computer skills and a driver's license. Participant P8 had a BSc. Microbiology and Biochemistry, Certificate in Public Administration, Postgrad Diploma Project Management (NQF 8) and Certificate in Total Quality Management System. In addition, this participant was studying towards a qualification in LLM. Participant P4 shared that she had a Certificate in Call Centre and an Administration Secretariat certificate. Participant P7 also had qualifications Call Centre Certificate and Secretariat certificate.

The unemployed participants shared similarities of lack of proper education due to the non-availability of funding opportunities at the municipality. Participant P13, up to P26 made the following statements:

"I do not receive any income to afford education, I only have matric which was funded by my parents, they cannot afford to take me through tertiary..." Another participant elaborated on their educational and work experience by saying that, *"I have Business Admin NQF level 3 plus experience of 8 years working for NPO and worked for two years at uMfolozi...I have never received or heard of any training opportunity for disabilities offered by Municipality. If there are such opportunities, they do not reach us."*

Participant P21 raised a concern on the municipality job requirements and expressed that,

"... We do not have much level of education and the Municipality want a qualifications when advertising positions instead of offering us bursaries so that we can have those qualifications they need."

Participant (P16) further elaborated on the education opportunities that,

"...Authorities are not doing anything to develop us...when they recruit for bursaries students with special needs do get those opportunities."

Participant 14 supported his statement and said,

“I have never gone through a training opportunity aimed for us...and there is nobody that I know who has gone through those disability opportunity programmes.”

Another unemployed participant briefly gave their education and training qualifications and shared that, *“I have a Certificate in Weaving certificate and a Basic Computer certificate... when looking for work these certificates do not open many doors for me, the only thing to do is to weave mats on my own and sell them... with computer certificate one need practice every day, if there is no computer at home, you forget how to use computer.”*

Participant P19 commented on the issue of mainstream qualification compared to disability schools qualifications and raised that,

“I also have a Computer certificate and Beading certificate, I do not have any other qualification that can enable me to find a decent work... these certificates that I have are irrelevant at the Municipality... I would love to study Administration but there is no money, the grant money that I receive can only feed my family... the disabilities centre that I go to in the area does not have many courses compared to mainstream schools... they only offer life skills certificates such as weaving, beading and basic computer skills etc. After completing these courses there are no job opportunities, but students in the so-called ‘normal schools’ seem to find jobs faster than us.”

The UN Human Rights Office (2014) found that there was a need to review general school systems, policies and practices and make them disability friendly. As a result, this will result in more PWD accessing education. However, in South Africa, education programmes for black PWD have been limited and of poor quality especially in small towns and rural areas where most respondents reside. Most programmes concentrate on basic vocational training in areas such as sewing, basket weaving and gardening.

A study by Leshilo (2004) argued that PWD is excluded from mainstream education, as a result, they are sent for vocational skills training, and unfortunately they struggle to get employment as they are

further discriminated against in the job market. Another participant (P7) agreed that there are existing training opportunities for PWDs in mainstream schooling and some are advancing their studies. Various participants also supported this statement as Participant P7 said,

“I am a qualified person...I was able to tell my employer that I know what I am capable of, I am no different than any of the employees and then I asked for more training in order to be able to perform my duties well.”

Participants P 9 to P12 were the officials at the Municipality and made comments on the training and development within the Municipality, participant P12 said that,

“The HR office organises training for all employees, disabled persons are always included in those training programmes...Sometimes people get invited to attend training and they were unavailable to attend due to their workloads but that does not mean they were not invited or there were no opportunities communicated to them...”

Participant P11 added that,

“...There are disabled employees who are advancing their studies through internal funding offered by Municipality, it is up to individuals to apply for their own development and training opportunities.”

And Participant P10 said that,

“I have attended training programmes that promote conflict management including non-discriminatory behaviour within workplace and other training such as health and safety trainings and Employment equity etc...”

Based on these discussions, majority of participants did not receive much training and development, however there were testimonies that some had received their training within their workplace, while those who were unemployed could not access those opportunities.

One of the reasons PWD often do not qualify for positions advertised is that most of them do not have formal and relevant qualifications required in most positions advertised. This is deviating from the

Skills Development Act's purpose which is to ensure that the people from disadvantage groups are equipped with skills necessary for them to be employable in the labour market (Skills Development Act no. 97 of 1998). Participants raised that because of poverty, most people with disability cannot afford formal education and the municipality does not really provide funding to assist them to go to school. PWDs are left to fend for themselves and most of them rely only on the monthly grant from the government for their survival. A municipality official commented on a job advertisement at the Municipality that,

“...whenever a job is advertised at the Municipality, the advert would specify that disabilities are encouraged to apply and they were a priority ...however there is usually very few PWD who apply due to lack of relevant qualifications...”

This correlates with a study that found that, even when employers are willing to employ people with disabilities, they can not do so because the majority lack an adequate level of qualifications that are necessary for the jobs (Maya et al, 2011).

Another issue that contributes to the poor education of PWD is the lack of access to tertiary education for PWDs, children with severe communication and walking disabilities have a high level of absenteeism in primary and high school grades, this also has led to a lack of knowledge and skills (Bachelder and Braddock, 1994). The students with disabilities who attend a so-called “normal” school end up leaving the school early because educators and teachers in those schools do not have knowledge of disabilities; in a primary or high school there would be one or two students with a disability among a huge number of students who are without disabilities, teachers in those school are not trained on different types of disabilities and what their need are, they would result focusing in the majority students.

People with disabilities do not have a variety in career paths as compared to those without disabilities, there are no educational institutions that accommodate PWDs in CoU Municipality. Eleven participants agreed with each other on the experiences and views of education accessed by PWD and eluded that,

“The TVET College in the area of CoU Municipality has a Disability Unit which caters for the students with disabilities, but they only offer one stream of qualification to students with disabilities.”

Another participant agreed to say that,

“...students with disabilities do not have much variety of courses to choose from, actually the school choose for students with disabilities...what they should and should not study, they can only offer Business Management studies to them.”

One participant (P8) commented that they do not usually finish school by saying that,

“Students with disabilities result in leaving the school early and those who continue were only limited to enrol in one qualification regardless of which carriers they want in life.”

This is against the Convention of the Rights of Persons with Disabilities (CRPD) which includes the right to education for all and equal opportunities without discrimination including PWD. Another participant gave an example of what they have experiences at TVET College,

“...For example, students with disabilities are not allowed to register for Engineering qualifications due to the Institution finding engineering to be “not safe” for PWDs and can endanger students during practical learning.”

As far as people with disabilities are concerned, inaccessible curriculum is one of the major challenges that are clearly common in universities across South Africa (Zitha, 2014). PWDs cannot study what they want, their career paths are limited compared to those who are regarded as “normal students.”

Another participant added,

“Most PWDs end up having the same qualification, some of those certificates do not open much opportunities when it’s time to find employment... the lack of access to education is also evident in the workplace where employed PWDs find themselves not attending training arranged by the employer.”

These statements give a realization that the PWD are denied access to educational facilities and schools. Young children with disabilities are often sent away to special schools where they may not receive a quality education or be cared for in accommodative schools or institutions.

Education is an important part of transformation. People living with disability are failing to get employment because of inappropriate qualifications and lack of development. The municipality does not take into consideration the EE Act, which states that for a person to be suitably qualified for a job

PWD they need to be knowledgeable and aware of disabilities. The government has put some laws that put a responsibility on employers to include PWDs in their establishments, whether employers are knowledgeable about disabilities or not. The Employment Equity Act (Act no. 55 of 1998) puts a duty on the employers to eliminate any employment discrimination and to include measures to eliminate unfair discrimination in their equity policies in the workplace. Managers are to build organisational culture that allows all employees including minorities and PWD to reach their full potential (Zondi, 2009).

This section will discuss matters relating to employers' knowledge on disabilities. Interviews were conducted among four participants who were officials of CoU Municipality to establish the factors that affect the recruitment of PWD at the CoU Municipality. Four participants (P9-P12) agreed with each other and confirmed that the municipality is knowledgeable about disabilities and is compliant with the EE Act. However, unemployed participants were in contrast with these four participants as one participant (P17) said that,

“The municipality need to keep its house in order first before opening opportunities to implementing the EE policies.”

Another participant (P14) said that,

“...they must train employees that are already occupying positions and address their challenges”

And the last one (P25) said that,

“... and they must to open more positions to close their EE gaps.”

A municipality official participant P10 pronounced that municipality has opportunities for everyone by saying that,

“The municipality provides equal opportunities in terms of race, gender and disabilities...it is common that the people who get unsuccessful in any processes always tend to feel they were being discriminated in a way or the other...”

According to the Labour Relations Act (Act no. 66 of 1995) employers must maintain the principle of employment justice which protect employees and job applicants from any unfair labour practices and must enhance diversity in the workplace. Another participant P9 indicated that the municipality advocates for EE and participant P11 who is also an official summed it up by stating that,

“The Council is complying with the Act mentioned, although it is not fully complying but it’s getting there in terms of representatives of gender in critical positions...”

Participants were asked to comment on whether Municipality has done enough efforts to attract people with disabilities, one participant P9 indicated that the Municipality do attract PWD at lower level positions and raised that,

“Being disabled means more challenges and difficulties in life... if the organisation keep on employing people like me on lower-level or temporal positions, how can I manage to face all those challenges out there?... there is a great need for improvement in our Municipality”.

Participant P12 emphasised on the advertised posts, and recommended that,

“More emphasis should be put on targeted advertising of posts.”

Participant P11 suggested that there should be advertisements of vacant posts which are specifically targeting disabled candidates,

“When the council advertise their vacancies, they would mix PWD and those without disabilities which is not fair.... usually PWD do not have lot of work experience compared to those without disabilities, mixing them always put the other group at an advantage... Employers must allow PWD to compete among themselves for positions and exclude those without disabilities.”

Participants agreed that organisations has not attracted enough qualified people with disabilities due to the lack of knowledge they have on disabilities, the strategies they have been using to attract PWDs all along has been failing them. One participant shared that,

“There is always employer and employee negative attitude towards disabilities due to employers lacking knowledge.”

Employers should treat and look after the well-being of its diverse staff and to ensure that diversity management programmes are implemented to manage their diverse staff, furthermore workplaces should create an atmosphere that is harmonious between management and employees and among diverse staff itself (Zondi, 2009). After a participant acknowledged that there was a gradual acceptance of PWD at the organisation. Another participant (P7) disagreed and attest that,

“The employer seems to focus more on expenses incurred to accommodate disabilities, this shows that they lack some of knowledge, they are not educated enough on the types of disabilities and their needs... not all disabilities require structural changes.”

