

UNIVERSITY OF KWAZULU-NATAL

EMPLOYEE ATTITUDES TOWARDS EMPLOYMENT EQUITY

By

Zithulele Buthelezi

209510009

A dissertation submitted in partial fulfilment of the requirements for the degree

of

Master of Business Administration

Graduate School of Business and Leadership

College of Law and Management Studies

Supervisor: Professor Anesh Maniraj Singh

2011

Supervisor's permission to submit for examination

Date: November 2011
Student Name: Zithulele Buthelezi
Student no.: 209510009

Dissertation Title: Employee Attitudes towards Employment Equity

As the candidate's supervisor I agree to the submission of this dissertation for examination.

The above student has satisfied the requirements of English Language competency.

Name of Supervisor: Professor Anesh Maniraj Singh

Signature:

DECLARATION

I, Zithulele Buthelezi declare that

- i. The research reported in this dissertation, except where otherwise indicated, is my original work
- ii. This dissertation has not been submitted for any degree or examination at any other university
- iii. This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- iv. This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers.
Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them has been referenced;
 - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- v. Where I have reproduced a publication or which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
- vi. This dissertation does not contain text, graphics or table copied and pasted from the internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the references sections.

Signed:

ACKNOWLEDGEMENTS

I would like to sincerely thank the following people for the value they added to me. Without your support I would not be at this point with my studies.

- My supervisor, Professor Anesh Maniraj Singh for believing in me, for your guidance and assistance.
- My loving wife, Buyi, thank you for your continued support, encouragement, patience and understanding throughout the MBA course. Thank you for the love you've shown me while going through this course.
- My father and my late mom (may her soul rest in peace), for always doing the best they could to ensure that I received basic education to build on.
- My sisters and my brothers, for your motivation and encouraging words.
- My respondents, for your valuable input. Thank you for taking your time to provide me with meaningful data for my survey.
- God, Almighty, for granting me the strength, wisdom and perseverance to study this course to completion. It would have not been possible without His grace.

ABSTRACT

The implementation of Employment Equity involves the Government's Labour Department, employers, employees, trade unions, shareholders and customers. The Labour Department insists that a designated employer must prepare and implement an Employment Equity Plan which will achieve reasonable progress towards Employment Equity in that employer's workforce. The focus of this study was to establish the impact of the implementation of Employment Equity and Affirmative Action in the workplace. This study focused on employees' perceptions and attitudes towards the implementation of Employment Equity and Affirmative Action.

The main variables addressed by this study included staff turnover, training & development, impact of Employment Equity Forums, staff morale and attitudes towards the call to end Affirmative Action. The objectives of this study were to establish the impact of Employment Equity on the following key business variables: promotions and career paths, employee retention, employee turnover, employee morale and employee working relationships. The study followed a quantitative approach with a web-based questionnaire which was constructed using an online questionnaire which was distributed to the respondents electronically. A non-probability sampling method was utilized to achieve set objectives. According to the findings, most employees have not benefited from the implementation of Employment Equity and Affirmative Action. This results to different views between previously disadvantaged groups, especially Africans and White males. The results showed that Whites are calling for an end to the implementation of Affirmative Action policies while Africans feel that Affirmative Action should carry on for a little longer. The implementation of Employment Equity and Affirmative Action negatively affects Whites' morale at work and results to poor working relationships amongst different race groups. It is also observed from the findings that Employment Equity and Affirmative Action is not directly linked to job hopping, contrary to the general perception.

It is witnessed from the study that those who have benefitted from Employment Equity and Affirmative Action were very supportive of it. In order to improve the effectiveness of Employment Equity organisations need to: provide training and development for appointees, develop career paths for individuals, and introduce Equity forums where employees can discuss challenges faced by Affirmative Action appointees. However, the principle of fairness has to be a part of all Equity practices.

Table of Contents

Description	Page
Declaration	iii
Acknowledgements	iv
Abstract	v
Table of Contents	vii
List of Figures	xiv
List of Tables	xv
Abbreviations	xvi

CHAPTER ONE

Introduction

1.1	Introduction	1
1.2	Motivation for the Study	1
1.3	Focus of the Study	2
1.4	Problem Statement	2
1.5	Objectives	3
1.6	Research Questions	3
1.7	Limitation of the Study	3
1.8	Summary	4

CHAPTER TWO

Literature Review

2.1	Introduction	5
2.2	Background to Employment Equity Act (EEA)	5
2.3	Employment Equity (EE) and Affirmative Action (AA)	7
2.4	Implementation of Employment Equity through Affirmative Action	7
2.5	The call to end Affirmative Action	9
2.6	Challenges facing Employment Equity and Affirmative Action	9
2.7	Impact of Employment Equity on Staff Retention and Skills Development	13
2.8	Monitoring and Enforcement of Employment Equity Act in the workplace	17
2.8.1	Commission for Employment Equity (CEE)	17
2.8.2	Written Undertakings	17
2.8.3	Compliance orders	18
2.8.4	Fines for non-compliance	18
2.8.5	The Role of Workplace Forums	19
2.9	The 10 th Commission for Employment Equity (CEE) Report 2009 – 2010	21
2.9.1	Recommendations of CEE	24
2.10	Summary	25

CHAPTER THREE

Research Methodology

3.1.	Introduction	26
3.2.	Research Methodology	26
	3.2.1 Types of Research	27
	3.2.2 Quantitative and Qualitative Research	28
3.3.	Aim and Objectives of the Research	29
	3.3.1 Problem Statement	29
	3.3.2 Aim	29
	3.3.3 The Objectives of the Study	30
3.4.	Sampling	30
	3.4.1 Probability Sampling	31
	3.4.2 Non-probability Sampling	31
3.5.	Sampling Size	32
3.6.	Data Collection Methods	32
3.7.	Design and Description of Questionnaire	34
3.8.	Deciding on Research Questions	35
	3.8.1 Open-ended Questions	35
	3.8.2 Closed-ended Questions	36
	3.8.3 Nominal Dichotomous Questions	36
	3.8.4 Likert-type and Interval Questions	37
3.9.	Pretesting	38
3.10.	Reliability and Validity of a Measuring Instrument	39
	3.10.1 Reliability	39
	3.10.2 Validity	40
3.11.	Ethical Considerations	40
3.12.	Constraints	41
3.13.	Summary	42

CHAPTER FOUR

Presentation of Results

4.1	Introduction	43
4.2	Demographics Results	43
4.3	Employment History Results	45
4.4	Results Addressing Objectives	47
4.4.1	Objective one: to determine the effect of EE on promotions and career paths	47
4.4.2	Objective two: to establish the effect of EE on Staff Retention	53
4.4.3	Objective three: to determine the effect of EE on Job Hopping	55
4.4.4	Objective four: to evaluate the effectiveness of EE Forums in the Workplace	59
4.4.5	Objective five: to determine the effect of EE on Staff Morale	61
4.4.6	Objective six: to determine the effect of Employment Equity on Workplace Relationships	71
4.5	Summary	75

CHAPTER FIVE

Discussion of Results

5.1	Introduction	76
5.2	Objective1	76
5.2.1	Affirmative Action Appointment	76
5.2.2	Provision of Training and Development	77
5.2.3	EE and AA on promotion of Incompetent Employees	77
5.3	Objectives 2	78
5.3.1	Implementation of EE encouraged Staff Retention	78
5.4	Objectives 3	78
5.4.1	Affirmative Action enables Employees to Job hop	78
5.4.2	Period employed by the Current Employer	78
5.5	Objective 4	79
5.5.1	Employment Equity Forums	79
5.6	Objective 5	80
5.6.1	Effect of EE and AA on Employee Morale	80
5.7	Objective 6	81
5.7.1	Impact of EE on Workplace Relationships	81
5.8	Summary	82

CHAPTER SIX

Conclusion and Recommendations

6.1 Introduction	83
6.2 Outcomes, Recommendation and Implications of this Study	83
6.3 Recommendations based on Findings	84
6.3.1 Promotion and Career Paths	84
6.3.2 Employee Retention	84
6.3.3 Employment Equity Forums	85
6.3.4 Impact of Employment Equity on Employee Morale	85
6.3.5 Workplace Relationships	86
6.4 Limitations of this study	86
6.4.1 Internet Access	86
6.4.2 Sensitive Subject	87
6.4.3 Availability of Literature	87
6.5 Recommendations for Future Studies	87
6.6 Summary	89

BIBLIOGRAPHY **90**

Appendix 1 Questionnaire	93
Appendix 2 Ethical clearance	101

List of Figures

Number	Description	Page
2.1	Workforce Population Distribution for Top Management	23
3.1	Types of Research	27
4.1	Affirmative Action Appointments	47
4.2	Promotion of Incompetent Employees	51
4.3	Employment Equity on Staff Retention	53
4.4	EE and AA on Job hopping	55
4.5	Awareness of EE Forums in the Workplace	60
4.6	EE on Staff Morale	62
4.7	EE on Relationships in the Workplace	72

List of Tables

Number	Description	Page
2.1	Functions of Workplace Forums	20
4.1	Demographics Representation of the Respondents	43
4.2	Employment History	45
4.3	Racial groups and Affirmative Action Appointments	48
4.4	Race and Provision of Training and Development	49
4.5	Gender and Provision of Training and Development	50
4.6	Race and the views on Promotion of Incompetent Employees	52
4.7	Race and Decision to stay longer with the same Organisation	54
4.8	The Effect of being Affirmative Action Appointee to Job hopping	56
4.9	Racial Groups and Job hopping	57
4.10	Race and the number of Organisations worked for	58
4.11	Race Groups and years of service with the Current Employer	59
4.12	Race and Employment Equity Forums	61
4.13	Race and the Negative Effect on Working Morale	63
4.14	Race and Low Morale at the Workplace	64
4.15	Race and Attitude toward Implementation of EE and AA	65
4.16	Gender and Changes brought about by EE and AA	66
4.17	Race and Changes brought about by EE and AA	67
4.18	Gender and Reaction to the Implementation of EE & AA	68
4.19	AA Appointments and Reaction to the	

	Implementation of EE & AA	69
4.20	Race and the Support for the Call to end Affirmative Action	70
4.21	Disadvantaged by Affirmative Action	71
4.22	Race Groups and Workplace Relationships	73
4.23	Age Groups and Workplace Relationships	74

Abbreviations used in this document

AA	-	Affirmative Action
EE	-	Employment Equity
EEA	-	Employment Equity Act
CEE	-	Commission for Employment Equity
HR	-	Human Resources
SPSS	-	Statistical Package for the Social Sciences

CHAPTER ONE

Introduction

1.1 Introduction

There was a realization from the Government and business sector that the apartheid system resulted in disparities in employment, occupation and income. The Employment Equity Act was legislated in 1998 to deal with this situation by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and implementing Affirmative Action measures to redress the disadvantages in employment experienced by designated groups. The implementation of Employment Equity and Affirmative Action should lead to a transformed workplace where employees enjoy equal opportunities. Mwakikagile (2010) stated that the implementation of Affirmative Action programmes has drawn criticism from many Whites who contend that it discriminates against them in favour of Blacks. He further argued that there are some non-Whites who complain about discrimination and yet, they are beneficiaries of Affirmative Action. Mwakikagile (2010) pointed out that although the government has made commendable efforts to improve the lives of poor Blacks, the benefits from Affirmative Action have not trickled down to the masses. This study therefore, focuses on employee attitudes towards Employment Equity and Affirmative Action. Spierenburg and Wels (2006) highlighted that South African organisations are preoccupied with issues of Equity. They further stated that business organisations are struggling to employ more people from the previously disadvantaged groups in higher echelons of the organisation. This chapter outlines why it is important to conduct this study and who are the potential beneficiaries of this research.

1.2 Motivation for the Study

The implementation of Employment Equity involves the Government's Labour Department, employers, employees, trade unions, shareholders and customers. The Labour Department insists that a designated employer must prepare and implement an employment equity plan which will achieve reasonable progress towards employment

equity in that employer's workforce. The results of this study will be beneficial to all stakeholders involved. Understanding employee attitudes towards the Employment Equity Act will enable the Government to develop a strategy which will address negative attitudes and promote positive spirit amongst all the role players. Employees will have a better understanding of what their colleagues' perceptions are towards Employment Equity and will therefore be able to better understand each other's attitude or behaviour if and when Affirmative Action appointments or promotions are made. Shareholders will benefit from this study because the implementation of Employment Equity in the workplace affects productivity, morale and relationships amongst employees. Doverspike, Taylor and Arthur (2006) argued that most people appear to have little actual knowledge of Affirmative Action or the complex issues involved in monitoring and implementing Affirmative Action. They further stated that when asked about Affirmative Action, people's reactions often reflect the likelihood of personal benefit or loss, their general opinion or attitude towards Affirmative Action, and their definition of Affirmative Action.