More participants came up with what they called were barriers or reasons for not employing enough people with disabilities. A number of participants raised that the a lack of employers’ knowledge and awareness about disabilities was mainly caused by a number of challenges and what they called were barriers, they mentioned that,

“Employers negative attitude on employing disabilities.”, “There is always lack of Budget when discussing matter relating to disabilities.”, “Lack of facilities and lack of enabling environment for disabilities.”, “Lack of employees’ training and awareness on EE”, “Lack of consultation with PWD.” , “Lack of PWD representations at executive and decision making level”, “Lack of PWD development”, “Supervisors are not trained to handle different types of disabilities”, “Job advertisement”, “Recruitment process” and “Disclosure of disability”,

A study by Peterson (2015) found that the EE Act does not required employers to impose barriers to employees but rather stabilize the interests of employers to implement change in the organisations. Through these responses, the following figure was then developed to illustrate the level of challenges facing Employers with regards to Disabilities in the workplace.

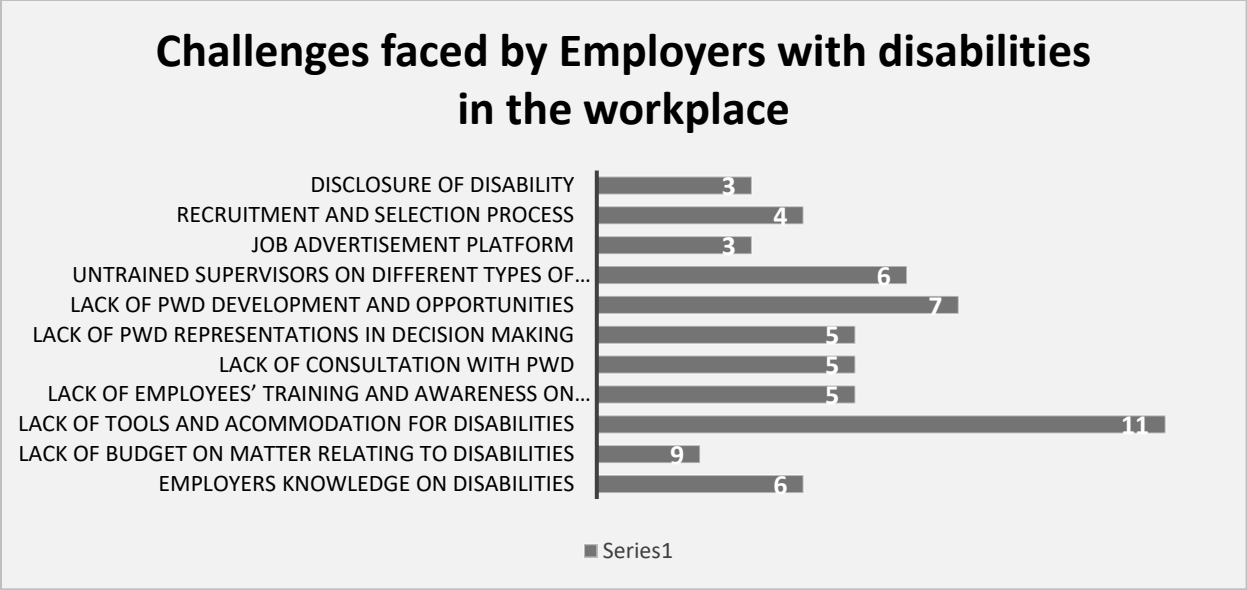


Figure 4.6: Challenges facing employers with PWD in the workplace
Source: Author’s Analysis

The above figure 4.6 shows the number of participants views on the challenges faced by employers when trying to employ people with disabilities. Most participants P11 felt that the accommodation of PWD was not prioritised by employers. Participants P9 said that employers were facing a challenge of budget that is always not available to accommodate PWD. The participant P7 mentioned lack of development and opportunities that employers can offer to PWD. Some participants raised that there is a challenge of untrained supervisors and lack of employers’ knowledge on disability. Other participants pointed that employers have a challenge of lack of representation, lack of consultation with PWD and lack of diversity training and awareness on disabilities in the workplace. Four participants were concerned about recruitment and selection process implemented that it does not target disabilities. Lastly, one participant stated that a challenge facing employers was disclosure of disability and job advertisement platform they used. The following statements from various participants were in support of challenges mentioned above.

A number of participants mentioned the challenges that were facing at their workplaces, one participant said that,

“...The employer is quick to look at the expenses and think that if they hire a person with a disability, the organisation will have to make too many changes to accommodate a disability's life easier and comfortable.”

Another comment was that,

“There is lack of tools, since there is lack of technology or tools to enable PWD to be effective...”

A comment from another participant was about the challenges faced with supervisors at work that,

“...Supervisors are hesitant to welcome PWD in their teams.”

One participant spoke work with a team if you have a disability and raised that,

“Teamwork culture sometimes is not accommodating to PWD...However gradual acceptance is sometimes noticed.”

Employer’s lack of knowledge on disability results affecting the employment of PWDs especially because there different needs of disabilities and this pose some challenges on the employer as well as on the employee with disabilities. One participant highlighted that,

“Catering for specific needs of everyone requires planning, we can easily tell if the organisation is not ready to employ PWD...we actually see it on our first day at work, but nobody ever ask for our opinion or advice on such matters, like maybe asking us where the organisation can improve.”

Another participant said that people do not disclose their disabilities due to personal reasons or a stigma associated with disabilities, and this is a disadvantage on the employers’ side as the correct number of PWDs in an organisation are not all known, the participant further explained that,

“...Some people are afraid and prefer not to disclose their disabilities in the workplace, this result in employers’ not knowing about existing disabilities and how to accommodate those people.”

The municipality officials (P9 to P12) made the following suggestions to eliminate challenges to the employment of PWD, that,

“Employers must do a proper research to identify the challenges involved in employing PWD....” And “The Municipality need do a research and find a method

that will help deal with employing disability challenges and they must involve PWD in this process.”

And that,

“...They must implement awareness programmes to encourage acceptance and to assist overcome people's fears of working with people with disabilities”

Employers need more practical knowledge on how to remove own prejudices and concerns that hindering them in employing PWD (Sellevoll, 2016). Another participant with had a different view, and said that,

“People with disabilities should take it upon themselves to understand the culture of the organisation and not make unreasonable demands or use their condition to avoid doing work.”

Participant P10 agreed with a participant who raised the involvement of disabilities and added also their involvement in decision-making positions and said that,

“Employ PWD in the management level so that will take all disability challenges and bring them to management meeting and in the Executive meetings.”

In 2012, the Commotion of Employment Equity’s Annual report showed that the representation of PWD in top management levels reflected a reasonable progress (CEE, 2012); and then in 2014 another study determined that the representation of disabilities is mainly concentrated at lower levels (Peterson, 2014). This indicate the fact that there is still a misrepresentation of PWD in top levels.

Participant P2 commented on the unique needs of disabilities that, a person with a disability has specific requirements to enable optimal work output. However participant P5 pointed out that these specific requirements put a financial strain on the employer such that employees without disabilities are preferred. Participant P5 suggested that employers from all sectors and levels need to be educated to have a positive attitude and be creative when employing people with disabilities. Participant P2 commented that,

“Each person with a disability has specific requirements to enable optimal functioning in the workplace.... this puts financial and logistical strain on the employer who will rather forget such employees in favour of one without these

requirements...it is necessary to educate employers from all sectors and levels to view this as positively as possible and be creative in assisting people with disabilities.”

Participant P12 indicated that implementation of the EE Act is still a struggle nationally and that it is even worse when it comes to the employment of PWD. In addition, participant P12 indicated that both the private and public sectors are not doing well in terms of employing PWD although the public sector is trying. However, participant P12 further eluded that the municipality was hoping that by implementing EE plan it will achieve its EE target and said that,

“The EE Act is still battling to be enforced in the whole country, it is even worse in employing disabilities...both private and public sector are not doing well in terms of employing PWD but the public sector is trying since it is the face of the government...but CoU Municipality is hoping that by implementing the EE Plan it will achieve its 2% target.”

From these discussions it was founded that supervisors and management do not understand disability, they do not know what to do when a PWD get appointed in the workplace to start work.

Responses from participants’ shows that there are supervisors who are reluctant and afraid to give instructions to employees with disabilities. The PWD in the workplace would sit for days without any work to do. On the other hand, PWDs are not comfortable disclosing their disability to the employer because of the stigma that comes with disclosing their impairments. From the findings, when employees disclose their disability, their supervisors discriminated against them. For example, when employees disclose their disability managers and co-employees may automatically assume that a disabled employee was unable to do certain task without even discussing it with them first. This type of discriminatory attitude at work pushes employees with disability not to disclose their disability.

Participants P1, P6 and P7 indicated that employers lack knowledge on different types of disabilities. Participant P6 explained that,

“Employers’ do not have knowledge about Disabilities, how can they even hire us...some mentors are scared to work closely and give tasks to PWD.

Participant 1 said that,

“...the challenge with employers is that they do not believe in us and that we can work better”

Participant 7 eluded that,

“It is difficult for those with less confidence to even disclose their disabilities.

Non-disclosure is a barrier to employers as it results in the municipality not identifying the specific needs of the employee when employing PWDs. This sentiment is shared by Skarpaas and Svare (2014) where fear of discrimination is mentioned as a cause for not revealing their disability on the other hand, employees' failure to disclose their disability status to the employer in this case the municipality, would result in the municipality not identifying specific needs of the employee, which may impact work performance as well as preventing the municipality from gaining the benefits in terms of EE status when employing PWDs. So, it is paramount that PWDs should disclose their disability so that the employer can put reasonable accommodation in place to assist them to function better.

Employers were willing to employ PWDs but their major concern was around the experience they have had with people with disabilities employed. As one participant shared her experience below with employed people with disability. Participant 12 expressed challenges faced by employers in the workplace with PWDs, that,

“I found some of the people with disabilities too demanding and have a sense of entitlement. Blankly refuse to do certain tasks without consideration of impact on work even if the request is reasonable, they tend to use their condition as an excuse for not complying”

Participant P7 made the following to address fears and challenges faced by employers with PWDs and said ,

“Awareness programmes encourage acceptance and overcome people's fears of working with us.... Although acceptance of working with PWD has been slow, it is noted that the mind-set has changed and officials are more accepting”

working hours or schedule, additional training sessions (South African Human Rights Commission, 2015). To establish whether the City of Umhlathuze Municipality offices were easily accessible to PWD, participant P7 indicated that some employers provide employees with disabilities with transport fare and cards to use public transport without cost when commuting to and from work.

“...Some other employers provide people with disabilities with transport fare. They even make cards for them to produce when taking public transport like buses at no cost to travel from home to work.”

Another employed participant P6, indicated that,

“The workplace is too far from public transport which makes it difficult to walk the distance or even wheel yourself to work... there is no public transport that can accommodate a person on a wheelchair.”

In addition, participant P7, concurred with participant P6 and further indicated that accessibility set-up is dangerous to the visually impaired, by stating that,

“The workplace is situated far from public transport which makes it hard for a disabled person to walk the distance and to wheel themselves to work... it is even dangerous for visually impaired... Public transport does not accommodate people with wheelchairs.”

The submission from participants confirms that accessibility to work for PWD was improved by the employer. However, although accessibility was enhanced but they also felt there was still poor accessibility in some areas to get to work for employees with disabilities. South African Human Rights Commission (2015) provides Building Regulations which stipulate comprehensive rules and guidelines to assist employers in making their workplaces free from discrimination and more accessible to diverse groups of employees with and without disabilities. With these rules and guidelines employers are expected to fully understand and comply with their responsibilities and for employees with disabilities to know their rights.

Participants were required to make comments on the information accessibility by PWD at the workplace. Only three participants responded. Access to information will always be a challenge due to lack of specialised training and P2 shared that,

“Without any special training done in the municipality, it will always be a challenge for people to access information easily...for instance, computer illiterate people will not be able to access computer based information.”

Participant P6 said that visually impaired people face challenges at work since there is no braille written information and those with hearing impairments have challenges due to inadequate staff with sign language and stated that,

“For visual impairment there are no braille, they are not accommodated at all... with hearing difficulty there is one employee who can do sign language interpretation but she has her own work and cannot always be available and there are not enough signs for them.”

Participant P8 concurred with participant P6 and stated that,

“...There are no braille for visually impaired and people with this type of disability are completely not accommodated... yeas for hearing difficulty there is only one employee who can do sign language but is not always available because she has other duties... There are no enough signs to show deaf people around.”

The inputs from the three participants are likely to suggest that access to information by employees with disabilities (EWD) is inadequate due to lack of equipment and support staff. The National Building Regulations and Building Standards Act as amended (2008) ensures that new buildings are designed and build with particular features to make them disability friendly, it further deals and names facilities that are directly affected in the building industry such as; Disabled toilets, Ramps, Disabled parking bays, Signs, Lighting and Disabled bays in theatres, sports stadiums and entertainment concerts. The experiences of majority participants has been the opposite of what is required by the Act, as they have raised their unsatisfactory with regards to facilities provided in the Municipality premises and in public areas.

In terms of the provision of sign language interpretations at the municipality, participants gave their experiences and opinions. Participant P7 indicated that there is no provision of sign language interpretations at the local authority and did not give the reason for the comment. Other two participants P3 and P6 raised that sometimes there is a provision of sign language at the local authority but did not expand on their opinions. However, participant P1 indicated that it is rare to receive sign language interpreter at the municipality and that they forget about interpretations. P1 raised that,

“It is very rare for municipality to provide sign language interpreters...in most cases they forget about interpretations.”

Based on the reason given by P1 it appears that there is lack of alertness to provide sign language interpretation at the municipality. A municipality official participant P10 was satisfied with access to information at the municipality for people with disabilities, unemployed participant P13 was neutral while other two official participants not satisfied. A follow-up question was presented to the participants to establish whether their comments could be attributed to their access to information. Participant P13 indicated that communication is mainly verbal and encouraged the need for compliance with the Bato-Pele Principles. P11 commented that,

“Communication at Municipality premises is mainly verbal with walk-in clients and compliance to Bato-Pele Principles is always encouraged from all officials...”

Participants P9 and P12 agreed with each other that there was no assistance given to PWD to access information and lack of resources to assist the disabled,

“It is always blank on the side of accessibility... Nobody assists disabled person to get information, the employer does not even know how many people with disabilities live in the city, it will be impossible to make things easily accessible for us.”; “...Although the council do not have a blind person, but we do not have resources for them e.g. our building lifts do not have a talk machine that will indicate which floor the lift is heading to.”

Major challenges like inadequate assistive devices for people with disabilities, communication barriers, and inadequate access to information, lack of directional signage accessible to persons with disabilities, and the lack of specialised training to establish disability-sensitive officials were still a

hurdle for most people with disability who are employed. The comments from the participants who showed poor access to information at the organisation seem to imply the need for resources to ensure PWD can access the information.

Other discriminatory factors that affected accommodation of PWD in the workplace were raised by participants. Participant P6 when raising the issue of health and safety discrimination encountered in the workplace,

“I have experienced discrimination in Health and Safety aspect... as a person with a disability, there are safety hazards which cause several injury on duty (IOD's) that are being undermined.”

Participant P8 indicated that there were discrimination with regards to safety at work,

“...There were Safety issues which almost resulted in injuries on duty but were ignored which made me feel uncomfortable, discriminated and not being fairly accommodated at work.”

According to participant P8 the difficulties experienced include lack communication with employer and customers; lack of sign language interpreters make it difficult to alert people of any danger if there are no signs or interpreters,

“It is difficult to communicate with employer and customers in the work environment because there is no interpreter or knowledge of sign language, I am alone (deaf person) and always rely on writing notes... if there are emergencies where evacuation is needed that can pose danger on my side.”

In terms of accommodation, PWD experience difficulties at workplaces such as being undermined by fellow colleagues, ignored by employers, discrimination in terms of accommodation, health and safety, and sign language communication challenges.

On the views concerning the accommodation of people with disabilities by the municipality, there were mixed responses from participants, participant P9 to P12 felt that nothing has been done to accommodate PWD in terms of specialised equipment, by saying that,

“...There is no accommodation provided. Everything you need as a disabled person you do not get. It is hard to even get proper equipment to do your work, like chairs, tables and so on for my individual disability.”

Participant P11 also concurred that something has been done to accommodate PWD at the municipality in terms of accessibility and specialised facilities and said that,

“The municipality has made its building accessible to people with disabilities as there are parking lots, wheelchair and lift for them to move from point A to point B...”

However, according to participant 12 there were still some gaps for improvement, noting the comment that,

“There are general specialised facilities, its ramps and toilets for physically disabled. More can be done for visual and hearing impaired.”

Participant P10 raised that PWD can never be fully accommodated due to their different needs and uniqueness,

“Accommodation for disabilities will never be enough to accommodate PWD due to that we have different types of disabilities.”

Participants had different opinions on whether CoU Municipality has a potential in accommodating PWD soon, Participant P9 indicated that the municipality does not accommodate all any of disability, because there is lack of interest, slow pace and no vision to act. The comment from participant P9 was that,

“...If they are willing and prepared to accommodate any type of disabilities they can do it but it seems as if they are not interested to do it, their pace is very slow... They say it and think about it but nobody has a vision to take action.”

However, other three participants felt that the municipality can be considered as an employer that can accommodate any type of disability. Participants cited their reasons to substantiate their opinions, participant P11 said that,

“The municipality is entitled to provide equal opportunities to everyone not only to PDWs...”

Participant P12 stated that,

“...Although acceptance of working with PWD has been slow, it is noted that the mindset has changed, officials are more accepting... there needs to be a constant improvement by facilities unit together with OHS and Clinic to update facilities or equipment as required.”

Therefore, employed participants concluded that the municipality has the potential to accommodate any type of disability but it has not been done thus far. The unemployed participants disagreed with these statements and commented that,

“Municipality has a long way to go, for example some part of the buildings are not easy to get into especially for wheelchair users... It’s hard to go to town when travelling from outside town or rural area...As a person with a physical disability going to the Municipality offices is a major challenge... I agree, it’s actually impossible if you don’t have anyone to accompany you manoeuvre in town, let alone going there just to drop the CV or going to certify copies...If you need information at the municipality office and you are deaf you can't get help, there is no one who can interpret or understand sign language...”

The above statements from participants contradict the Employment Equity Act No 55 of 1998 which says all employees should be reasonably accommodated in the workplace to execute their daily duties. Reasonable accommodation allows workers to perform the functions of their jobs. Some of the employed participants were concerned with the employer’s accommodation and said that

“There are lack of tools to assist employees with disabilities to be effective... There was a challenge with readiness, employers are always not ready for disabilities...When a PWDs get recruited for a job, employers do not know what to do.”

Two of the unemployed participants were positive about the TVET College and some other industries in the area of Richards bay area with their efforts in providing assistive tools for students with disabilities, and attest that,

“...There is only one Technical College in the Municipality area and they try to offer better facilities for students with disabilities...UMfolozi TVET College has a Disability Unit for students with disabilities and Companies around Richards Bay donate assistive devices that students can use in classrooms, such as laptops, scribes, talking pen etc... Although few companies are donating, it is better than nothing.”

Different types of disabilities have different needs and require different supportive devices to meet individuals various needs. Participants felt that there is still a long way to go for municipality areas to have proper accommodation for PWDs. One raised the issue of the location of the offices is too far away from the public transport, the roads and public areas are not accommodative for different disabilities. For instance a person who uses a wheelchair cannot manoeuvre around town easily like everybody else, not all areas have ramps and the ramps that exist currently pose a danger on a wheelchair users. The infrastructure that exists today in municipality offices and towns was inherited from the previous government where disadvantaged groups were not catered for. All participants felt that most buildings within the Municipality area in Richards Bay were still not disability friendly. Participants P8, P2, P19, P23 and P13 agreed with each other when raised that construction projects that get appointed to build in the municipality area and schools do not conduct research to design proper plans that will accommodate disabilities. Figure 4.8 is a word cloud diagram indicating the frequency of words in the responses of participants.



Figure 4.8: Word cloud text analysis on reasonable accommodation of PWD

Source: Own Analysis based on interview transcript

Figure 4.8 shows that words like “Disability”, “Can”, “Work”, “Facilities” and “Municipality” occurred frequently in the participants’ responses. This might have been the concern that facilities in the Municipality were not accommodative, and disabilities cannot perform their work without reasonable facilities. Other frequent words were “People”, “Building”, “Town”, “Transport”, “Language”, “Even”, “PWD”, “Duties”, and ‘Done” Participants might have been concerned about the people not being ready to accommodate PWD and buildings that were still not designed for disabilities, difficulties experienced in manoeuvring within town when seeking employment, town infrastructure, transport and provision of language interpreter in the municipality offices.

4.3.5 Work experience and opportunities of PWDs

Respondents were prompted to show the type of work experience they have as a follow-up to their responses to the question enquiring about the number of years of experience they have. Five out of seven employed participants responded, and the rest did not respond. Participants responded on their work experiences. Participant (P5) who has 16 to 20 years of experience as a clerk in grade II and has not received training and improvement stated that,

“...I started working as a Clerk GR II from 2003 until now, no training and no improvement.”

Another participant who was an intern, stated that,

“I have 8 months as an intern in one of the municipality’s departments.”

Participant P1 indicated that he has 4-10 years experience performing duties in the administration and said that,

“...Administration, Call centre, Maintenance and receptionist work experience.”

Participant P7 pointed out that she has 16-20 years experience as a receptionist in both the private and public sectors and in addition experience in administrative work and call centre, said that,

“I have been a Receptionist in both Private and Public sector and have Administrator and Call centre experience.”

The submissions made by participants seem to show that employees with disabilities have experience in performing administrative duties, clerical duties, receptionist duties, call centre duties, maintenance, and intern duties. This relates with unemployed participants in the previous section who raised the fact that PWD usually enrol in similar qualification such as administration and business studies.