1.3 Focus of the Study

The focus of this study was on establishing the impact of the implementation of Employment Equity and Affirmative Action in the workplace. This study focused on employees' perceptions and attitudes towards the implementation of Employment Equity and Affirmative Action. The main issues addressed by this study are job hopping, training & development, impact of Employment Equity Forums, staff morale and attitudes towards the call to end Affirmative Action.

1.4 Problem Statement

The introduction of the Employment Equity Act in 1998 received mixed reactions from different groups of the population. Twelve years after the promulgation of the Act, employees still hold different perceptions which are sometimes damaging to those

employees who are seen to be benefiting from this Act and to those who feel that they are sidelined by the introduction of this Act. It is understood that those who are not benefiting from Affirmative Action are calling for its end. They argued that Affirmative Action was intended to be a temporary intervention and should have a cut-off date. However, the Commission for Employment Equity disagreed and argued that given the slow rate of transformation, this is premature. Warburg (2011) explained that the topic of Affirmative Action, along with its implications and merits, is poorly documented despite many questions relating to its efficacy and moral justification. He further argued that Affirmative Action has never been vindicated other than politically, nor legitimized in terms of its material and social costs and benefits, its payoffs, and its unaccounted costs. Warburg (2011) is of the view that there is no transparent post evaluation or comparative assessment for Affirmative Action. Employee attitudes towards the implementation of Employment Equity and Affirmative Action have a direct impact to the organisation's success. It is therefore important to establish employee perceptions and attitudes towards Employment Equity.

1.5 Objectives

The objectives of this study are as follows:

- a) To determine the effect of Employment Equity on promotions and career paths;
- b) To establish the effect of Employment Equity on staff retention;
- c) To determine the effect of Employment Equity on job hopping;
- d) To evaluate the effectiveness of Employment Equity Forums in the workplace;
- e) To determine the effect of Employment Equity on staff morale; and
- f) To determine the effect of Employment Equity on workplace relationships.

1.6 Research Question

Is there a direct relationship between Employment Equity and the following dependent variables; employee retention, job hopping, training & development, EE Forums efficiency, staff morale and working relationships?

1.7 Limitations of the Study

In order to participate in this study, respondents were required to have access to the internet. Therefore, some of the potential respondents could not take part in this study because they did not have access to internet. There were organisations that felt that this was a sensitive subject for their employees and therefore could not grant permission to conduct this study. This study was limited to employees' views and perceptions. Employers and Government officials were not requested to participate in this study.

1.8 Summary

Employees are the most valuable assets of any organisation and it is therefore important to ensure that issues that may negatively affect their productivity are addressed. In this chapter, objectives were listed which will help in ensuring that the study is approached systematically and answers to the key issues facing the implementation of Employment Equity and Affirmative Action are found. This chapter provided compelling motivation for conducting this study. Chapter two presents the literature reviewed which will provide different views by different authors on this subject. Chapter three provides the research methodology followed to conduct the research including research approach, sampling, questionnaire design and validity. Chapter four presents the results obtained from the distributed questionnaire in tabular and graphical format. Chapter five provide the discussion of the results and compares it to literature reviewed. Chapter six provides the conclusions and recommendations in relation to the research objectives and research question. It also provides the recommendation for future studies.

CHAPTER TWO

Literature Review

2.1 Introduction

The Employment Equity Act (EEA), No.55 of 1998 was promulgated in order to address disparities in employment, occupation and income within the national labour market created by the apartheid system. The purpose of this Act is to achieve equity in the workplace by, promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

In this chapter, relevant literature relating to Employment Equity and Affirmative Action will be reviewed. This chapter will also highlight challenges faced by all stakeholders as a result of the implementation of Employment Equity and Affirmative Action.

2.2 Background to the Employment Equity Act

Affirmative measures are measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workplace of a designated employer. According to the EEA, a designated employer must prepare and implement an employment equity plan which will achieve reasonable progress towards employment equity in that employer's workforce. The employment equity plan must indicate the objectives to be achieved for each year of the plan, the affirmative action measures to be implemented, the timetable for each year of the plan, the duration of the

plan and the procedure that will be used to monitor and evaluate the implementation of the plan and where reasonable progress is being made towards implementing employment equity (Department of Labour. 1998. *Employment Equity Act, No.55 of 1998*).

Sharrock (2007) defined designated groups as Black people (ie, Africans, Coloured and Indians). He further defined designated employer as an employer who employs 50 or more employees, or who has a total annual turnover that equals or exceeds a stipulated amount, different amounts are laid down for different types of business, a municipality, an organ of state (excluding local spheres of government, the National Defence Force, the National Intelligence Agency and the South African Secret Service. An employer bound by a collective agreement which appoints it as a designated employer. According to Nel and Holtzhausen (2006), the focus of the Act is the eradication of unfair discrimination in any form of hiring, promotion, training, pay, benefits and retrenchments in organizations. The Act further outlines measures to encourage employers to undertake organizational transformation and to speed up the training and promotion of individuals from historically and previously disadvantaged groups.

Grogan (2008) stated that the Employment Equity Act aims to correct the demographic imbalance in the nation's workforce by compelling employers to remove barriers to advancement of Blacks, Coloureds, Indians, women and the disabled, and to actively advance them in all categories of employment by affirmative action. However, he warned that this means that benefits must be proportional to the goal of achieving equality. The granting of extravagant benefits that disproportionately enhance the positions of members of formerly disadvantaged groups at the expense of others could conceivably go beyond the goals of the EEA. He further stated that EEA is complementary to the Labour Relations Act in some respects. Nel and Holtzhausen (2006) pointed out two issues that make the idea of equality a difficult and controversial one. Firstly, what should be regarded as relevant when it comes to determining and

establishing the similarity of people's situations? Secondly, what constitutes similar treatment of people who are similarly situated?

2.3 Employment Equity and Affirmative Action

According to Nel and Holtzhausen (2006), Affirmative Action (AA) is the protection and advancement of the interests of persons disadvantaged by past unfair discrimination, whilst Employment Equity (EE) seeks to prevent future unfair discrimination in South Africa. Swanepoel (2008) defined Affirmative Action as specific steps, beyond ending discriminatory practices that are taken to promote equal opportunity and ensure that discrimination will not occur. He argued that the goal of Affirmative Action is to eliminate non-legal barriers to equal employment opportunity, including intentional discriminatory practices and unintentional discrimination. Kreitner and Kinicki (2008) described Affirmative Action as an outgrowth of the Employment Equity Act. They further stated that the purpose of this Act is to outlaw discrimination and to encourage organisations to proactively prevent discrimination.

According to Barker (2003), Affirmative Action refers to policies and practices aimed at redressing social, economic or educational imbalances or inequalities arising out of unfair discrimination. Barker (2003) further stated that Affirmative Action is a recognized way of promoting the principle of equality of opportunities in societies where this principle has suffered as a result of discrimination or where less developed persons have to compete with more developed persons. Sharrock (2007) defined Affirmative Action measures which the designated employer must implement as identifying and eliminating employment barriers, including unfair discrimination, which adversely affect people from the designated groups; furthering diversity in the workplace based on equal dignity and respect for all people.

2.4 Implementation of Employment Equity Act through Affirmative Action

Dupper, Bhoola, Garbers, Kalula and Strydom (2009) argued that in order to ensure a transparent, inclusive and systematic approach to the process of implementing Affirmative Action, the EEA must outline how Affirmative Action measures should be undertaken. They defined three mechanisms which should be clearly defined by the EEA. Firstly, the Act must describe who has the duties to implement affirmative action and who should benefit from these measures. Secondly, the Act must provide a procedure through which Employment Equity plans have to be prepared, submitted, implemented and monitored in the workplace. Lastly, it must provide for a variety of enforcement mechanisms to ensure compliance with the Act.

On the issue of Employment Equity plan, Sharrock (2007) stated that the employer must prepare and implement an Employment Equity plan which will achieve reasonable progress towards Employment Equity in his workplace. Sharrock (2007) further explained that the plan must state the following: “the objective to be achieved for each year of the plan; the duration of the plan, which may not be shorter than one year, or longer than five years; the procedures that will be used to monitor and evaluate the implementation of the plan and whether reasonable progress is being made towards implementing employment equity”. Sharrock (2007) continued by saying that the plan should also state the internal procedures to resolve any dispute about the interpretation or implementation of the plan.

Landis and Grossett (2005) also stressed the point that Affirmative Action measures must address the barriers identified during the analysis and they should improve under-representation of members of designated groups. Examples of these measures are appointment of members from the designated groups, transparent recruitment strategies, targeted advertising, appropriate and unbiased selection criteria, increasing the pool of available candidates, bridging programmes, and community development initiatives. They further discussed the importance of training and development of people

from the designated groups with emphasis on access to training; structured training and development programmes, mentoring, coaching, and diversity training. Nel and Holtzhausen (2008) discussed five steps that need to be taken when implementing employment equity, namely: consulting with employees, conducting an analysis, preparing an employment equity plan, and reporting to the Director-General of the Department of Labour on progress made.

2.5 The call to end Affirmative Action

Brooks (1999) highlighted this point and stated that Affirmative Action programmes should be temporary interventions that will cease as soon as equal employment opportunity has been achieved. Dupper et al (2009) supported this view by stating that opponents of Affirmative Action ask this question and argue that legislation such as the EEA should contain a cut-off date. They fear that unless a specific cut-off date is established, Affirmative Action has the potential to become a permanent feature on the political landscape of the country. Nel and Holtzhausen (2006 p. 359) stated, "In South Africa, Affirmative Action should be seen as a temporary process until equal opportunities for all are a reality". The Department of Labour. 2010. *10th Commission for Employment Equity (CEE) Annual Report. 2009 - 2010* noted that there was a demand for the sunset clause to transformation by certain groups. CEE (2009 – 2010) argued that given the slow rate of transformation, this is premature. CEE (2009 – 2010) further argued that apartheid had more than 10 laws and regulations which entrenched unfair discrimination of Black people and women. As a result, Black people had limited access to quality education, freedom of association and movement, the country's wealth, natural resources and others. CEE (2009 – 2010) therefore, felt that it is too early to discuss the sunset clause and pointed out that the issue of transformation in the workplace has not been seriously dealt with.

2.6 Challenges facing Employment Equity and Affirmative Action

According to Barker (2003), the Employment Equity Act imposes a duty on employers to implement Affirmative Action measures to give preference in hiring and promotion to disadvantaged groups. He further stated that inappropriate Affirmative Action might have a demotivational effect on both White males and on the beneficiaries of the Act. He pointed out that this legislation sacrifices the principle of 'the best person for the job' in favour of a lesser concept of suitably qualified. Rabe (2001) discussed that promotion of less qualified people leads to stigmatization of such appointments as these people are not regarded as being able to compete on equal terms. He also pointed out that it has been argued that these claims of stigmatization were exaggerated. Rabe (2001) further argued that this is unfair towards those people who are objectively able to compete on equal terms that they will also be viewed in the same manner. He highlighted the problem of stigmatization in that those who benefited may suffer from the feeling of inferiority as they felt that they are not able to compete on equal terms and other people viewed them as being less able. Kreitner and Kinicki (2008) supported this view and stated that research demonstrated that those supposedly hired on the basis of Affirmative Action felt negatively stigmatized as unqualified or incompetent. They continued to say that Affirmative Action candidates experienced lower job satisfaction and more stress than employees supposedly selected on the basis of merit. The second disadvantage, according to Rabe (2001) is that it is perceived that Affirmative Action promotes racial antagonism and perpetuates the existing divisions in society as it is based on perpetuating racial discrimination.

Smit, Cronje, Brevis and Vrba (2008) discussed the detrimental and divisive views some people hold regarding Affirmative Action and Equal Employment Opportunities. They explained that there is a belief that Affirmative Action and Equal Employment Opportunities mean that less qualified people should be given jobs instead of more qualified "traditional" employees. They further stated that the insinuation is that the designated class of people are being helped because they are not really qualified enough to succeed on their own merits. Smit et al (2008, p. 235) pointed out, " This only

adds to the conflict, reinforces stereotypes, and destroys the very same people it is meant to serve by having them promoted to levels of incompetence if not accompanied with appropriate training and development to empower them to do the job.”

Rabe (2001) explained that the system of merit requires that persons “best” qualified to perform a specific job should be appointed. He argued that Affirmative Action led to a reduction of efficiency and harms the interest of the community as the best candidates were not appointed. According to Glober and Warnich (2006), the Act categorically states that an employer is not required to appoint people who were not “suitably” qualified for the job. A suitably qualified person in this case means any combination of formal qualifications; prior learning; relevant experience, or capacity to acquire, within a reasonable time, the ability to do the job. Rabe (2001) compared the application of Affirmative Action in South Africa and other countries such as USA and Canada and argued that South African appointments were problematic because the legislation did not require that the person appointed in terms of Affirmative Action must be equally qualified. He pointed out that due to the fact that the vast majority of persons from the disadvantaged group never had the opportunity to acquire the necessary skills and qualifications, objectively the level of efficiency has to suffer.