Participants were required to specify the methods they used to find jobs or apply for their current positions. Seven respondents did not give a comment. Only one participant (P7) indicated that they got the job through a referral, the job offer was made after being noted by the manager at a previous workplace. Participant P7 stated that:

“I was working for a Security company and a Manager saw me at the Site and I was offered a job.” If the Municipality is really struggling to find PWD, they should consider head-hunting, NGO’s know us and our skills, they can work together with the municipality in this process or they can hire us people with disabilities through referrals”

The majority of participants shared similar methods, they mentioned that they apply for jobs through emails, referrals and websites. It was only the few that mentioned using a hand delivery and post office.

Participants were asked if there were any recruitment barriers or if the recruitment barrier sometimes exists and were required to submit reasons to their opinions. Two out of four participants who indicated that sometimes recruitment barriers exist stated the reasons for their comments. Other participants did not give responses. Participant P1 pointed out that the buildings, infrastructure and vehicles are not suitable for employees with disabilities by stating that,

“...Some buildings, infrastructure and vehicles used by the council are not suitable for employees with disabilities, one would realise this when they go there to seek information or to apply for a job.”

Participant P6 indicated that Employees with disabilities are not accommodated at the workplace and advertised posts do not require a disabled employee. Participant P6 further indicated that there was a lack of understanding from managers and supervisors about disabilities,

“...Disabilities are not accommodated at work and the managers do not want to work with them so they always say posts do not require a disabled employee... there is lack of understanding from managers and supervisors... discrimination always take place.”

Two participants who commented on the existence of recruitment barriers at the workplace and that disability is a challenge itself and that there are challenges regarding transfer to other sections within the municipality as well as getting promoted, agreed that,

“It is a challenge and a barrier on its own to have a disability at work because you cannot get opportunities or moved to another section within the council....Chances of promotion for a disabled person are impossible compared to those who are not disabled.”

Participant P7 responded that there is a lack of accommodation of EWD, discrimination against EWD, lack of knowledge and understanding of disabilities at workplace and stated that,

“People with disabilities are not accommodated in the workplace.... they are discriminated against...supervisors and managers do not want to work with them because they lack knowledge and understanding on disabilities.”

Considering the statement made it appears that there are recruitment barriers to EWD at workplace due to various reasons such as lack of inclusive infrastructure, understanding and knowledge of disability. One participant indicated that employees without academic qualifications can be given a chance to work as general workers and stated that,

“Due to the nature of work and as a big municipality, those who are not academics can work as general workers.”

On the question of whether participants apply for jobs or not, participant P23 commented that,

“I no longer seek employment because I never get any response.”

Various participants agreed with a statement raised by participant P23 of not applying for jobs anymore, the reason was that the Council did not respond to their applications. Even though some are demotivated to apply for jobs, a number of participants P23, P24, P26 and P25 said that some of the PWDs have work experience, by stating that

“There is an office which specialising in placing disabled students for in-service training in the industries around Richards Bay in order to get work exposure and relevant experience.”

With regards to work experience comments from employers made about hiring people with disabilities is that though few people with disability have some formal education they lacked the proper actual work experience required for the job. But the Employment Equity Act says that given capacity to acquire within a reasonable time and the ability to do the job PWD should be considered for employment even if they don't have the relevant experience but have gain other experiences in life. So, having some references is good because it helps reduce any doubt the employer may have. On the part of the employer, in this case which is the Municipality, they advertise jobs and require only candidate with grade 12 upward to apply. Most people living with disability does not have the grade 12 or matric as required by the municipality, therefore, most people with disability in the municipal area are unemployed. In the comment below, participants' talks about meeting minimum requirement for position advertised.

Participants P9 to P12 expressed that they still experience some difficulties when it comes to employment opportunities for PWDs. Participant P11, said that,

“The municipality is also moving to employ people with matric upwards...”

Participant P9 stated that,

“...Some people with disabilities do not have qualification certificates and they demand to be employed, the municipality cannot employ someone who does not meet the requirements for the position.”

Employers often use educational levels as a selection method, if an average level of education increases, the selection method criteria may also be increased (Mafiri, 2002). Participant P11 agreed with P9 by adding that,

“Most people with disability want to be employed but they do not meet the job requirements.”

Participant P12, emphasised by saying that,

“And the Municipality cannot downgrade the requirements of a position because they want to employ someone with a disability.”

Employed participant P6, P7, P3 and P1 indicated some of the barriers experienced by PWD when it comes to opportunities in the workplace. Participant P6 commented that,

“...By having a disability you cannot be moved to another section to get more opportunities or promotion because it will force that other section to accommodate you and make changes on furniture set-up for you, so you get stuck in one section forever and you cannot grow within the organisation.”

Participant P7, added that,

“Chances of promotion for a disabled person are very slim...”

Participant P3,

“I started working as a Clerk GR II from 2003 until now, no training and no improvement for me.”

Participant P1, also commented on discrimination based on salaries by stating that,

“...PWDs also get a small pay because employers feel there isn’t much contribution, they are bringing in the organisation so their pay shouldn’t be equal with other employees.”

Kimba (2015) identified challenges faced by PWD that hindered them from advancing their opportunities as lack of awareness or understanding, environment not conducive for PWDs, slow or no promotion opportunities for PWDs and few opportunities to be selected for a position due to disabilities.

Participant P2 said

“The Municipality provides equal opportunities in terms of gender, race and disability.”

Participant P6 followed by saying that,

“There isn’t much that can be done right now, there are no work opportunities out there for everyone, but we must never stop pushing and trying.”

Participant P17 shared how he got an opportunity of being recruited by a manager at some point but was later let go, stating that,

“I was working for a Security company, and one Manager saw me at the Site and I was offered another job however that company let me go because they were closing down, I am now unemployed but planning to register my own company and hope to get funding.”

Participant P8 also agreed that there were opportunities for those with qualifications, said that,

“There are graduates with disabilities who are working, they are employed by companies like RBCT, and few companies around Richards Bay, and most of them are still doing their in-service training. And some Organisations pay PWDs very well.”

The best practice at each stage of the recruitment and selection process ensures that PWD are given equal access to job opportunities. However, not everybody feels that recruitment processes at the municipality are fair. Participant P19 and P22 said that,

“They advertise most of their positions quicker as soon as they know who they are going to hire, and the rest of the applications get useless.”

Participant 19 said,

“We get included in the process just to prove that a procedure was followed.”

The municipality does not give equal chances to everyone including people living with disability to be employed. The frustration and sentiments expressed is that the municipality already has candidates to fill certain positions advertised. Therefore, the whole recruitment process is conducted just for compliance.

Job advert is important in the recruitment process, it should be accessible in the most practical and effective manner, this may mean sending it to organisations which promote disabilities, via radio to which most areas in urban and rural have access (Smit, 2012). Participants’ suggestions were in line with Smit’s study. During the interview brief interviewees on disability policy and the Employment Equality Act to enable each candidate to demonstrate how their skills and experience can add value to your organisation. Each candidate should be interviewed in a manner which focuses only their ability to do the job not on their disability. Figure 4.9 demonstrates the words mostly used by participants during interviews.



Figure 4.9: Word cloud text analysis on work experience and opportunities on PWD
 Source: Own Analysis based on interview transcript

In terms of Figure 4.9, the most frequently utilised words were “Work”, “Opportunities”, “People”, “Students” and Working. Other words that had frequent occurrences in the text were, “Job” “Experience”, “Relevant”, “Employers”, “Pay”, and “Disabled”. These were an indication that participants raised concerns on the lack of opportunities that were there for people and students with disabilities, even those who are already working cannot be developed, they remain in same positions. This was evidence that people with disabilities did not have relevant work experience, and succumbed to minimum pay. Words like “Interviews”, “Applications”, “Positions”, “Mentors”, “Alliances”, “Self-employed”, “Advertisements” “Graduates”, “Trainees” seemed to have less frequency, this may be as a result that these are not talked about as much as they can in the disabilities’ opportunities dialogues.

4.3.6 Society and culture

This section looked at people with disabilities' social lives and if their surroundings may be enabling or disabling their daily lives. Society is the major contributor to the unfair behaviours that PWDs are subjected to and the unfavourable circumstances that they endure. Phakathi (2015) states that disability is caused by environmental and social factors. Furthermore, it is something imposed on others' impairment resulting in unnecessary exclusion and isolation of PWD from full participation in societal activities. Participant P13, P14, up to P26 agreed with the different statements that other participants made, which stated that,

“There are people who believe disability is a sickness or a means incapability.”
“...Another important factor that contributes to lack of self-belief is families... family members may be embarrassed to have a disable person in their home and hide them from the community...”

Leshilo (2004) found that some PWD get neglected, and abused by their families and community members and further state that families, friends and individuals get affected by change when a person suddenly becomes paralysed. Various participants concur with this study as they stated that,

“Some of us were raised by families who would feel sorry for us and neighbours saw us as people who are sick, while we were not sick...Some sangomas, traditional healers and those who practice witchcraft use Albino's blood to make medicine, they say it can be a strong medicine to win court cases and to have good luck...Those beliefs in our society have been a major course for Albino killings....Other men would abduct and rape Albino girls with a belief that having sexual intercourse with an Albino or someone with a disability will heal their dreaded disease or give them a miracle...”

In South Africa, cultural myths and misconceptions have played a role in disability discrimination, as some African cultures view disabled children as a social and economic curse on the family and are more often considered a burden, as a result many PWD consider themselves to be without a purpose (Maja, Mann, Sing, Steyn, Naidoo, 2011).

Other participants continued to give their experiences within communities by saying that,

“...People forget that we exist in our communities, even our government forget about us...Very few companies have Disability policies and actually consider them in their daily agenda, to them disability is just an extra matter that’s get discuss after all other important matters have been addressed in the meetings...Even an ordinary thing like visiting corporate offices when you enter most of their buildings, the security at the entrance does not even know that a person with disability does not stand in queues, there is not even signage to lead those who cannot talk and hear...Culture make things worse, the beliefs that people have about PWDs is always appalling...People think they know what’s best for PWDs instead of asking us directly, they always assume...Society will believe whatever they want to believe, some people do not believe we can be part of community activities, we always have to work really hard to prove ourselves to them and to earn any role in our society...This is like apartheid, Blacks have to fight every day to get an equal share in the country’s economy and opportunities, this is exactly like the struggle of people with disabilities.”

People with disabilities share common experiences of oppression and exclusion from societies and those can only be changed by community leaders, social change and government (Sellevoll, 2016). Family members maybe unaware of laws that protect the rights of PWD and of programmes designs to assist them, as a result may discourage PWD from venturing outside the homes. There is an oppressive relationship that exists between PWD and the rest of society. (Barnes and Oliver, 2012). On the contrary there were PWDs who experienced positive behaviour in society. Participant P8 indicated that the society is changing to understand disabilities better compared to the olden days, stating that,

“People are now better, they understand disabilities better than before.” Another participant agreed by saying that, “I also have friends who are not disabled and we are getting along very well, they don’t treat me any different because of my disability, they understand that I am a normal person like them.”

Another study differs with these statement and found that PWD are ignorant of their rights, there are also cultural beliefs and practices which segregate PWD from the main society (The Department of

Children, Women and People with Disabilities, 2013). Participants raised that clear communication in all matters is critical to eliminating misunderstanding, confusion and unfounded rumours regarding persons with disabilities, they also raised that Communication in the Municipality is poor as decision are taken without proper consultation with People living with Disability. Various participants stated that,

"The municipality should take some time and listen to us... We would like to be part of municipality not to be discriminated in all opportunities there... Municipality must call a meeting with all people with disabilities to find out how they can assist them, what their needs are so that they will hear from them what is needed to improve disability numbers in their employment rate and attract people with disabilities... Municipality must have a meeting with us if they want to help us... It would be difficult for them to even think about employing people like us because they do not even know us and the conditions we living under, they have never be in contact with disability... They must have conversations with us because things are hard for us.... I receive a government grant and looking after the whole household.... The municipality must try to learn how to take care of PWD and ask them how they are living their lives... They must not assume but hear directly from us... The municipality can gain a lot by getting to know people with disabilities...

The views of these participants were in line with a study that determined that a communication platform should be created between disability organisations and government departments in charge of social policy (Smit, 2012).

People with disabilities have a role to play in developing South Africa's labour market and their skills should be enhanced and utilised without being unduly discriminated (Marumoagae, 2012). The Employment Equity Act has attempted to address the discrimination experienced by PWD but when it comes to implementation not much is done in this regard. Many unemployed respondents shared their experiences of discrimination because of their disability and said that,

"...The Municipality has done nothing for us, authorities do not give support in developing us... Other races are more privileged, Africans always remain behind...As an African with a disability, you get discriminated for being an African as well as for being disabled and top of that if you are a female, you get a bonus

discrimination, you get discriminated for being a woman, you are faced with battles in all directions.”

A study done in Turkey reported that even though women and men with disabilities are discriminated because of their disabilities, women with disabilities face a “Double disadvantage” in the workplace due to their gender and disability, they get more disadvantaged and discriminated against than men with disabilities, and these women are seen as weak and emotional (Tezcan, 2013). Three participants raised that,

“...Other races are better, as Africans we always get discriminated against and we are behind with life...Discrimination is usually the reason why people with disabilities do not hunt for jobs anymore... They feel nobody believes in them or that they can do anything meaningful.”

Interventions to support PWD are often based on charity and welfare, for this reason societies felt that PWDs were benefiting from economy they are not contributing anything to (Dube, 2007). All participants express the idea of experiencing discrimination because of their disability. People with disabilities also face discrimination at work because of their disabilities. Other employees feel that employees with disabilities are given an unfair advantage and treated “special”. For example, when a disabled employee is allowed more flexible working hours than other employees. Managers and co-employees may automatically assume that a disabled employee is physically unable to do certain tasks without even discussing it with them first. As expressed above by two participants, participant P7 stated that,

“Managers do not want to work with someone with a disability, so they always say the post is not suitable for a disabled person...”

Participant P1 agreed with P7 that,

“...There is lack of understanding from managers and supervisors, which is why discrimination always takes place”

Due to the perception that PWD are underperformers, it is subsequently viewed that any manager who hires a PWD would have failed to recruit a competent person. This will have a negative impact

on the hiring manager's performance review. Participants P7 and P1 agree that people with disabilities in South Africa still feel excluded from labour market because of discrimination based on their disability, which may allude to their underrepresentation in the workforce (Potgieter, Coetzee, and Ximba, 2017). South Africans with disabilities are also discriminated against receiving opportunities for education, training and employment (Botha, 2011). This was evidenced in the statement made by participants P15, P18 and P19 indicated that,

“Students with disabilities have limited career paths, they get discriminated when applying when applying for anything else like engineering... They are only allowed to study Business Management only for now because institution is saying Engineering is risky to them... They choose for us what we should study and what we shouldn't study... We are the ones with disability, we should know what is risky for our disabilities and we can think for ourselves”

CoU Municipality must engage PWD to discuss the challenges and propose solutions. Based on the above discussions and results, the following framework is suggested. In South Africa, there is currently no framework that employers can use to identify factors that can impact PWD in the workplace. The researcher's proposed framework on factors impacting PWD in the workplace is presented in Figure 4.10.

4.4 PROPOSED FRAMEWORK

Researcher's proposed framework on factors affecting PWDs:

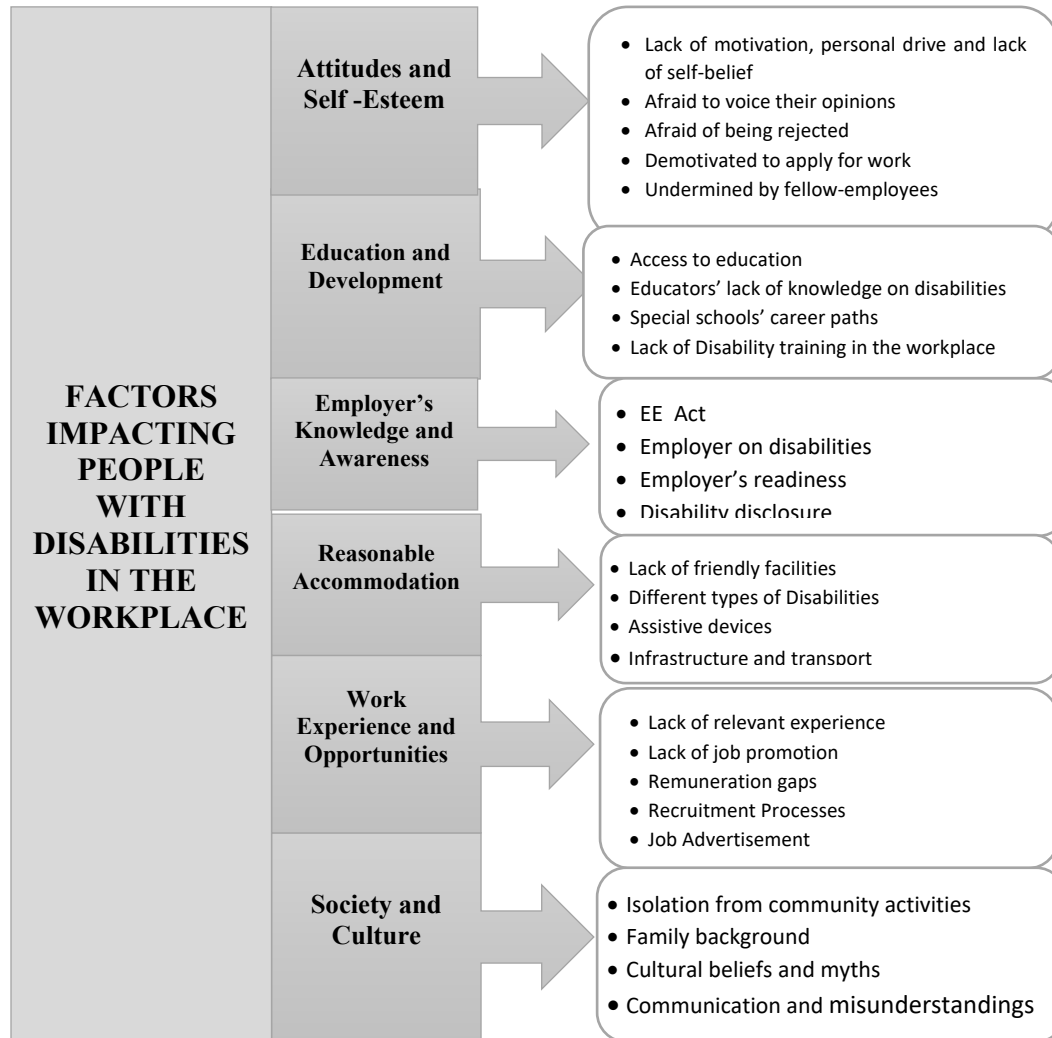


FIGURE 4.10: Proposed Framework on factors impacting people with disabilities in workplace
Source: Author's Analysis

Figure 4.10 presents the challenges and impacts that are experienced by PWD in the working environment especially in the public sector. What was common in participants' submissions was that there is always either positive or negative attitudes toward people with disabilities. The PWDs' self-esteem and self-belief also determines their eagerness to look for employment or not, the attitudes of those around them can boost their self-belief and if they are treated fairly and equally in their space. PWD's education and development level was not as high as expected. There were not enough institutions to accommodate them in the area of CoU Municipality. Socio-cultural factors also impacted the PWD in the workplace environment.

CONCLUSION

The findings suggest that PWDs encounter obstacles in securing employment. This is because of people's attitude towards PWDs, discrimination, lack of formal qualifications, lack of accommodation and recruitment processes. These obstacles have caused people with disability around CoU Municipality to remain unemployed. These findings are consistent with research on PWDs' obstacles in gaining employment in other parts of South Africa.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented research results based on interviews with the employed and unemployed PWD who reside in the area of the CoU Municipality. This chapter (Chapter 5) provides a conclusion based on research findings and gives a brief overview, outcomes, and recommendations on the factors that affect PWD recruitment at the CoU Municipality. This study's problem statement focused on the high unemployment rate among PWD, which has remained complex in South Africa over the years (Mitra, 2006).

5.2 OVERVIEW

This research study established key factors affecting the recruitment of PWD in the CoU Municipality in Richards Bay in KZN Province. To achieve this purpose, face-to-face interviews were held with unemployed PWD and those employed and residing in CoU Municipality in Richards Bay. The objectives of this study were:

- To identify key factors contributing to poor recruitment of PWD in the CoU Municipality.
- To understand the existing process of recruiting PWD in the Public Sector, focusing on CoU Municipality.
- To suggest strategies to enhance the recruitment of PWD in the CoU Municipality.

A total of 26 participants took part in this study. The sample was purposively to gather credible and adequate data. Interviews with employed participants were conducted separately from group discussions with unemployed participants. Data was then analysed using thematic analysis; several themes were derived. The use of Word Cloud also assisted in capturing word frequency among participants to get a quick impression of their views in this study.

5.3 FINDINGS IN RELATIONS TO THE RESEARCH OBJECTIVES

OBJECTIVE 1: To identify key factors contributing to poor recruitment of PWD in the CoU Municipality

Objective 1 of this study aimed to identify key factors contributing to the poor recruitment of PWDs in the CoU Municipality. This primary objective was to look at the contributors to the lack of recruitment of PWD in the CoU Municipality. The conclusions that were drawn from this research study are summarised below.

5.3.1 Self-esteem and attitudes

Some participants indicated that individuals' attitudes and self-esteem could contribute to their success in life. Having a positive attitude and believing in oneself can assist in all aspects of life, but negative attitudes and poor self-esteem reap negative results. Participants shared that some of the PWD lacked self-esteem and believed that nothing good would ever happen to them, let alone finding a job. On the other hand, those without disabilities tend to see PWD as incompetent in their work. This was experienced within the workplace and in the community at large.