Rabe (2001) highlighted the fact that there were no great numbers of experienced and highly skilled blacks available. Spierenburg and Wels (2009) also pointed out that Human Resource management is not only a matter of searching for equity, but also of finding people qualified for the jobs. They further stated that if the particular skills that management is looking for are not available in the skills pools, then employers will have a valid reason not to employ a Black person or anyone from the designated group. CEE (2009 - 2010) revealed that Whites terminated their employment the most in the private sector during this period. The report further stated that when seen in relation to their recruitment and promotion patterns, they were being replaced by more Whites, thus the private sector missed the opportunity of replacing them with other races. This is contrary to the common perception that Whites do not move jobs because of employment equity,

and that Blacks job hop because of employment equity (CEE, 2009 - 2010). According to CEE (2009 - 2010), this also debunks the notion that there is little if any staff turnover at top and senior management levels, presenting limited opportunity to appoint designated groups at these levels. CEE (2009 - 2010) further argued that an opportunity is being missed where a dedicated focus could be given to empower more Blacks for promotions in order to achieve equity targets, to make the workforce more diverse and to reflect the demographics of the country.

When dealing with compensation and benefits, Grobler and Warnich (2006) suggested that with the implementation of the Act, it is important that employers do not discriminate, either directly or indirectly. Grobler and Warnich (2006) further stated that women in particular had done considerably less well than their male counterparts in obtaining promotion to higher levels of employment. They also highlighted that employment of people with disabilities had been especially low. Stredwick (2005) argued that the much used expression 'glass ceiling' indicated that women had promotion limitations placed on them. He commented that it was vital that all employees had the opportunity to carry out their work to their ability and to share in career progression opportunities.

Noe (2007) highlighted the fact that employees were seeking employability over employment security. He suggested that companies must provide training and job experiences to help ensure that they could find other employment opportunities. CEE (2009 - 2010) stated that employment equity regulations require employers to report on training for career development purposes solely for the achievement of numerical goals. However, the CEE (2009 – 2010) reported that the data received clearly indicated that many of the employers misunderstood the requirements for this section of the report and provided information on all training that took place. The International Labour Office (2007) argued that employers that made the most progress in attracting, advancing and retaining suitably qualified persons from designated groups engaged in Affirmative

Action measures long before the Employment Equity Act had become law. They further stated that these employers viewed these measures as one key strategy to pursue corporate goals of productivity, excellence, and global competitiveness.

According to Webster and von Holdt (2005), BMW is improving the racial composition of its salaried staff. They stated that BMW developed a five year Employment Equity plan in line with the Employment Equity Act. They explained that the changes were due to the biased recruitment of historically disadvantaged employees when vacancies arose from natural staff turnover. In other words, vacancies that arose due to either white worker retrenchments or retirements were filled by historically disadvantaged workers.

Dupper et al (2009) argued that the policies of affirmative action are over-inclusive. They further argued that by focusing attention on groups rather than individuals, some individuals who were not needy would in fact receive benefits simply because they belonged to the disadvantaged group.

According to Brooks (1999), Employment Equity and Affirmative Action concepts received negative reporting. He argued that negative reporting affected the attitudes of Blacks and Whites towards affirmative action. Because of the association made between Affirmative Action and tokenism and window-dressing, many Black people argued that they wanted to be judged according to the same criteria as whites (Brooks, 1999). He further argued that Affirmative Action was seen as an affront to their (Blacks) competence and dignity rather than reparation for past unfair discrimination. Brooks (1999) explained that Affirmative Action should seek to increase employment opportunities for ethnic, racial, gender, and other groups traditionally excluded from mainstream societal institutions. This goal should be achieved without recourse to tokenism, in the sense of bringing in “unqualified” persons and without “unnecessarily trammeling the expectations of White males.

2.7 Impact of Employment Equity on staff retention and skills development

Nel and Holtzhausen (2006) defined retention as the efforts of an organization to retain the services of an employee by various means such as better than average remuneration, support for quality of work life programmes, benefits which can be extended to family and positions linked to recognition and status. Nel and Holtzhausen (2006 p.354) further explained:

“The Employment Equity Act requires employers to compile an employment equity plan aligning the demographics of the workforce with that of the population in which the company operates. A lot of emphasis is therefore placed on appointing the right employees and especially those from designated groups”. Nel and Holtzhausen (2006) pointed out that there is a skills shortage in many sectors of the economy, and it is often difficult to find employees from designated groups who had the necessary skills. Nel and Holtzhausen (2006, p.254) further explained “In instances where employers were successful in employing staff, they often did not take all appropriate measures to keep those employees in the company. Such employees were usually headhunted by employment agencies or other employers”.

According to Coetzee and Roythorne (2008), Legislation such as the Employment Equity Act and the Skills Development Act as well as shortage of skilled employees and competitive pressure on organisations have combined to stimulate South African companies into establishing career support activities that address the career development and growth needs of their employees. Van Jaarsveld and van Eck (2005) supported this view and further stated that companies must take measures to retain and develop people from the designated groups and implement appropriate training measures, including measures for which provision is made in the Skills Development Act of 1998. According to Berry (2005), employees are almost four times more likely to leave their organisation because of a lack of development opportunities, as opposed to more pay. Berry (2005), analyzed the report done by HR consultancy Reed. Almost 6,000 employees and 300 Consulting HR professionals from across the UK were

surveyed on why they left their jobs. According to Berry (2005), nearly half the respondents (48%) said that their main reason for leaving was that they did not believe that their organisation provided them with sufficient opportunities for personal and career development.

Barney et al (2008) pointed out that while employees are primarily responsible for their own career planning, an organisation's management can do a great deal to support them in managing their careers and in making more realistic career decisions. They referred to Schreuder and Coetzee (2006 p.313) who said "formalized career management practices can avoid employee turnover. Taking an interest in employees' careers can also improve morale, increase productivity and help the organisation become more successful." Barney et al (2008) added that a formal organisational career management system can also help create a positive career development culture which can help address a range of issues such as productivity and competitiveness, employment equity, succession planning and workforce forecasting, talent retention, and so forth.

According to Grobler & Warnich (2006), for the successful implementation of employment equity practices in the workplace, various stakeholders have to become actively involved. The most obvious are managers, employees, trade unions and political groups. Grobler & Warnich (2006) further argued that employers must ensure that internal equity exists in matters such as compensation, promotion and access to training. Grobler & Warnich (2006) pointed out that staffing decisions entail more than merely determining who should enter and who should leave an organisation. They further advised that organisations must design proper internal staffing programmes. Grobler & Warnich (2006) were of the view that where companies manage their workers strategically, they will understand that their opportunities within the company are dependent on the success of the business. However, if employees believe that despite the apparent success of an organisation few opportunities for promotion exist because

of the absence of a proper internal staffing programme, employees may lose confidence in their employer. Puttick, van Esch , van Esch & Kana (2007) supported this view and pointed out that competence of the employees at every level of the organisation is important for the achievement of business objectives. They further stated that South Africa, with its need for meaningful transformation and Black Economic Empowerment in the workplace to redress historical, social and economic imbalances, is experiencing a skills shortage in many areas, particularly accounting, IT and management.

Grobler and Warnich (2006) highlighted that if employees perceive that they are being treated inequitably by the organisation, tension results. They argued that the perception of inequity causes an unpleasant emotional state that may cause employees to reduce their future efforts, change their perception regarding rewards for their work efforts or, as often is the case, leave the organisation. According to Grobler and Warnich (2006), job satisfaction is often considered to be a strong determinant of turnover. However, employee perceptions of inequitable treatment have been found to be even stronger predictors of absence and job turnover than job satisfaction. They emphasized this point by saying that if employees perceive that they will be more equitably treated by another organisation, the probability of their leaving increases. Smit et al (2008) defined organisational development as an ongoing planned effort by managers and leaders to manage change as a means of improving organisational performance. They further stated that this involved planning interventions to improve the skills and abilities of employees and to eliminate aspects of the organisation that limit employee and organisational growth and performance.

When analyzing the reports submitted in 2009-2010, the CEE concluded that in terms of skills development, it was evident that private sector employers continued to invest more training on Whites than on other population groups. CEE (2009 – 2010) argued that if there was willingness on employers to empower Blacks, it would have been evident in the training provided. This, according to CEE (2009 – 2010) suggested that

employers were not utilizing their training strategically to ensure that they empowered the under-represented groups to ensure their upward mobility within the workplace. Kraak and Karen (2008) discussed the issues of skills development in the hospitality and tourism sector. They felt that despite significant lamentation about the lack of skills, only a few tourism executives mentioned this challenge as a core concern. They further stated that most of management is not formally trained and the model of learning by experience continued to be replicated. “The issue of skills is not an urgent one unless a specific vacancy arises that is hard to fill” (Kraak and Karen, 2008, p549). They further stated that there is a need to develop a common understanding of the impact of the skills shortage on the ability of the country to compete globally. Kraak and Karen (2008) raised a concern regarding the apparent lack of an integrated and strategic national skills plan for the sector, which led to fragmented approaches and a lack of coordination of training. It must be noted that similar challenges exist in other sectors.

2.8 Monitoring and Enforcement of Employment Equity in the workplace

It is provided for in the EEA that any employee or trade union representative may bring an alleged contravention of this Act to the attention of another employee, an employer, a trade union, a workplace forum, a labour inspector, the Director-General, or the Commission.

2.8.1 Commission for Employment Equity

Bendix (2010) explained that the Act provides for the establishment of an Equity Commission consisting of a chairperson and eight other members appointed by the Minister. He summarized the functions of the Commission as: to offer advice on codes of good practice, regulations and policy issues; to make awards for recognition of achievements; and to conduct research and report to the Minister on any matter related to the Act.

2.8.2 Written undertakings

Van Jaarsveld and van Eck (2005) explained that if the labour inspector had reasonable grounds to believe that an employer had not complied with its obligations in terms of the EEA, he may request a written undertaking from the employer to comply with the EEA's requirements within a prescribed time. Such an undertaking could, for example, be issued on the grounds of failure by the employer to consult with employees in respect of the employment equity plan; conduct an analysis of the workforce; prepare and implement an employment equity plan; and submit an annual report.

2.8.3 Compliance orders

Van Jaarsveld and van Eck (2005) further explained that if the designated employer refuses to give a written undertaking to the inspector, or fails to comply with the undertaking, the labour inspector may issue a compliance order. The compliance order must indicate the name of the employer, which provision of the EEA has not been complied with, steps to be taken by the employer and the period within which those steps must be taken and the maximum fine that may be imposed for non-compliance. Van Jaarsveld and van Eck (2005) went on to say a designated employer who receives such an order must either comply with or appeal against that order to the High Court. If the employer fails to comply with the compliance order, or does not appeal against the order, the Director-General of Labour may apply to the High Court to have it made an order of the court.

2.8.4 Fines for non-compliance

According to Bendix (2010), failure to establish and report on an Employment Equity plan is subject to fines ranging from R500 000 for the first contravention, up to R900 000 for four or more contraventions. He further stated that a person who knowingly gives false information, obstructs any individual performing a function in terms of the Act, or takes measures to avoid becoming a designated employer may be sentenced to

a fine of up to R 100 000. Furthermore, any organisation tendering for a government contract will have to present proof either by a certificate or a verifiable declaration that it has complied with the provisions of the Act. This is supported by Spierenburg and Wels (2009) who stated that the deadline for the annual report always creates stress both for managers who had to write them and for the Department of Labour who has to monitor the progress in the field.

2.8.5 The role of workplace forums

According to Grobler and Warnich (2006), the aim of workplace forums is the promotion of the interests of all workers as well as efficiency in the workplace. They pointed out that according to Section 84(1) of the Act, a workplace forum is entitled to be consulted by the employer about proposals relating to restructuring the workplace, job grading, mergers and transfers of ownership, education and training, product development plans and export promotion. Grobler and Warnich (2006) suggested that the forum could hold meetings with all workers in the workplace on a regular basis where it reported on issues such as its activities in general and on matters it had participated in joint decision-making with the employer. Nel and Holtzhausen (2009) stated that workplace forums were intended to promote worker participation in decision making in South African organizations. According to Swanepoel (2008), an employer must reach consensus with a workplace forum before implementing any proposal concerning matters such as disciplinary codes and procedures; changes by employer or employer-appointed representatives on trusts or boards of employer-controlled schemes; rules relating to the proper regulation of the workplace – except if a collective agreement determined otherwise.

Table 2.1 indicates the importance of workplace forums in assisting employees and employers to jointly change their attitude and skills.