5.3.2 Employers' knowledge and awareness of disabilities

The research established that some employers recruit PWD; however, there was still a lot to learn as they lacked knowledge and understanding of disabilities. Supervisors and managers in the workplace could not supervise or delegate tasks to PWD, and they saw them as unable to do so. This led to PWD being discriminated against by not being equally involved in activities that get done at work, and they are left with minimum contribution in the workplace. The employees who were without disabilities viewed those with disabilities as having an easy life at work and not being given much work, resulting in tension among employees. Poor work relationships between supervisors and workers were also found during this study, but there were also positive relationships and understanding of disabilities in the workplace, especially those who learnt more about disabilities. Lack of knowledge may lead to a lack of support from management and supervisors, resulting in job dissatisfaction, frustration, and demotivation for employees with disabilities.

5.3.3 Education and Development of PWD

Findings regarding education and development were that PWD does not finish school not because they do not want to study but because there were no schools designed for their needs in the CoU Municipality. Teachers in mainstream schools were not trained to deal with a learner with a disability or special needs. At the tertiary level, PWD was not open to all fields of study. For example, TVET College only accommodates students with disabilities in Management studies, and they were not accepted to enrol in engineering studies. This limited the employability of PWD.

5.3.4 Reasonable accommodation

Employers' preparedness for recruiting PWD is always lacking, as they do not have an adequate budget to cater for PWD needs. This is exacerbated by employers' lack of knowledge and skills in disability management. For instance, installing a ramp is common in organisations, but it does not serve any purpose for people with other disabilities as it is only for those who use wheelchairs. There are few public facilities like transport, town facilities and buildings designed for PWD. Hence, they remain home because manoeuvring within a town can be difficult for some with disabilities. Participants' responses also found that CoU Municipality offices in Richards Bay do not have full-time sign language interpreters to assist the dumb and deaf people. Only one person assists sometimes, but if they are not at work, it becomes difficult for those deaf customers who need Municipality services.

5.3.5 Work experience and opportunities of PWD

The study results established that some participants depended on government disability grants, were still living with their families, and were without work experience. Those employed have occupied lower-level positions for many years without being promoted. People with disabilities who venture into the job market do not get employment opportunities because they do not have the required skills and work experience. As a result, they expressed that they were looking for business opportunities rather than employment because they would not get jobs because of their lack of work experience and qualifications required at the Municipality. Regarding skills development opportunities such as Learnerships, Apprenticeships, Internships and Bursary opportunities, most unemployed respondents had never heard of any opportunity to fund disabilities. Those employed had heard of those

opportunities and seen them on the internet. Employers can not find experienced disabled applicants when posts and education opportunities are advertised.

5.3.6 Non-Disclosures of Disability

The findings suggest that PWDs were not comfortable disclosing their disability to employers because of the stigma that comes with disclosing their impairments. From the findings, it was clear that when employees disclose their disabilities, their managers or supervisors tend to discriminate against them. For example, when employees disclose their disability, managers and co-employees may automatically assume that a co-worker with a disability might fail to perform certain tasks. This type of discriminatory attitude at work pushes employees with disability not to disclose their disabilities. This sentiment was shared by Skarpaas and Svare (2014), where fear of discrimination was mentioned as a cause for not revealing their disability.

On the other hand, employees' failure to disclose their disabilities status to the employer, in this case, the CoU Municipality, would result in the municipality not identifying the employee's specific needs. As a result, this impacts work performance and the municipality benefits in terms of EE status when employing PWDs. So, it is paramount that PWDs disclose their disability so that the employer can put reasonable accommodations in place to assist them in functioning better.

OBJECTIVE 2: To understand the existing process of recruiting PWD in the Public Sector with a focus on CoU Municipality

Objective two aimed to understand the existing process of recruiting PWD in the Public Sector with a focus on CoU Municipality. The objective aimed to find the recruitment processes that are in place for PWD. The following was found,

5.3.7 The implementation of Employment Equity policies in the public sector

The findings point to multiple obstacles and challenges PWD face in job searching. This study also points to the fact that PWD was not given any special consideration regarding employment. They were treated like any other citizen searching for employment, contrary to the EE Act and Affirmative Action, which places the burden on the employer to grant certain concessions to PWD during employment. Lack of employment and limited employment opportunities for PWD adversely affect

the quality of life of PWD. Legislation protecting the rights of PWD is in place to inspire hope and confidence in the ability of South Africans to work together in addressing the common challenges facing persons with disability and society in general. However, PWD in South Africa face barriers that prevent them from enjoying their full civil, political, economic, social, cultural, and development rights. PWD must mobilise around the gains made in protecting, promoting, and upholding the rights of PWD in the 24 years of democracy in South Africa.

OBJECTIVE 3: To suggest strategies to enhance the recruitment of PWD in the CoU Municipality

Objective three's purpose was to suggest strategies to enhance the recruitment of PWD in the CoU Municipality. This objective aimed to find strategies that will improve the recruitment of PWD and that will be useful and work for them.

5.3.8 Advertisement and Recruitment

It was noted that attraction, recruitment and selection of PWD within the municipal employment circle was problematic. The methods and strategies that the municipality used when advertising positions were not attracting PWD. As one participant mentioned, they hardly hear about positions advertised in the municipality, which implies that the advert is not circulated using different media so that job opportunities can reach PWDs actively seeking employment. Respondents during this study suggested that advertisements for all posts should clearly state that PWDs are welcomed and encouraged to apply. Participants also recommended other useful means of job advertisements, such as JAWS Software and PNET, which were popular media used by PWDs. Jobs should be advertised as widely as possible to attract applications from a wide range of suitable candidates.

5.3.9 Commitment and Communication

This research found a lack of commitment on the municipality's part to cater for its PWD's needs. Most participants voiced their concerns over the municipality's lukewarm attitudes towards PWDs. The municipality did not organise programmes on special days like International Day for PWD to create disability awareness. Communication was the missing link between the municipality and PWD within the municipal area. As pointed out by one participant, the municipality has forgotten that they have

PWD in the community and do not care about them. At some point in this research, the municipality did not have a database of PWD residents in the area, information such as how much disability population resides in the municipality, their level of education, different types of special needs, statistics of how many can work and those who have severe disabilities who cannot work and standard of living for PWD was not available. This would make it difficult for any municipality to commit themselves to budgeting or catering to the numbers they do not have at their disposal.

5.4 RECOMMENDATIONS

Recommendations were made to improve the recruitment of PWD in the CoU Municipality. A major finding was the lack of formal qualifications obtained by PWD. In this regard, recommendations were as follows:

- People with disabilities willing to study and obtain formal qualifications should be granted bursaries and funding to further their education.
- On the other hand, by implementing the Employment Equity Act and Affirmative Action, more PWD would be employed as formal qualifications would no longer be a major consideration as prior learning, relevant experience, and ability to perform given training in a particular post would be employed.
- The municipality should implement flexible recruitment strategies that are accessible to applicants with disabilities.

The PWD face discrimination daily, be they employed or unemployed. The constitution and supportive pieces of legislation have identified the integration of PWDs as one of the key activities towards achieving equality, yet PWDs are still being discriminated against. The following steps were recommended to overcome disability discrimination at CoU Municipality.

- The City of Umhlathuze Municipality should put more resources into training, changing people's attitudes towards PWD, and improving the employment of PWD.
- Build positive attitudes, knowledge and awareness among officers in the municipality on how to effectively accommodate PWD.
- The advert should appear in various media such as newspapers, specialist journals, staff notice boards, and online recruitment agency sites.

- Advertisements should be placed with specialist agencies where they are more likely to be seen or brought to the attention of PWD who may be interested in applying.
- There should be involvement of Disability NGOs and Disability Alliances in recruitment and consider selecting applications from PWD proactively. The disability alliances should assist in the head-hunting process, where PWD can be put in some job positions.
- Lastly, most participants recommended that the Municipality hold frequent meetings and involve PWD from different communities to learn more about their lives and where they are lacking in terms of skills and way forward to alleviate the barriers that affect their recruitment.

5.5 CONCLUSION

This study aimed to establish key factors affecting the recruitment of PWD in the CoU Municipality in Richards Bay in KZN. The study's primary objective was to identify key factors contributing to poor recruitment of PWD in the CoU Municipality. The second objective was to understand the existing process of recruiting PWD in the Public Sector with a focus on CoU Municipality, and the third objective was to suggest strategies to enhance the recruitment of PWD in the CoU Municipality. These research findings came with several factors contributing to the unemployment of PWD in CoU Municipality. The factors included poor job advertisement that does not reach PWD, unreasonably accommodation facilities in the workplace, recruiters' lack of knowledge, non-disclosure of disabilities, stigma and societal beliefs, poor education system for PWD, attitudes and self-belief towards PWD, lack of education, lack of work experience, poverty and discrimination based on the type of disabilities that the job candidate has. These factors came from both the unemployed and employed PWD groups, and they shared similar feelings about most of the factors.

This research also found that the CoU Municipality has done well in implementing EE in terms of addressing race and gender, but the institution was still lacking in terms of having enough numbers of employees with disabilities. The municipality still has room to grow in implementing EE policy to address this. The municipality recruitment processes aimed to improve PWDs; however, they have not reached the target of 2%. The legislation relating to EE must be strict and enforced to those employers failing to comply with the Act. Findings showed that applicants with disabilities do not stand a chance

in job positions when they are made to compete with those who do not have a disability equally. Treating these groups puts PWDs at a disadvantage, as they are not treated equally in society.

The study findings have shown that one of the strategies that can be put in place to enhance the recruitment of PWDs is to use disability federations when advertising job vacancies. Federations work closely with different disability groups, with qualified and experienced PWDs who are able and willing to work. When advertising vacant positions, the municipality could utilise different online platforms, disability websites, and software that are commonly used and accessible to PWDs. Another strategy mentioned in the findings was referrals and headhunting, disability organisations have a database of PWDs with relevant qualifications and are looking for employment. The Municipality will benefit from these strategies.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

During this study, areas of concern were raised, which provided opportunities for more research work. These future research suggestions are in relation to the perceptions and experiences of PWDs

- Future research must consider including the Department of Education as a participant in the study to address the issues facing PWD in South African schools that lead them to leave the schooling system early.
- Children with disabilities and Families who are raising children with disabilities should be included in the interviews to gain much insight into the upbringing of these children and how they fit in society and also to get from parents' or families' perspectives.

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Appendix A1: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

UNEMPLOYED PEOPLE WITH DISABILITIES:

PURPOSE:

This interview seeks to investigate the factors that affects the recruitment of disabled people in the City of Umhlathuze Municipality and make recommendations that will assist improve disability employment

The interview schedule will take you 10-15 minutes to complete. It comprises 5 pages. Please select a response that best describe how important you think these variables are to you based on your knowledge and experience. Kindly place an X in the relevant box and add a comment where you need to elaborate further. You then scan back via email. There are no right or wrong answers.

Please email the completed questionnaire to mpumejeza@yahoo.com 06 March 2020.

RESEARCH TITLE:

Assessing the factors that affect the recruitment of disabled people: a case study of the City of Umhlathuze Municipality in Richards Bay in the Northern Coast of Kwa-Zulu Natal.

INSTRUCTIONS:

1. The information that will be provided in this interview will be confidential.
2. Your name and surname is not required to ensure anonymity in order to get responses that are as honest as possible.
3. There is no wrong or right answer and respondents are required to answer all interview questions.

1. What is your Gender status?

Female

Male

2. How do you earn your means of income?

i) Part-time employment

ii) Self employed

iii) Family dependant

iv) Government Grant

Comment:

3. How do you live?

i) With your Family

ii) With your life partner

iii) With a guardian

iv) Alone, by yourself

v) At the centre for PWD

Comment:

4. What is your level of education?

i) No school

ii) Grade 1 - Grade 5

iii) Grade 4 - Grade 5

iv) Grade 6 - Grade 9

v) Grade 10 - Grade 12

vi) Tertiary education

5. Do you have any other skills or qualification?

i) Yes

ii) No

5.1 If yes, which qualification or skills?

6. Do you have work experience?

i) Yes

ii) No

If yes, Comment (how long?):

7. Have you ever resigned from employment?

i) Yes

ii) No

If yes, provide reason(s):

8. When persons with disabilities are employed, do you feel they are reasonably accommodated or have working conditions suitable to perform their duties?

i) Yes

ii) No

iii) Sometimes

No or Sometimes, please provide your reason(s)

9. How do you access employment opportunities/advertised positions?

- i) Internet
- ii) Newspapers
- iii) Local Municipality notices
- iv) Word of mouth/referrals
- v) Other
- vi) None of the above

If other or none of the above, please elaborate further:

10. During the past three years, have you applied for any vacant positions in Umhlathuze Municipality?

- i) Yes
- ii) No

11. Which position(s) have you applied for in the area of Umhlathuze Municipality?

12. How do you normally apply for employment positions in general?

- i) Through post office
- ii) Email
- iii) Upload on the Websites
- iv) Hand deliver
- v) Other

Other, explain:

13. Is the environment accessible for your disability in the following areas?

[Where 0 = poor and 5 = very good]

- i) Public transport

0	1	2	3	4	5
---	---	---	---	---	---
- ii) City buildings

0	1	2	3	4	5
---	---	---	---	---	---
- iii) Streets

0	1	2	3	4	5
---	---	---	---	---	---
- iv) Means of communication

0	1	2	3	4	5
---	---	---	---	---	---

Provide any other comment on the environment:

14. Is the information made easily accessible for the following persons?

(Rate 0= poor and 5=very good)

- i) For persons with visual impairment?

0	1	2	3	4	5
---	---	---	---	---	---
- ii) With hearing and visual impairment (blind and deaf)?

0	1	2	3	4	5
---	---	---	---	---	---
- iii) With deaf or hard of hearing?

0	1	2	3	4	5
---	---	---	---	---	---
- iv) With intellectual disabilities?

0	1	2	3	4	5
---	---	---	---	---	---
- v) With reading and writing difficulties?

0	1	2	3	4	5
---	---	---	---	---	---

Provide further comment:

15. Do you feel persons with disabilities have reasonable access to local general, technical and vocational programmes, employment services and vocational training compared to those without disabilities?

- i) Yes
- ii) No
- iii) Sometimes

Where No or sometimes, please comment:

16. Does local authority provide sign language interpretation?

- i) Yes
- ii) No
- iii) Not sure

Where No, state how you fell:

17. Do you know anyone with a disability and who is employed in Umhlathuze Municipality?

- i) Yes
- ii) No

17.1 If yes, how did they get employment?

18. What do you think Umhlathuze Municipality can do to attract employability of disabled people?

Thank you for participating in this research.
Contact details: Nompumelelo Jeza | 072 444 5172

INTERVIEW SCHEDULE

EMPLOYED PEOPLE WITH DISABILITIES

PURPOSE:

This interview seeks to investigate the factors that affects the recruitment of disabled people in City of Umhlathuze Municipality and make recommendations that will assist improve employment for disabilities.

The interview schedule will take you 10-15 minutes to complete. Please select a response that best describe how important you think these variables are to you based on your knowledge and experience. Kindly place an X in the relevant box and add a comment where you need to elaborate further. You then scan back via email. There are no right or wrong answers.

Please email the completed questionnaire to mpumejeza@yahoo.com 06 March 2020.

RESEARCH TITLE:

Assessing the factors that affect the recruitment of disabled people: a case study of the City of Umhlathuze Municipality in Richards Bay in the Northern Coast of KwaZulu Natal.

INSTRUCTIONS:

1. The information that will be provided in this interview will be confidential.
2. Your name and surname is not required to ensure anonymity in order to get responses that are as honest as possible.
3. There is no wrong or right answer and respondents are required to answer all interview questions.

1. What is your Gender status?

Female Male

2. What is the status of your employment?

- i) Permanent
- ii) Contract/Part-time
- iii) Self employed

3. **How did you apply for your current position?**
[Respondent can select more than one choice]

- 1. Through post office
- 2. Via email
- 3. Upload application on Websites
- 4. Hand deliver
- 5. Other

Explain:

4. **Do you live, [Select on choice]**

- 1. Alone by yourself?
- 2. With your life partner?
- 3. With your family?
- 4. With a guardian?
- 5. At the centre for PWD?

5. **How did you apply for your current position?**
[More than one choice may be selected]

- 1. Internet
- 2. Newspapers
- 3. Local Municipality notice boards
- 4. Word of mouth
- 5. Other

If other, comment further:

6. **Are the following areas easily accessible in order to get to work at Umhlathuze?**

Please select one choice per listed area

(Where 0-not accessible, 1-Poor, 2-partially accessible, 3-fair, 4-good, 5-very good)

- | | | | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Public transport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. City buildings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Street/Road | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Means of communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Private vehicle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Visuals or Signs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Provide more comment:

7. Is information made conveniently accessible for the following persons?

(Rate 0 is low and 5 is high)

- | | | | | | | |
|----------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 1. For persons with visual impairment? | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> | <input type="text" value="5"/> |
| 2. Hearing and visual impairment (blind and deaf)? | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> | <input type="text" value="5"/> |
| 3. Deaf or hearing difficulties? | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> | <input type="text" value="5"/> |
| 4. Intellectual disabilities? | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> | <input type="text" value="5"/> |
| 5. Reading and writing difficulties? | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> | <input type="text" value="5"/> |

Please explain:

8. Are there any recruitment barriers experienced by people with disabilities at Umhlathuze Municipality?

- | | |
|--------------|----------------------|
| 1. Yes | <input type="text"/> |
| 2. No | <input type="text"/> |
| 3. Sometimes | <input type="text"/> |

Explain further:

9. Does the local authority provide sign language interpretations?

- | | |
|--------------|----------------------|
| 1. Yes | <input type="text"/> |
| 2. No | <input type="text"/> |
| 3. Not sure | <input type="text"/> |
| 4. Sometimes | <input type="text"/> |

No or sometimes, please provide the reasons:

10. What is your level of education?

- 1. No school
- 2. Grade 1 - Grade 5
- 3. Grade 4 - Grade 5
- 4. Grade 6 - Grade 9
- 5. Grade 10 - Grade 12
- 6. Tertiary education

Comment:

11. Do you have any other skills or qualification?

- 1. Yes
- 2. No

11.1 Comment on the type of qualification/skills?

12. How many years of work experience do you have?

- i) 0 – 3 years
- ii) 4 - 10 years
- iii) 11 – 15 years
- iv) 16 – 20 years
- v) 21 years and more

Explain type of experience:

13. What difficulties have you experienced in the work environment?

14. How is the attitudes of fellow employees towards Disabilities
(0=poor and 5 very good)

0	1	2	3	4	5
---	---	---	---	---	---

Any other comment:

15. Do you attend training programmes that promotes non-discriminatory behaviour with your fellow at Umhlathuze Municipality?

i) Yes	<input type="checkbox"/>
ii) No	<input type="checkbox"/>

Yes or No, please provide comments:

16. During the past three years, have you applied for any vacant positions outside Umhlathuze Municipality?

1. Yes	<input type="checkbox"/>
2. No	<input type="checkbox"/>

16.1 If yes, which external positions have you applied for?

INTERVIEW SCHEDULE

For Human Resource representatives

PURPOSE:

This interview seeks to investigate the factors that affects the recruitment of disabled people in the City of Umhlathuze Municipality and make recommendations that will assist improve employment for disabilities.

The interview schedule will take you 10-15 minutes to complete. Please select a response that best describe how important you think these variables are to you based on your knowledge and experience. Kindly place an **X** in the relevant box and add a comment where you need to elaborate further. You then scan back via email. There are no right or wrong answers.

Please email the completed questionnaire to mpumejeza@yahoo.com 06 March 2020.

RESEARCH TITLE:

Assessing the factors that affect the recruitment of disabled people: a case study of the City of Umhlathuze Municipality in Richards Bay in the Northern Coast of Kwa-Zulu Natal.

1. To what extent does Umhlathuze Municipality implement Employment Equity Act?

2. What is the percentage of your current employees with disabilities?

3. Do you feel the organisation has done enough to attract people with disabilities?
[Please select one choice]

1. Yes
2. No
3. Sometimes

No or Sometimes, provide your reasons:

4. Can you tell me about enough accommodation that have been put in place at the Umhlathuze Municipality to accommodate people with disabilities:

5. Do you have concerns about providing opportunities to with disabilities?
If yes or no provide reason [Please select one choice]

1. Yes
2. No

If Yes or No, please Explain:

Does the organisation make information easily accessible for the following categories? [Please select one choice per question]

6.

(Rate 0 is Low and 5 is high)

- | | | | | | | |
|---------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. For persons with visual impairment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. With hearing and visual impairment (blind and deaf)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. With deaf or hard of hearing? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. With intellectual disabilities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. With reading and writing difficulties? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2

Any other comments necessary:

7. During recruitment does the organisation put emphasis on attracting people with disabilities? [Please select one choice]

- 1. Yes
- 2. No
- 3. Sometimes

Provide more information where your answer is "No":

8. Do you consider Umhlathuze Municipality as the employer who can accommodate any type of disability?

[Please answer Yes or No and support your response]

9. What methods of advertising does the organisation use for vacant positions? [More than one choice can be selected]

- 1. Newspapers
- 2. Internet
- 3. Recruitment agencies
- 4. Pamphlets
- 5. Word of mouth/Referrals
- 6. Local authority notices
- 7. Head Hunt
- 8. Other

If other, please further explain:

10. What do you find as barriers to employing people with disabilities?

[Provide a barrier/s and briefly explain your reasons]

11. What do you think can be done to eliminate this or these barrier/s?

12. What are your views or recommendation you would like to share with a researcher on this topic?

Thank you for participating in this interview
Contact details: Nompumelelo Jeza | 0724445172

Appendix A2: LANGUAGE PRACTITIONER

The Dissertation Design Master



Phone: +27780248617

Email: mketiwae@yahoo.com

Email: sanphetinvestments@gmail.com

Web: <https://thesis-reports-proof-reading-and-editing.business.site/>



This is to confirm that the proposal entitled

Entrepreneurship development programme to enhance local economic activities and youth employment in the agribusiness sector in Ado Ekiti, Nigeria.