From	To
Pursuing private agendas	Identifying common goals
Fighting over wealth	Creating and sharing wealth
Focusing exclusively on one's own needs	Focus on understanding others' needs
Ignoring others	Adopting others' needs as our own
Seeking one sided solution	Seeking consensus
Win-lose approach	Win-win approach
Irresponsible attitude	Taking responsibility seriously
Secrecy and exclusiveness	True communication
Dominating discussions	Listening

Adapted from Grobler, P. & Warnich, S. 2006. *Human Resource Management in South Africa*. 3rd ed, p.433

Table 2.1 Functions of Workplace forums

Grober and Warnich (2006) discussed the following important steps when implementing the Employment Equity plan:

- *Appointment of members from designated groups:* This would include transparent recruitment strategies such as appropriate and unbiased selection criteria and selection panels and targeted advertising.
- *Training and development of people from designated groups:* These measures include access to training by members of designated groups; structured training and development programmes like learnerships and internships, on-the-job mentoring and coaching, and accelerated training for new recruits.
- *Promotion of people from designated groups:* This could form part of structured succession and experience planning and would include appropriate and accelerated training.
- *Retention of people from designated groups:* Retention strategies could include promotion of a more diverse organizational culture, an interactive communication and ongoing labour turnover analysis

Grober and Warnich (2006) emphasized the importance of developing a proper plan for the execution of Employment Equity. The lack of such plans result in frustrations and decline in morale within the workforce.

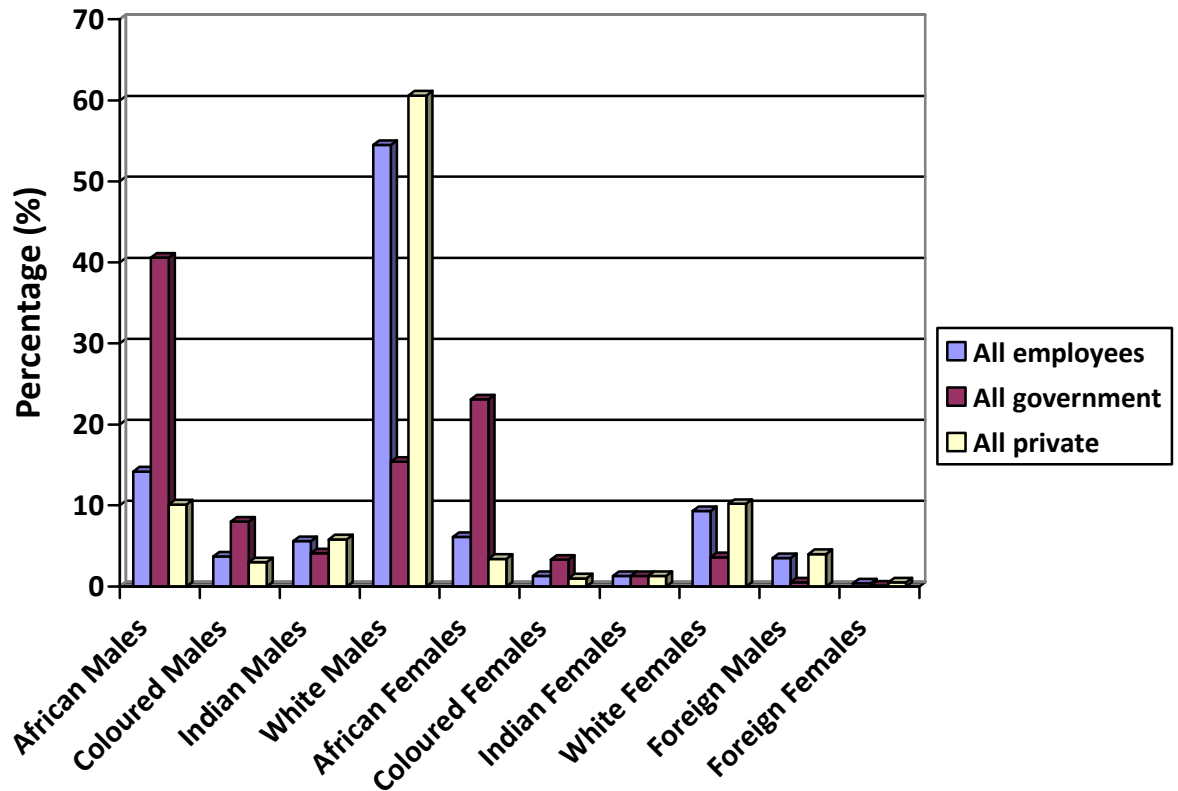
2.9 The 10th Commission for Employment Equity (CEE) Report 2009 – 2010

CEE (2009 - 2010), highlighted that the Employment Equity Act was meant to drive equality in the workplace through equitable representation of employees from designated groups to broadly reflect the national demographics of the Economically Active Population of South Africa. She further stated that whilst the EEA stands to eliminate unfair discrimination at the workplace, it provides for fair discrimination to

ensure that Africans, Coloureds, Indians, women and people with disabilities are equitably represented at all occupational levels. The report indicated that White males still dominated the top echelons of the workplace. CEE (2009 – 2010) felt this was exacerbated by the fact that the majority of recruitment and promotions into these levels were authorized by White males. CEE (2009 – 2010) highlighted that progress on transformation was at minimum levels and that the contents of the report did not differ from those in the past. According to the CEE (2009 – 2010), labour attributed the slow pace of transformation to lack of Black skills. However, tertiary institutions showed an increased output of Black graduates, which had tripled over the past 10 years.

CEE (2009 - 2010) recommended changes to the EEA which they believed would drive better compliance and introduce severe consequences for companies that flaunted the law. CEE (2009 - 2010) also re-defined the name and shame and praise process which was expected to be effective in 2011. According to CEE (2009 - 2010), a new section is required in the EEA to deal with unfair discrimination by an employer with regards to the terms and conditions of employment for the employees doing the same work, similar work or work of equal value. CEE (2009 - 2010) stated that the lack of a provision to deal expressly with wage discrimination on the basis of race and gender in the Employment Equity Act has been criticized by the International Labour Organisation.

Figure 2.1 shows Top management in both government and private sectors



Adapted from 2009-2010 CEE report

Figure 2.1 Workforce population distributions for Top Management for all employers

According to Figure 2.1, Africans have managed to occupy top management position in the government sector and their representation in private sector was still very low. It is also shown that White males were occupying most of the top management positions in the private sector. Figure 2.1 also shows that there is a need to increase the representation of females in the private sector.

2.9.1 Recommendations of the CEE

On the basis of the slow pace of transformation, CEE (2009 – 2010) recommends the following to the Minister:

- Liaise even further with section 9 institutions like the Commission for Gender Equality, SA Human Rights Commission (SAHRC), etc. in order to eliminate unfair discrimination and promote affirmative action.
- Engage government and business in order to improve on the representation levels of people with disabilities.
- Engage the BEE Council on matters that promote employment equity to ensure that both the employment equity and skills development scorecards become compulsory elements of the BBBEE Codes irrespective of the size of the organisation.
- Engage Organised Labour to strengthen the monitoring and compliance of the Employment Equity Act.
- Increase the capacity at the Department of Labour to strengthen the monitoring and compliance mechanisms.
- Promote the principle of fair remuneration, i.e. equal pay for work of equal value, in order to address any disparities on one or more arbitrary grounds.
- Once the Act has been amended, amend regulations to bring it in line with any new requirements
- Review the Code of Good Practice on Key Aspects of HIV and AIDS in the Workplace
- Develop a process that will facilitate the certification of EE so that this becomes a condition of awarding tenders.

The Commission for Employment Equity realized that the current system was not giving the expected results and therefore measures had to be taken to strengthen the system.

2.10 Summary

It is evident from the literature that there are different perceptions and attitudes from different people regarding the impact of the Employment Equity and Affirmative Action. The Department of Labour and the Commission of Employment Equity are frustrated at the rate of transformation in the workplace and are of the view that the employers are neither serious nor committed to the implementation of Employment Equity. As a result of this, CEE (2009 - 2010) has proposed that the Employment Equity Act be amended in order to get more participation and attention from the employers, particularly in the private sector. The report compiled by the CEE for the 2009-2010 period shows less improvement from the previous reports regarding transformation in the workplace. There are concerns from other groups, mainly White males, that Employment Equity and Affirmative Action policies must now come to an end. They argue that Affirmative Action was developed to be a temporary measure, twelve years later, the EEA is still alive and being strengthened. The majority of Black people still insist that they haven't seen much of the application of the EEA in their workplaces and as a result they want the government to act harshly on those who deliberately ignore and disregard transformation in their workplaces. Employers believe that they are doing the best they can to balance transformation with the sustainability and profitability of their organisations. It is therefore important to understand the perceptions of employees regarding the implementation of the Employment Equity Act and Affirmative Action policies. It has to be investigated if the implementation of the Employment Equity and Affirmative Action Acts have really been successful; and also if the previously disadvantaged groups have seen the benefits from the implementation of this Act.

The next chapter will discuss the research methodology that will be followed when conducting this study.

CHAPTER THREE

Research Methodology

3.1. Introduction

Phatak (2008) described research as a systematic, objective, reproducible and deliberate attempt which is made to answer meaningful questions pertaining to a field of study or about phenomenon or events in a given situation.

This chapter provides guidelines on how the research will proceed. It also highlights the necessary tools, instruments, processes and procedures that will enable the researcher to produce a comprehensive, complete and meaningful research report. The practical application of research methodology is demonstrated in the research study of employee attitudes towards Employment Equity.

3.2. Research Methodology

According to Walliman (2011), research methods are the techniques used to do research. They represent the tools of the trade, and provide the ways to collect, sort and analyse information so that conclusions can be drawn. Kumar (2005) stated that research is more than a set of skills, it is a way of thinking: examining critically the various aspects of the day-to-day professional work, understanding and formulating guiding principles that govern a particular procedure, and developing and testing new theories for the enhancement of the practice. Kumar (2005) further stated that research is a habit of questioning what we do, and a systematic examination of the observed information to find answers, with a view to instituting appropriate changes for a more effective professional service.

3.2.1 Types of research

Kumar (2005) suggested that research can be classified from three perspectives, namely; application of research study, objectives in undertaking the research, and inquiry mode employed.

Figure 3.1 illustrates the different types of research

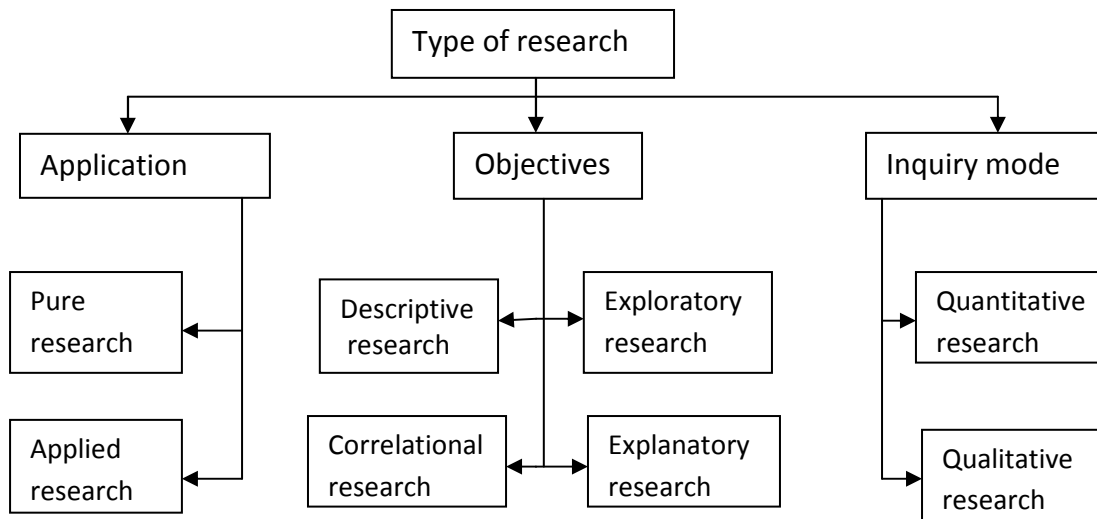


Figure 3.1 Types of research

Adapted from Kumar, R. 2005. *Research Methodology: A Step-by step guide for beginners*, Sage Publications Ltd, London. 1st ed.

Application type consists of two broad categories: pure research and applied research. According to Kumar (2005), pure research is concerned with the development, examination, verification and refinement of research methods, procedures, techniques and tools that form the body of research methodology. Applied research is when the research techniques, procedures and methods that form the body of research methodology are applied to the collection of information about various aspects of a

situation, issue, problem or phenomenon so that information gathered can be used, for example, in enhancement of understanding of a phenomenon.

In this study applied research is employed. The information gathered in this study will assist the concerned stakeholders to gain a better understand on the employee attitudes towards Employment Equity and therefore be able to respond appropriately to such attitudes.

Kumar (2005) stated that objective researches are classified as descriptive, correlational, exploratory and explanatory. Descriptive research attempts to describe systematically a situation, problem or phenomenon. The main purpose of such studies is to describe what is prevalent with respect to the issue/ problem under study. Correlational research is about discovering or establishing the existence of a relationship/ association/ interdependence between two or more variables under consideration. According to Kumar (2005), explanatory research attempts to clarify how and why there is a relationship between two aspects of a situation. In exploratory research, the study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study.

This study follows an explanatory research method where the relationship between Employment Equity and various variables such as job hopping, staff morale, workplace relationships, and job retention are established. It is important for this study to follow explanatory research as the information gained becomes critical to the decision makers in the organisations. Stakeholders within organisations need to have valid and reliable information in order to understand where they are and what needs to be done to correct the situation. Capturing views, perceptions and feelings from an employees' point of view is vital in assessing the impact of Employment Equity within the workplace.

3.2.2 Quantitative and qualitative research

Creswell (2003) stated that quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in survey and experimental research that relate to identifying a sample and population, specifying the strategy of enquiry, collecting and analyzing data, presenting the results,

making an interpretation, and writing the research in a manner consistent with a survey or experimental study. Quantitative research methods use predetermined instrument based questions to gather performance data, attitude data, observational data and census data. Quantitative research methods use statistical analysis (Creswell, 2003)

Creswell (2003) further stated that qualitative approaches to data collection, analysis and report writing differed from the traditional quantitative approaches. Qualitative procedures are informed by the use of purposeful sampling, collection of open ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of findings. Qualitative methods use open-ended questions to gather interview data, document data, and audiovisual data. Qualitative methods use text and image analysis (Creswell, 2003). Sekaran, and Bougie (2010) described qualitative data as data in the form of words. Sekaran, and Bougie (2010) further stated that the analysis of qualitative data is not easy. The problem is that, in comparison with quantitative data analysis, there are relatively few well-established and commonly accepted rules and guidelines for analyzing qualitative data.

This study uses predetermined instrument based questions to gather data on employee attitudes towards Employment Equity which will then be analyzed statistically. Therefore the quantitative method is the most suitable approach to this study due to the nature and the objectives of this study. The data is captured using online questionnaire from respondents from different organisations. The results obtained are quantitatively presented in chapter four and discussed in chapter five. Quantitative approach enabled the researcher to clearly demonstrate and answered the research question on the impact of Employment Equity in the workplace.

3.3. Aim and Objectives of the research

Mitchell and Jolley (2010) explained that before the researcher can persuade people that his study is important and interesting, he must let them know exactly what concepts he is studying and then explain why those concepts are important. Sekaran and Bougie (2010) stated that scientific research starts with a definite aim or purpose. They further mentioned that to find solutions for identified problems, a problem statement that states

general objectives of the research should be developed. In this study, the researcher included an introduction at the beginning of the questionnaire to explain to respondents as to the purpose of this study and allow them to participate voluntarily and be able to quit at any point should they decide to do so.

3.3.1 Problem Statement

The introduction of the Employment Equity Act in 1998 received mixed reactions from different groups of the population. Twelve years after the promulgation of the Act, employees still hold different perceptions which are sometimes damaging to those employees who are seen to be benefiting from this Act and to those who feel that they are sidelined by the introduction of this Act. Employee attitudes towards the implementation of Employment Equity and Affirmative Action have a direct impact to the organisation's success. It is therefore important to establish employee perceptions and attitudes towards Employment Equity.

3.3.2 Aim

The aim of this study is to explore and establish Employee Attitudes towards Employment Equity.

3.3.3 The objectives of this study are as follows:

- To determine the effect/ impact of Employment Equity on promotions and career paths;
- To establish the effect of Employment Equity on staff retention;
- To determine the effect of Employment Equity on "job hopping";
- To evaluate the effectiveness of Employment Equity Forums in the workplace;
- To determine the effect of Employment Equity on staff morale; and
- To determine the effect of Employment Equity on workplace relationships

3.4 Sampling

Sampling is a critical aspect of research. Druckman (2005) argued that the critical question for sampling is how well the sample we obtain will resemble the population in which we are interested. Berg (2009) stated that the logic of using a sample of subjects is to make inferences about some larger population from a smaller one – the sample. Druckman (2005) further explained that we use sampling for various reasons: we do not have time to gather data from everyone; we do not have money to pay for data collection from the entire population; we do not want to ask everyone in the population to take the time to give us information, either out of respect for their limited resources of time or because we do not want the entire population exposed to our work. The sample has to be the model of the population. It should be as similar to the population as is possible. However, achieving this can be very difficult and costly, and rarely achieves perfection. Therefore this study employs the laws of probability sampling. Sekaran, and Bougie (2010) simply defined a sample as a subset of the population. A sample comprises some members selected from it. They further argued that by studying the sample, the researcher should be able to draw conclusions that are generalizable to the population of interest. The population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran, and Bougie, 2010).

The respondents constituting the sample for this study were randomly drawn from different organisations at different levels within the organisations. The results obtained were sufficient to conclude on the population. It is, for an example, observed from the sample results that the implementation of Employment Equity and Affirmative Action have a negative effect on workplace relationships. These results can be generalized to the population and action be taken to address such issues within the organisations.

3.4.1 Probability Sampling

There are two major types of sampling designs: probability and non-probability sampling. Sekaran, and Bougie (2010) stated that in probability sampling, the elements in the population have some known, non-zero chance or probability of being selected as sample subjects. Druckman (2005) argued that without probability sampling, there is no way to gauge the degree to which the sample actually matches the population. He further stated that probability sampling entails several steps:

The first step is to decide how precise the estimates need to be, that is, how much uncertainty about the findings can be tolerated. This decision may affect the size of the sample needed and may affect decisions on how the sample will actually be drawn.

The second step involves specifying exactly the population to be represented by the sample. Berg (2009) explained that the concept of probability sampling is based on the notion that a sample can be selected that will mathematically represent subgroups of some larger population. The most commonly discussed probability sample is the simple random sample. To accomplish a simple random sample, each element in the full population must have an equal and independent chance of inclusion in the eventual sample to be studied.

3.4.2 Non-probability sampling

Sekaran, and Bougie (2010) pointed out that in non-probability sampling, the elements do not have a known or predetermined chance of being selected as subjects. This means that the findings from the study of the sample cannot be confidently generalized to the population. Sekaran, and Bougie (2010) discussed two broad categories of non-probability sampling designs: convenience sampling and purposive sampling. Convenience sampling refers to the collection of information from members of the population who are conveniently available to provide it. Purposive sampling is when the sampling is confined to specific types of people who can provide the desired information, either because they are the only ones who have it, or conform to some criteria set by the researcher. Purposive sampling is divided into two major types: judgment sampling and quota sampling. Jackson (2008) explained that non-probability

sampling is used when the individual members of the population do not have an equal likelihood of being selected to be a member of the sample. Non-probability sampling is typically used because it tends to be less expensive and generating samples is easier. Jackson (2008) explained that there are two types of non-probability sampling: convenience sampling – a sampling technique in which participants are obtained whenever they can be found and typically wherever is convenient for the researcher; and quota sampling – a sampling technique that involves ensuring that the sample is like the population on certain characteristics but uses convenience sampling to obtain the participants.

Due to the nature of this study, the non-probability sampling method is more appropriate. This study will specifically use purposive sampling since it is about attitudes of employees towards Employment Equity. Therefore respondents have to be employed. The questionnaires were sent electronically to all potential respondents, however, some respondents did not have internet access and thus could not complete the survey. The population in this study includes any organisation that provides formal employment. Therefore respondents did not have any known or predetermined chance of being selected, hence non-probability sampling.

3.5 Sample size

Druckaman (2005) explained that in general, a sample should be large enough to provide an acceptable degree of precision not only for estimates about the population as a whole, but also for important sub-groups that are represented in the sample. The precision of a sample is affected by the size of the sample; the variability of the population, and the fraction of the population taken into the sample. Sekaran and Bougie (2010) summarized six factors affecting decisions on sample size as: the research objective, the extent of precision desired, the acceptable risk in predicting that level of precision, the amount of variability in the population itself, the cost and time constraints, and in some cases, the size of the population itself.

3.6 Data collection methods

Sekaran and Bougie (2010) stated that data collection methods are an integral part of research design. Data collection methods include interviews:- face-to-face interviews, telephone interviews, computer-assisted interviews and interviews through the electronic media – questionnaires, observation of individual and events with or without videotaping or audio recording, and a variety of other motivational techniques such as projective tests.

This study used online internet survey as a data collection method. This was a preferred method as a result of its advantages. It allowed the respondents to do questionnaires at their own time. It is easy to use and convenient for both the researcher and the respondents. Respondents accessed questions through the link to QuestionPro which is an online survey software. SPSS is used for analysis of data

This method provided the researcher with sufficient data to draw meaningful conclusions. It also enabled the researcher to present the results in different forms. There were disadvantages that the researcher encountered while using this method of data collection. Firstly, the researcher did not have any control to the respondents when answering the questions; hence, the researcher could not ensure that questions were clearly understood. Secondly, it was noticed that 27 respondents could not finish the survey – the researcher is not able to know and understand why the survey was not finished by these respondents. Thirdly, the researcher could only remind the respondents to complete questions within timeframe but could not know as to who had not done so.

3.7 Design and description of Questionnaire

Druckman (2005) pointed out a few key issues in questionnaire construction that are worth reviewing. Firstly, he warned that first questions are particularly important because they determine the respondent's willingness to continue beyond the first questions. He added that the way the questionnaires look and sound to respondents

can have a big impact on their willingness to undertake the survey or to finish it. Secondly, Druckman (2005) mentioned the importance of sequencing the substantive questions. The context in which questions are asked is often very important in how they are interpreted by respondents. Sekaran, and Bougie, (2010) defined questionnaire as a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. Questionnaires are an efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variables of interest. Questionnaires can be administered personally, they can be mailed to the respondents, or electronically distributed.

Sekaran, and Bougie, (2010) explained that online questionnaire surveys are easily designed and administered. Several programmes have been developed to administer questionnaires electronically. SPSS (Statistical Package for the Social Sciences) has several software programmes for research purposes including SPSS Data Entry Builder – for creating surveys that can be administered over the web, phone, or mail; SPSS Data Entry Enterprise Server – for entering the responses; and SPSS 11.0 – for data analysis and charts.

The questions were designed to answer to the objectives of the study. When designing these questions, the researcher ensured that they were easy to understand and had a flow from one question to another. A test was conducted by submitting the questions to few respondents and asked them for the feedback. Corrections were made to the questionnaire before it was electronically distributed to all respondents.

3.8 Deciding on research questions

Mitchell and Jolley (2010) explained that a researcher might decide to use fixed-alternative questions. Fixed-alternative questions are questions that require the respondent to choose between two or more answers. Mitchell and Jolley (2010) further stated that the survey might include several types of fixed-alternative questions: true-false, multiple-choice and rating scale.

3.8.1 Open-ended questions

According to Sekaran and Bougie (2010) open-ended questions allow respondents to answer the questions in any way they choose. For example where the researcher asks respondents to state five things that are interesting and challenging in the job. Mitchell and Jolley (2010) stated that there are two major advantages of letting participants respond in their words. First, the researcher avoids putting words in participants' mouths. Second, open-ended questions may let the researcher discover the beliefs behind the respondents' answers. Mitchell and Jolley (2010) further stated that although there are two major advantages of letting respondents answer in their own words, there are also two major disadvantages. First, open-ended questions are hard for participants to answer. Because of the difficulty of generating their own responses, participants will often skip open-ended questions. Second, answers to open ended questions are hard to score. Answers may be so varied that the researcher will not see an obvious way to code them.

3.8.2 Closed-ended question

Druckman (2005) suggested that closed-ended questions are ones that offer response options that accurately reflect the way respondents actually think about the issue or topic at hand. At a minimum, the options offered must be exhaustive and mutually exclusive. Druckman (2005) advised that the list of options in a close ended question should be relatively short – ideally three or four – unless the list is likely to be familiar to the respondents. Sekaran and Bougie (2010) stated that closed questions help the respondents to make quick decisions to choose among the several alternatives before them. They also help the researcher to code the information easily for subsequent analysis. Sekaran and Bougie (2010) suggested that all items in a questionnaire using a nominal, ordinal, Likert, or ratio scale are considered closed.