Authored by

Moronkeji Gabriel KOLAWOLE

Student Number: 22176555

was edited according to Durban University of Technology's specifications. The student received his proposal with suggested tracked changes. The proposal will be fit for submission when the student attends to all suggested changes (**to be reviewed by the supervisor**) and obtains permission to submit from the supervisor.

Report prepared by:

[Elizabeth Mnyandu](#)

Signature over printed name

Date: 29 August 2023



Diploma in Copy-editing
Qualification

Contact Number
+27780248617

<https://thesis-reports-proof-reading-and-editing.business.site/>

Appendix A3: PERMISSION TO CONDUCT RESEARCH

 <p>CITY OF uMHLATHUZE VISION INTO ACTION</p>	 <p>1.14k Stamps Civic Centre Business District Private Bag 31004 Richards Bay 9900 Email: info@umhlathuze.gov.za T: 035 907 5010 F: 035 907 5000/5007 Toll Free No: 0800 722 827</p>	
<p>www.umhlathuze.gov.za</p>		
Your ref:	Our file ref:	1256813
Contact: V SINGH	In response to DMS No:	
	Date:	06 February 2018

ATTENTION: Ms NH Jeza
Durban University of Technology

Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Your e-mail dated 11 December 2017 that was sent to the Municipality requesting permission form Council to conduct your research, has reference.

You are hereby granted permission to conduct your research within the City of uMhlathuze. In order to ensure that your study can be used to improve the City of uMhlathuze overall, you may be requested to do a presentation for Council's Management Team on your findings upon conclusion of your research.

If you require any further information, please contact Ms G Mthembu (Manager: Human Resource Administration) on 035 907 5184.

I wish you all the best with your research and await a bound copy of your dissertation upon completion of your studies.

MS SS. MASONDO
DEPUTY MUNICIPAL MANAGER: CORPORATE SERVICES
DMS 1256813


ALL CORRESPONDENCE MUST BE ADDRESSED TO THE MUNICIPAL MANAGER

Appendix A4: TURN-IT-IN REPORT

Assessing the factors that affects the recruitment of people with disabilities

ORIGINALITY REPORT

17%

SIMILARITY INDEX

16%

INTERNET SOURCES

5%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1	hdl.handle.net Internet Source	3%
2	upetd.up.ac.za Internet Source	2%
3	repository.up.ac.za Internet Source	1%
4	researchspace.ukzn.ac.za Internet Source	1%
5	ecommons.hsrc.ac.za Internet Source	1%
6	doaj.org Internet Source	<1%
7	Submitted to University of KwaZulu-Natal Student Paper	<1%
8	wieta.org.za Internet Source	<1%
9	www.umhlathuze.gov.za Internet Source	<1%

28 April 2024

Appendix A5: APPROVAL OF RESEARCH ETHICAL LEVEL



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

8 November 2018

Student No: 16037433

FREC No: /18FREC

Dear Ms N Jeza

MASTERS MANAGEMENT SCIENCES (HUMAN RESOURCES MANAGEMENT)

TITLE: ASSESSING THE FACTORS THAT MAY AFFECT THE RECRUITMENT OF DISABLED PEOPLE: A CASE STUDY OF THE CITY OF UMHLATHUZE MUNICIPALITY A PUBLIC ENTITY IN RICHARDS BAY IN NORTHERN COAST OF KWAZULU-NATAL

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: **Ethical Level 2**

Date of FRC Approval: 10 October 2018

Approval has been granted for a period of two years, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's.

Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Yours Sincerely

Prof JP Govender

Deputy Chairperson: FREC

Appendix A6: Approval of Research proposal and Dissertation title



22 October 2018

Reference: Proposal Approval: Ms. N Jeza

Student number: 16037433

Dear Ms. N Jeza

MASTERS MANAGEMENT SCIENCES (HUMAN RESOURCE MANAGEMENT)

This serves to confirm the approval of your research proposal by the Faculty Research Committee, at its meeting on 30 May 2018, as follows:

1. Research proposal and provisional dissertation title:

ASSESSING THE FACTORS THAT MAY AFFECT THE RECRUITMENT OF DISABLED PEOPLE: A CASE STUDY OF THE CITY OF UMLATHUZE MUNICIPALITY A PUBLIC ENTITY IN RICHARDS BAY IN NORTHERN COAST OF KWAZULU-NATAL

Supervisor: Dr AT Abenyegah

Co-supervisor: N/A

Please note that any proposed changes in the thesis/dissertation title require the approval of your supervisor/s, the Faculty Research Committee, as well as ratification thereof by the Higher Degrees Committee.

2. Research budget to the amount of **R10 000.00**

Please note that this funding is not a scholarship or bursary and is therefore not paid directly to you, but is controlled by the Faculty. Any proposed changes to the use of this funding allocation requires the approval of your supervisor and the Dean. Please note that funding will be reimbursed to you after the provision of receipts.

The Institutional Research Committee has stipulated that:

- (a) This University retains the ownership of any Intellectual Property (patent, design, etc.) registered in respect of the results of your Masters/Doctors Degree in Technology studies as a result of the award and the provisions of the above Act;
- (b) Should you find any of the terms above not acceptable then you are given the option to decline the Research budget award to your project in writing.

May we remind you that in terms of Rule G25(2)(b), if you fail to obtain the Masters/Doctors degree within the maximum time period allowed after first registering for the qualification, Senate may refuse to renew your registration or may impose any conditions it deems fit. You may apply to the Faculty Research Committee for an extension.

Please note that you are required to convert your registration from the informal to the formal course and re-register each year.

Please note that the following must be adhered to:

Registration:

1. Ensure formal registration has taken place
2. Ensure that application for conferment of status has been made in the event of your undergraduate qualification being different to this application
3. Ensure that your supervisor has submitted your proposal to the Faculty Research Officer (FRO) for IREC clearance (institutional research ethics committee). This is in the case of Ethics level 2 IREC and level 3 IREC (in the case of a study dealing with vulnerable populations). See guideline attached.

Dissertation submission for examination:

1. Ensure that you submit the intention to submit form (PG 5), signed by the HOD and Supervisor
2. Ensure that the signed checklist is submitted with the PG 5
3. Once your dissertation is submitted to the supervisor for examination purposes, communication from here on will only be with you supervisor and not with the faculty.
4. Your supervisor MUST nominate the examiners three months prior to submission of the dissertation/thesis for examination.
5. On submission for examination, please note that three ring bound signed copies must be submitted to your supervisor along with the completed and signed PG 7 form, FMS Checklist and Turn it in report.
6. Feedback will be provided to your supervisor regarding the examination result after the result is ratified by the Higher Degrees Committee (HDC).
7. In the event of a resubmission the reports will be submitted to the supervisor who will communicate with you for revision. Once revision has taken place your supervisor will submit to the FRO for resubmission to the examiners.
8. In the case where there is a discrepancy in examiners results, an Arbiter will be nominated via the HOD and supervisor and tabled at FRC and ratified at HDC. On completion of this process, the Arbiters report will be tabled at FRC and ratified at HDC.
9. Results of the Arbitration process will be communicated to your supervisor

Graduation requirements:

1. Ensure that you submit a completed signed PG10 form
2. one hard bound dissertation/thesis with a pdf version on CD
3. response to post graduate examination form
4. completion of study form (IREC form)

Should you experience any problems relating to your research, your supervisor must be informed of the matter as soon as possible. If the difficulties persist, you should then approach your Head of Department and thereafter the Faculty Research Coordinator.

Please refer to the 2018 General Rule Book and the Postgraduate Students' Guide 2018 concerning the rules relating to postgraduate studies, which include *inter alia* acceptable minimum and maximum timeframes, submission of thesis/dissertations, etc. Please do not hesitate to contact this office for any assistance. We wish you success in your studies.

Kind regards,

Prof R Balkaran

FRC Chairperson: Faculty of Management Sciences

Cc Supervisor: Dr AT Abenyegah

Appendix A7: LETTER OF INFORMATION



LETTER OF INFORMATION

Title of the Research Study: Assessing the factors that affects the recruitment of disabled people: A case study of the City of Umhlatuze a Public sector institution situated at the north-east coast of Kwazulu Natal

Principal Investigator/s/researcher: Ms. Nompumelelo H. Jeza: ND HRM, BTECH HRM (MUT)

Co-Investigator/s/supervisor/s: Dr. Albert Tchev Agbenyegah: PhD; MBA; PDG TAX (Unisa); PGD (Management Sciences)

Brief Introduction and Purpose of the Study:

The purpose of this study is to assess the factors that affects the recruitment of people with disabilities in the City of Umhlatuze Municipality.

Procedure:

Based on the title of this research, data from SASSA, and views and opinions from People living with disabilities is important for this research to be a success. This research will be conducted in a form of a focus group interviews guide and questionnaires. Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect on your future. Data will be collected under strict conditions of anonymity. The respondents' identities will be kept confidential. Participants will respond to ten questions that are short and to the point, questions will focus on one dimension each, unambiguous, open-minded, non-threatening and in a language that they understand isiZulu and English.

The focus group interviews will take place in Richards Bay at the City of Umhlatuze Municipality premises, and at Nawe Zifunze Disabled Association, in Mzingazi village next to Mzingazi Community Hall during the month of October 2018. It is anticipated that the entire task will take not more than three hours. There will be a total of eight to ten participants.

Risks or Discomforts to the Participant:

There are no known or anticipated risks or discomforts associated with participating in this study.

Benefits:

The possible benefits to participants may be to contribute in giving positive information that will improve disabled community. The possible benefits to society may be an in-depth knowledge on the challenges faced by the disabled people and the ways to address them.

Reason/s why the Participant May Be Withdrawn from the Study:

Participants can leave this research study at any time. When withdrawing from the study, the participant should let the researcher know that he/she wishes to withdraw. Participant may provide reasons for leaving but it's not a requirement.

Remuneration:

Participants will not be remunerated for taking part in the study, refreshments will be provided on the day of interviews.

Costs of the Study:

There will not be any costs incurred by participants towards this study.

Confidentiality and Anonymity:

To maintain confidentiality and anonymity, it will only be the researcher who can identify the responses of individuals. The research will not link individual responses with participants' identities. There will be no collecting of any identifying information of the participants, like names, address, email addresses.

Persons to Contact in the Event of Any Problems or Queries:

In an event of any problems and queries, please contact the researcher Miss Nompumelelo Jeza (contact no. 0724445172), my supervisor Dr. Albert Tcheu Agbenyegah (tel no. 033-845 8876) or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

General:

Potential participants participation is voluntary. A copy of this information letter will be issued to participants. The information letter and consent form will be translated and provided in the primary spoken language of the research population e.g. isiZulu and English.