3.8.3 Nominal dichotomous questions

Mitchell and Jolley (2010) defined nominal dichotomous questions as questions that allow only two responses (usually “yes” or “no”). The fact that nominal dichotomous questions present participants with only – usually very different – options has at least two advantages. First, respondents often find it easier to decide between two choices than many. Second, when there are only two very different options, respondents and investigators should have similar interpretations of the options. Therefore, a well constructed dichotomous question can provide reliable and valid data. Although there are advantages of offering only two choices, Mitchell and Jolley (2010) argued that there are also disadvantages. One disadvantage of nominal dichotomous questions is that some respondents will think that their viewpoint is not represented by the two alternatives given.

3.8.4 Likert-type and interval questions

Likert type questions typically ask participants to respond to a statement by choosing “strongly disagree” (scored as “1”), “disagree” (scored as “2”), “undecided” (“3”), “agree” (“4”), or “strongly agree” (“5”). Mitchell and Jolley (2010) explained that Likert type questions are extremely useful in questionnaire construction. Whereas dichotomous questions allow respondents only to agree or disagree, Likert type questions give respondents the freedom to strongly agree, agree, be neutral, disagree, or strongly disagree. Thus Likert type questions yield more information than nominal dichotomous questions. According to Mitchell and Jolley (2010), the major disadvantage of Likert type questions is that some respondents may resist the fixed alternative nature of the question. Jackson (2008) explained that a Likert rating scale presents statement rather than a question, and respondents are asked to rate their level of agreement with the statement. She suggested that if the researcher wants to force respondents to lean in one direction or another, then an even number of alternatives should be used. Jackson (2008) stated that many researchers prefer to use a Likert- type scale because it is very easy to analyse statistically.

The questionnaire for this study consists of a combination of forced Likert (4-point Likert scale), nominal dichotomous, and close-ended questions. This was necessary to assist the researcher to gather all the relevant data. Open-ended questions were not used because of challenges they presented during scoring and coding of responses.

The questionnaire for this study is made up of 29 questions. The questions are categorized as follows:

Section1: Demographic information – (Questions 1 – 5)

Section 2: Work life background and understanding of Employment Equity and Affirmative Action – (Questions 6 – 11)

Section 3: The impact of Employment Equity and Affirmative Action on employees in the workplace – (Questions 12 – 18)

Section 4: Employee attitudes towards Employment Equity and Affirmative Action – (Questions 19 – 29)

3.9 Pretesting

Berg (2009) suggested that once researchers have developed the instrument and are satisfied with the general wording and sequencing of questions, they must do the pretesting. Berg (2009) explained that pretesting involves at least two steps. First, the questionnaire should be critically examined by people familiar with the study's subject matter, such as technical experts, other researchers or persons fitting the type to be studied. This facilitates the identification of poorly worded questions, questions with offensive or emotion-laden wording or questions revealing the researchers' own biases, personal values or blind spots. The second step in pretesting before the instrument can be used in a real study involves several practices to assess how effectively the

questionnaire will work and whether the type of information being sought will actually be obtained. Berg (2009) suggested the following questions for assessing an instrument:

1. Has the researcher included all of the questions necessary to test the research hypothesis?
2. Do the questions elicit the types of response that were anticipated
3. Is the language of the research instrument meaningful to the respondents?
4. Are there other problems with the questions, such as double meaning or multiple issues embedded in a single question?

Berg (2009) suggested that a careful pretest of the instrument, although time consuming in itself, usually saves enormous time and cost in the long run.

For the purpose of this study, the researcher conducted a random pilot study by asking 15 respondents which included HR practitioners and general employees to complete the questionnaire and provide feedback regarding the structure and clarity and flow of questions. The feedback from pretesting did not suggest the necessity to make changes in the original questionnaire.

3.10 Reliability and Validity of a measuring instrument

3.10.1 Reliability

According to Jackson (2008) reliability refers to the consistency or stability of a measuring instrument. In other words, the measuring instrument must measure exactly the same way every time it is used. It means that individuals should receive a similar score each time they use the measuring instrument. Jackson (2008) explained that reliability is measured by using correlation coefficients. A correlation coefficient measures the degree of relationship between two sets of scores and can vary between -1.00 and +1.00. There are four types of reliability: test/retest reliability; alternate-forms reliability; split-half reliability; and interitem consistency reliability. Sekaran and Bougie (2010) suggested that the reliability coefficient obtained by repetition of the same measure on a second occasion is called the test/ retest reliability. That is when a questionnaire containing some items that are supposed to measure a concept is

administered to a set of respondents now, and again to the same respondents, say several weeks to six months later, then the correlation between the scores obtained at the two different times from one and the same set of respondents is called the test/retest coefficient. Jackson (2008) stated that alternate forms reliability is using alternate forms of the testing instrument and correlating the performance of individuals on the two different forms. It is a reliability coefficient that is determined by assessing the degree of relationship between scores on two equivalent tests. Interitem consistency reliability is a test of the consistency of respondents' answers to all the items in a measure. The most popular test of interitem consistency reliability is Cronbach's coefficient alpha which is used for multipoint scaled items and Kuder-Richardson formulas which is used for dichotomous items. Sekaran and Bougie (2010) explained that split half reliability reflects the correlations between two halves of an instrument. Jackson (2008) defined split half reliability as a reliability coefficient determined by correlating scores on one half of a measure with scores on the other half of the measure. Split half reliability gives a measure of the equivalence of the content of the test but not of its stability over time.

3.10.2 Validity

According to Jackson (2008), validity refers to whether a measuring instrument measures what it claims to measure. There are several types of validity that are used to test the goodness of measures and writers use different terms to denote them. These validity types may be grouped under three broad headings: content validity, criterion-related validity, and construct validity. Jackson (2008) defined content validity as the extent to which a measuring instrument covers a representative of the domain of behaviours to be measured. It is a function of how well the dimensions and elements of a concept have been delineated. Sekaran and Bougie (2010) explained that criterion-related validity is established when the measure differentiates individuals on a criterion it is expected to predict. Two types of criterion validity may be used, depending on whether the test is used to estimate present performance – concurrent validity, or to predict future performance - predictive validity. Jackson (2008) stated that the construct validity of a test assesses the extent to which a measuring instrument accurately

measures a theoretical construct or trait that it is designed to measure. This is assessed through convergent and discriminant validity. Convergent validity is established when the scores obtained with two different instruments measuring the same concept are highly correlated. Discriminant validity is established when two variables are predicted to be uncorrelated and scores obtained by measuring them are empirically found to be so.

3.11 Ethical Considerations

Jackson (2008) explained that when conducting research with human (or nonhuman) participants, the researcher is ultimately responsible for their welfare. Thus, it is the researcher's responsibility to protect them from harm. Mitchell and Jolley (2010) discussed ethical guidelines for studies involving human participants. They pointed out that researchers should get approval from appropriate committees

Jackson (2008) mentioned that informed consent forms must be given to individuals before they participate in a research study to inform them about the general nature of the study and to obtain their consent to participate. Jackson (2008) further stated that when obtaining informed consent, the researcher must inform participants about:

- the purpose of the research, expected duration and procedure
- their rights to decline to participate and to withdraw from the research once participation has begun
- limits of confidentiality
- incentives for participation
- who to contact for questions about the research and research participants' rights

Ethical clearance for conducting this study was obtained from the UKZN's Humanities & Social Sciences Research Ethics Committee. All the requirements for ethical considerations such as informed consent letter, gatekeeper's letter and a copy of the questionnaire were submitted for ethical clearance approval (APPENDIX – 1).

3.12 Constraints

This study is aimed at establishing attitudes of employees at all levels of the organisational structure. The questionnaire is administered through QuestionPro which is accessed through the internet. Therefore the limitation is that since not all employees have access to internet facilities, the contributions of some of the employees may not be captured in this study. Employment Equity and Affirmative Action issues may be considered as sensitive issues by some respondents. As a result of that some respondents may feel uncomfortable to complete the questionnaire; others may start and drop out.

3.13 Summary

In this chapter, the research methodology was discussed in detail with reference to its application to this research study. Various data collection methods were also discussed with more emphasis on the questionnaire as the most relevant data collection method for this study. This chapter further discussed the principles of a well designed and effective questionnaire. These principles were used to scrutinize the questionnaire designed for collecting data on Employee Attitude towards Employment Equity.

The next chapter will provide the presentation of data received from the survey. The data will be presented in the form of Descriptive Statistics and Inferential Statistics.

CHAPTER FOUR

Presentation of Results

4.1 Introduction

In this chapter, results are presented in the form of graphs and tables. The responses were obtained from QuestionPro and analyzed using SPSS. The results of the survey showed that 141 respondents started this survey, 114 respondents completed it, resulting in 27 respondents dropping out. This chapter will present the results as per the objectives of this study. This chapter is divided into several sections and sub-sections. A brief description is provided for the results presented in this chapter.

4.2 Demographics results

Demographic results are presented in order to establish the influence and impact of respondents' gender, age, race and qualifications on perception of Employment Equity.

Table 4.1 presents the demographics of the respondents

Description	Percentage
<i>Gender</i>	
• Male	64
• Female	36
<i>Age of Respondents</i>	
• 20 – 29	11
• 30 – 39	47

<ul style="list-style-type: none"> • 40 – 49 • 50 – 59 • 60 and above 	<p>31</p> <p>10</p> <p>1</p>
<p><i>Racial Composition</i></p> <ul style="list-style-type: none"> • Africans • Coloureds • Indians • Whites 	<p>58</p> <p>1</p> <p>27</p> <p>14</p>
<p><i>Respondents' highest qualifications</i></p> <ul style="list-style-type: none"> • Less than Matric • Matric • Diploma • Degree • Postgraduate 	<p>0</p> <p>4</p> <p>12</p> <p>32</p> <p>52</p>

Table 4.1 Demographics representation of the respondents

According to Table 4.1, males dominated this study (64%). Respondents were mainly within 30 to 39 years of age (47%) followed by 31% at the age of 40 to 49. Africans formed the majority in this study (58%). The results also revealed that most of the respondents had postgraduate qualifications (52%).

4.3 Employment history results

This section provides results of respondents' employment history such as the period in current organisations and the number of organisations they have worked for.

Description	Percentage
<p><i>Years of service in the current organisation</i></p> <ul style="list-style-type: none"> • Less than 1 year • 1 – 5 years • 6 – 10 years • 11 – 15 years • More than 15 years 	<p style="text-align: center;">9</p> <p style="text-align: center;">38</p> <p style="text-align: center;">23</p> <p style="text-align: center;">12</p> <p style="text-align: center;">19</p>
<p><i>Number of organisations that respondents have worked for</i></p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 • More than 5 	<p style="text-align: center;">12</p> <p style="text-align: center;">17</p> <p style="text-align: center;">21</p> <p style="text-align: center;">17</p> <p style="text-align: center;">12</p> <p style="text-align: center;">21</p>
<p><i>Main reasons for changing jobs</i></p> <ul style="list-style-type: none"> • Better prospects • Not enough done regarding the implementation of Employment Equity • No clear succession plan in place • Corporate politics • No opportunities for growth • Frustrated by management actions 	<p style="text-align: center;">46</p> <p style="text-align: center;">1</p> <p style="text-align: center;">9</p> <p style="text-align: center;">6</p> <p style="text-align: center;">19</p> <p style="text-align: center;">10</p>

<ul style="list-style-type: none"> • Personal reasons 	6
<ul style="list-style-type: none"> • Being overlooked while Affirmative Action candidates are promoted 	3

Table 4.2 Employment history

The results in Table 4.2 showed that most of respondents (38%) were employed by the same organisation for a period of 1 – 5 years. The main reason given by most respondents (46%) for changing jobs was seeking better prospects.

4.4 Results addressing research objectives

The questionnaire consisted of questions that specifically addressed the objectives of this study. This section presents results from respondents that provide answers to these specific objectives.

4.4.1 Objective1: To determine the effect/ impact of Employment Equity on promotions and career paths

The purpose of this objective was to establish if the implementation of Employment Equity and Affirmative Action influenced promotions and career advancements.

Figure 4.1 established whether respondents had ever been Affirmative Action appointments

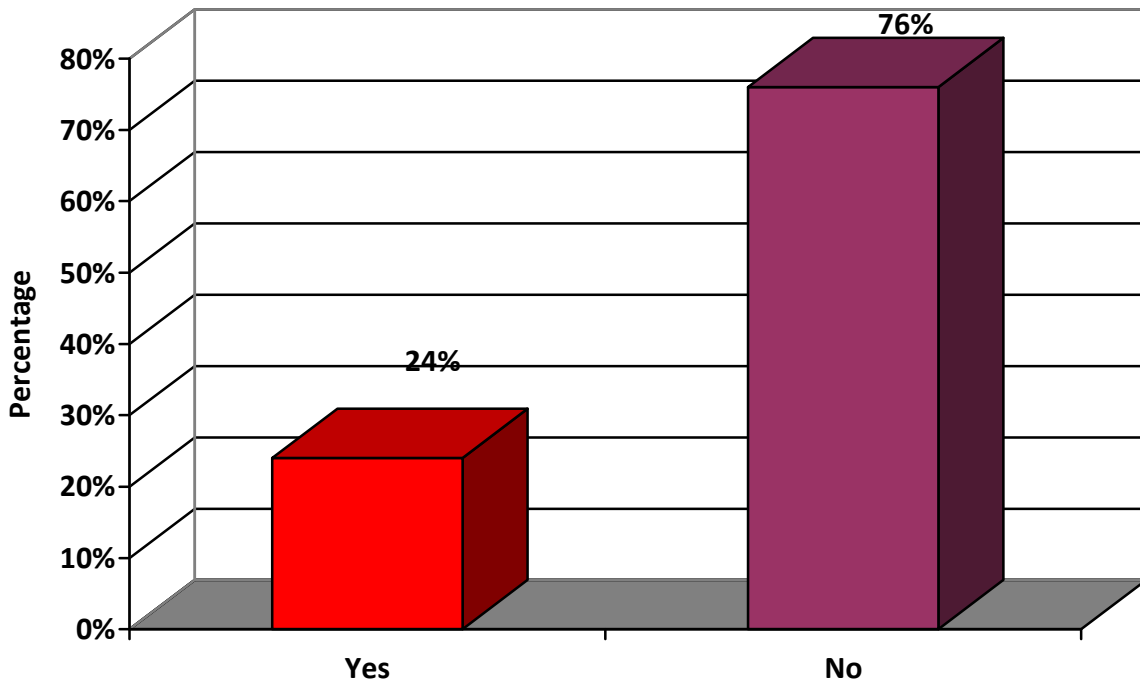


Figure 4.1 Affirmative Action appointments

The results presented above provided the answer regarding the implementation of Employment Equity (EE) and Affirmative Action (AA) in the workplace. According to Figure 4.1, 24% of respondents were Affirmative Action appointments while 76% never received Affirmative Action appointments.

Table 4.3 presented the results on Affirmative Action appointees within different racial groups

n=110		Have you ever been an Affirmative Action appointee?		
		Yes	No	Total
Race	African	27%	73%	57%
	Coloured	100%	0%	1%
	Indian	23%	77%	27%
	White	6%	94%	15%
	Total	24%	76%	100%

Table 4.3 Cross tabulation between racial groups and Affirmative Action appointments

Table 4.3 indicated that the majority of the respondents had never been Affirmative Action appointees. The results showed that 73% of African, 77% of Indians and 94% of Whites had never been AA appointees. Only 27% from the African group, 23% from Indians and just 6% from Whites indicated that they had been AA appointees. Only one respondent from the Coloured group participated and the results from the Coloured group are therefore not considered, however, that respondent had benefited from Affirmative Action.

Table 4.4 provided necessary information on respondents' views on whether their respective organisations provided relevant training and development to the employees.

n=107		Are all employees reasonably equipped with relevant training and development?		
		Yes	No	Total
Race	African	39%	61%	57%
	Coloured	100%	0%	1%
	Indian	55%	45%	27%
	White	81%	19%	15%
	Total	50%	50%	100%

Table 4.4 Cross tabulation between race and provision of training and development of all employees

According to Table 4.4 61% of Africans felt that not all employees were provided with relevant training and development while 81% of Whites felt all employees were reasonably equipped with relevant training and development. Only one Coloured participated in this study and as such this response is considered to be an outlier.

Table 4.5 presented the results from a gender point of view on whether employees are reasonably equipped with relevant training and development

n=107		Are all employees reasonably equipped with relevant training and development?		
		Yes	No	Total
Gender	Male	42%	58%	64%
	Female	66%	34%	36%
	Total	50%	50%	100%

Table 4.5 Cross tabulation between gender and provision of training and development to employees

According to Table 4.5, males (58%) were of the view that not all employees are equipped with relevant training and development while females (66%) tended to think that reasonably, all employees were provided with training and development.

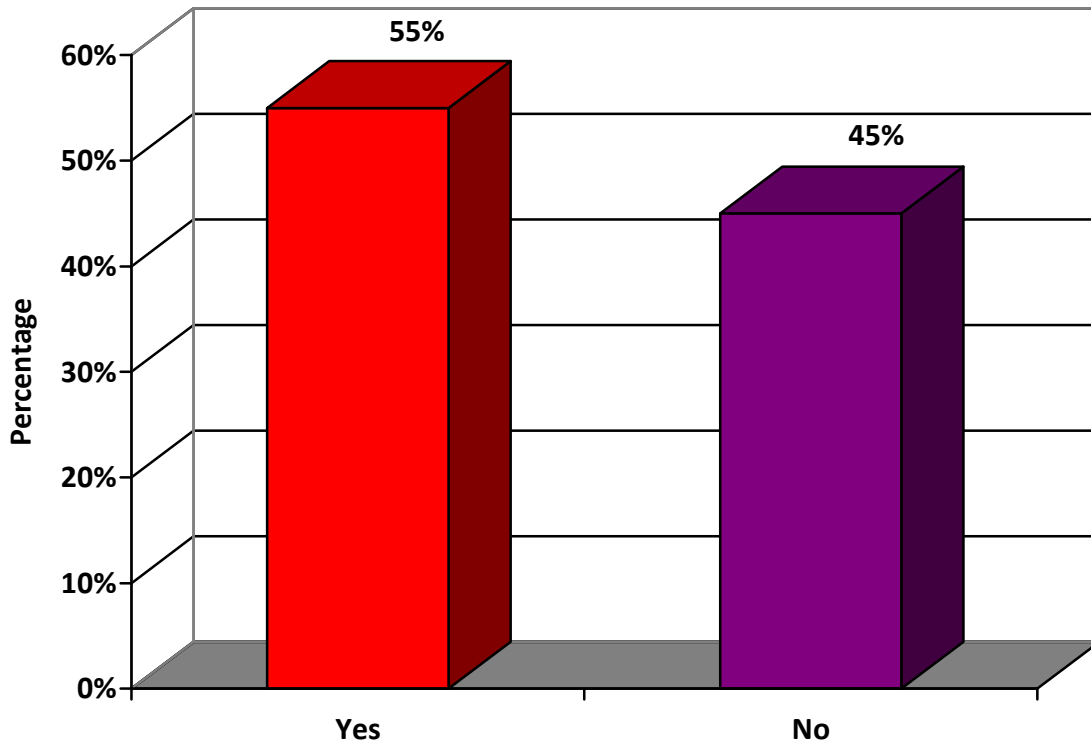


Figure 4.2 Employment Equity and Affirmative Action promotes incompetent employees

Figure 4.2 showed that the majority, (55%) felt that Employment Equity and Affirmative Action encouraged the promotion of incompetent employees while 45% of respondents disagreed.

Table 4.6 presented the results from different races on whether Employment Equity encouraged the promotion of incompetent employees

n=109		Is EE encouraging the promotion of incompetent employees?		
		Yes	No	Total
Race	African	35%	65%	58%
	Coloured	0%	100%	1%
	Indian	76%	24%	26%
	White	100%	0%	15%
	Total	55%	45%	100%

Table 4.6 Cross tabulation between race and the views on promotion of incompetent employees

Table 4.6 showed that White respondents (100%) strongly felt that the implementation of Employment Equity encouraged the promotion of incompetent employees, followed by 76% of Indians. The response from the Africans, on the other hand, indicated that they did not think that Employment Equity encouraged the promotion of incompetent employees; however, the sentiment was not unanimous.

4.4.2 Objective 2: To establish the effect of Employment Equity on staff retention

Figure 4.3 showed the results on whether the decision to stay longer with the same organisation was influenced by the implementation of Employment Equity

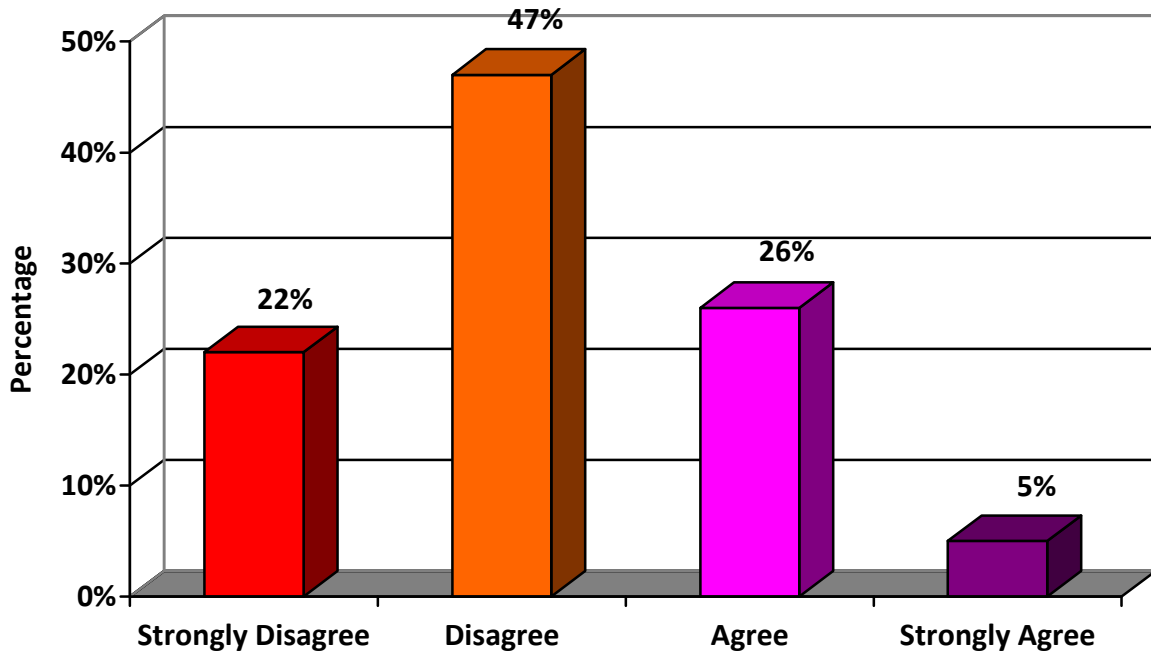


Figure 4.3 Employment Equity on staff retention

Respondents were asked if Employment Equity and Affirmative Action influenced their decision to stay longer with the same organisation. Results in Figure 4.3 showed that 22% strongly disagreed, 47% disagreed, 26% of the respondents agreed and only 5% who agreed strongly with this statement. It is therefore evident that other factors inhibit staff turnover.

Table 4.7 presents the results from different races on whether a decision to stay longer with the same organisation was influenced by the implementation of Employment Equity

n=104		A decision to stay longer with the same organisation was due to the implementation of EE				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Race	African	24%	50%	21%	5%	56%
	Coloured	0%	0%	100%	0%	1%
	Indian	17%	45%	34%	3%	28%
	White	25%	44%	25%	6%	15%
	Total	22%	47%	26%	5%	100%

Table 4.7 Cross tabulation between race and decision to stay longer with the same organisation

Table 4.7 showed that 74% of African respondents were in disagreement with the statement that their decision to stay longer with their current organisations was due to the implementation of Employment Equity. Most Indians (62%) also disagreed, and so did 69% of Whites. The results showed that a significant part of the respondents from all race groups disagreed. The only Coloured respondent agreed that his decision to stay longer with the same organisation was due to the implementation of EE.

4.4.3 Objective 3: To determine the effect of Employment Equity on job hopping

The purpose of this objective was to establish if the implementation of Employment Equity contributed to job hopping. Respondents were asked questions on whether they were Affirmative Action appointees, how many organisations they had worked for and whether they felt that implementation of Employment Equity made it easier for them to move from one organisation to another.

Figure 4.4 showed the results from respondents on the influence of Employment Equity on job hopping

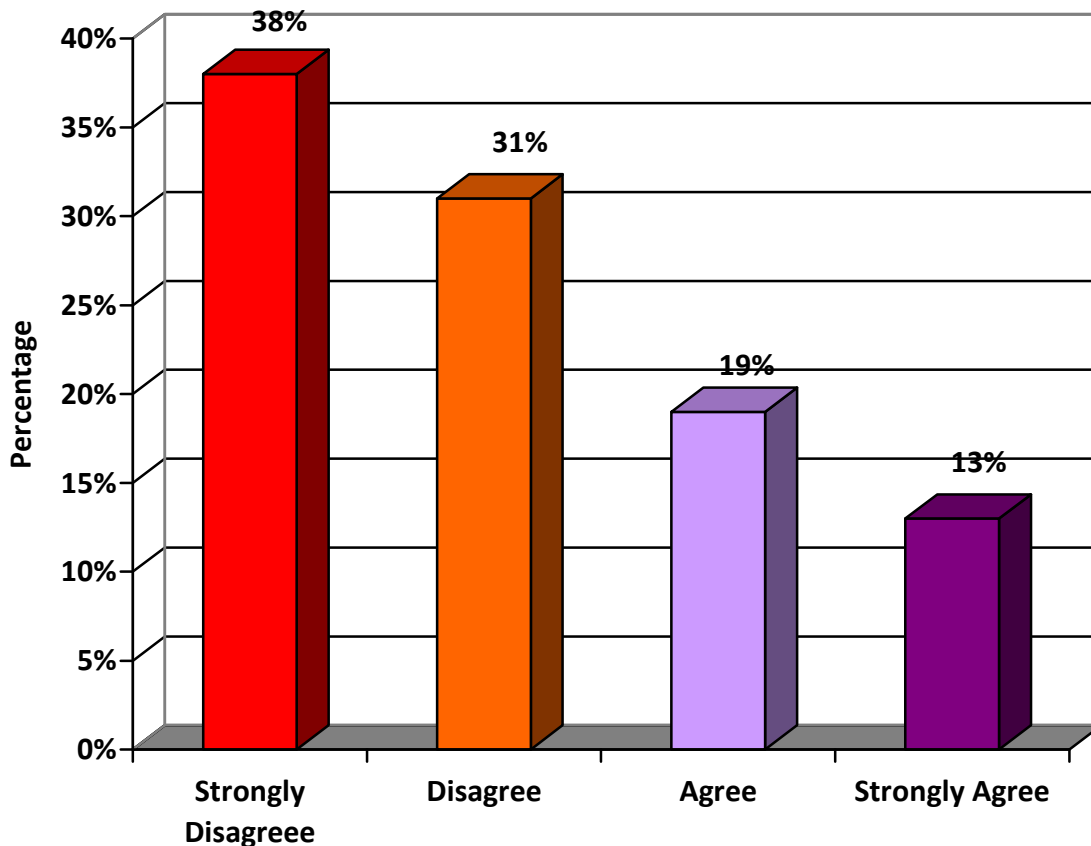


Figure 4.4 The effect of Employment Equity and Affirmative Action on job hopping

Respondents were asked if being Affirmative Action appointments made it easier for them to move from one job to another. According to Figure 4.4, 38% strongly disagreed and 32% disagreed. Only 19% agreed, while 13% strongly agreed.

Table 4.8 investigated whether being an Affirmative Action appointment contributes to job hopping

n=32		Being an AA appointee enabled me to easily move from one job to another				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Are you an AA appointee?	Yes	37%	30%	19%	15%	84%
	No	40%	40%	20%	0%	16%
	Total	38%	31%	19%	12%	100%

Table 4.8 Cross tabulation between the effect of being Affirmative Action appointee to job hopping

Respondents who were Affirmative Action appointments strongly disagreed (37%) with the statement that being Affirmative Action appointees made it easier for them to move from one job to another. As expected, respondents who were never Affirmative Action appointees strongly disagreed (40%) and disagreed (40%) with the statement that being Affirmative Action appointees assisted them with job hopping

Results were presented in Table 4.9 on how different races responded whether Employment Equity assisted job hopping

n=31		Being an AA appointee enabled me to easily move from one job to another				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Race	African	32%	32%	21%	16%	61%
	Coloured	0%	0%	100%	0%	3%
	Indian	60%	30%	10%	0%	32%
	White	0%	0%	0%	100%	3%
	Total	39%	29%	19%	13%	100%

Table 4.9 Cross tabulation between racial groups and job hopping

According to Table 4.9, Africans strongly disagreed (32%) and disagreed (32%) with the statement that being Affirmative Action appointees enabled them to easily move from one job to another. Indians also showed the same trend where 60% strongly disagreed and 30% disagreed. White respondents strongly agreed that being an Affirmative Action appointee assisted with job hopping. Only one White indicated to be an Affirmative Action appointee. Similar to the Coloured group, the results obtained from Whites in this case is not representative enough to conclude on the population, however, the Coloured respondent has been consistent in that he/she benefited from being Coloured.

Table 4.10 shows results on the number of organisations each racial group had worked for

n=110		How many organisations have you worked for?						
		1	2	3	4	5	More than 5	Total
Race	African	13%	25%	19%	18%	16%	10%	57%
	Coloured	0%	0%	0%	0%	0%	100%	1%
	Indian	10%	7%	30%	23%	3%	27%	27%
	White	13%	6%	19%	0%	19%	44%	15%
	Total	12%	17%	22%	16%	13%	20%	100%

Table 4.10 Cross tabulation between race groups and the number of organisations that the respondents have worked for

According to Table 4.10, the majority of Whites (44%) worked for more than 5 organisations. Contrary to the belief that Blacks are job hopping, the results indicated that Africans and Indians are evenly distributed from 1 organisation to more than 5 with the majority of Africans and Indians having worked for 2 and 3 organisations respectively.

Table 4.11 showed how long each race group has been with their current employers

n=110		How long have you been employed by your current employer?					
		Less than 1 year	1 – 5 years	6 – 10 years	11 – 15 years	More than 15 years	Total
Race	African	6%	42%	19%	9%	23%	58%
	Coloured	0%	0%	100%	0%	0%	1%
	Indian	10%	34%	31%	17%	7%	26%
	White	19%	31%	13%	13%	25%	15%
	Total	9%	38%	22%	12%	19%	100%

Table 4.11 Cross tabulation between race groups and years of service with the current employer

Generally, respondents indicated that they had been with the current employer for more than one year, except for Whites (19%). The majority of Africans (42%) had been with their employers for a period of between 1 to 5 years. The results showed no signs of job hopping.

4.4.4 Objective 4: To evaluate the effectiveness of Employment Equity Forums in the workplace

This objective was aimed at firstly establishing if Employment Equity Forums exist in the workplace, and secondly to evaluate if they are effective in ensuring that Employment Equity matters are addressed and communicated to the workforce.

Figure 4.5 established whether respondents were aware of the existence of Employment Equity Forums in their workplaces

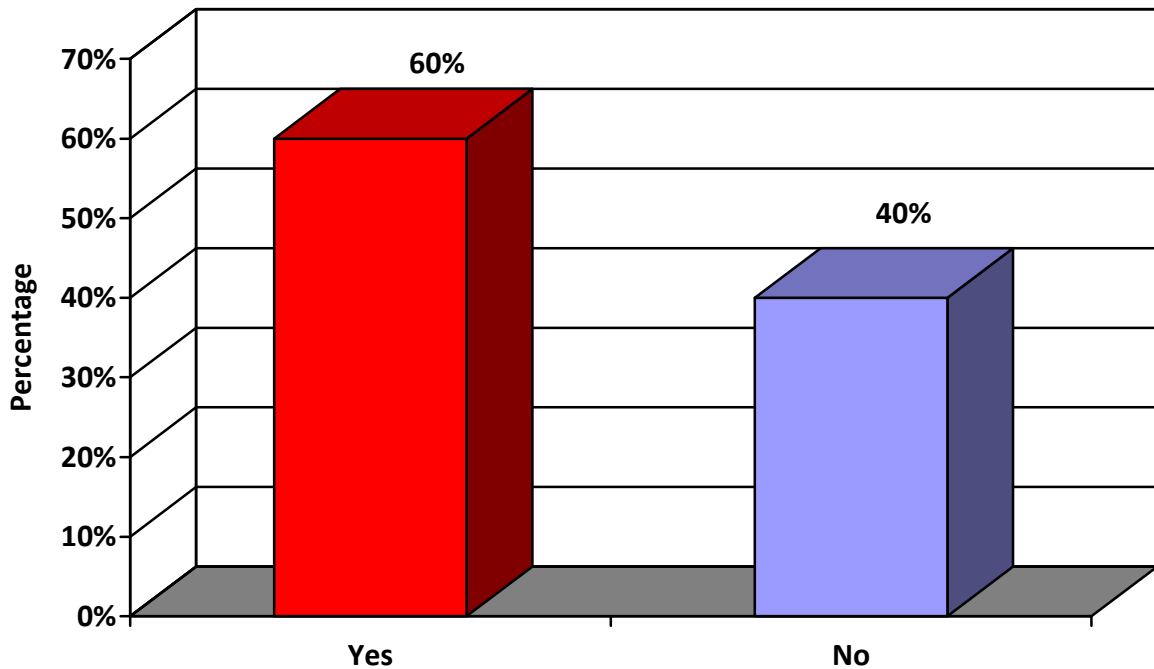


Figure 4.5 Awareness of Employment Equity Forums in the workplace

Respondents were asked if they were aware of the existence of Employment Equity Forums in their organisations. The majority of 60% of respondents indicated that they were aware that Employment Equity Forums existed in their organisations while 40% were not aware of such forums in their organisations.

Respondents were asked if Employment Equity Forums were effective in addressing and communicating Employment Equity matters to employees. Results were presented in Table 4.12

n=65		Effectiveness of EE Forums in addressing and communicating EE issues to employees				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Race	African	25%	25%	50%	0%	49%
	Coloured	0%	0%	100%	0%	2%
	Indian	24%	29%	33%	15%	32%
	White	9%	27%	45%	18%	17%
	Total	8%	31%	44%	17%	100%

Table 4.12 Cross tabulation between Race and Employment Equity Forums

Table 4.12 showed that 50% of African respondents agreed to the statement that EE Forums were effective in dealing with EE matters. The majority of White respondents (45%) also agreed while 33% of Indian respondents agreed.

4.4.5 Objective 5: To determine the effect of Employment Equity on staff morale

This objective was aimed at establishing how the morale of staff is affected by the implementation of Employment Equity

Figure 4.6 showed how respondents feel about the implementation of Employment Equity and Affirmative Action

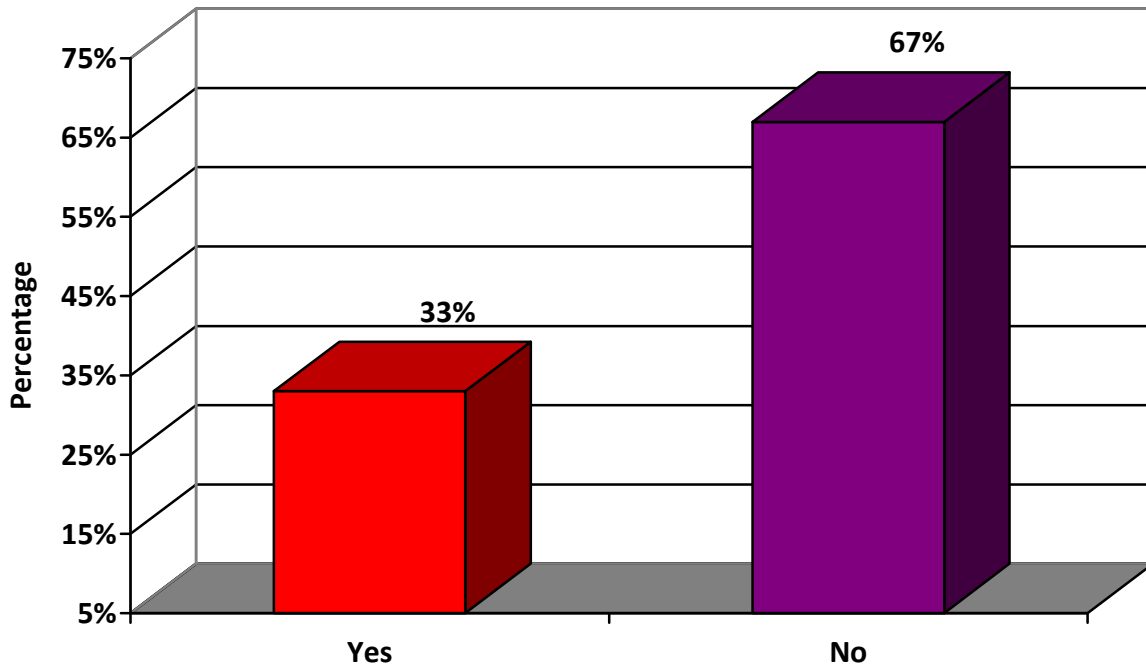


Figure 4.6 Effect of Employment Equity on staff morale

Respondents were asked if the implementation of Employment Equity and Affirmative Action negatively affected their working morale. According to Figure 4.6, 33% agreed that their working morale had been negatively affected by the implementation of Employment Equity and Affirmative Action while the majority of 67% disagreed.

Table 4.13 provided the views of different races of the impact on morale at work as a result of the implementation of Employment Equity and Affirmative Action

n=108		Is your working morale negatively affected by the implementation of EE and AA?		
		Yes	No	Total
Race	African	18%	82%	56%
	Coloured	0%	100%	1%
	Indian	43%	57%	28%
	White	75%	25%	15%
	Total	33%	67%	100%

Table 4.13 Cross tabulation between race and the negative effect on working morale

According to Table 4.13, 75% represented the majority of Whites who felt that the implementation of Employment Equity and Affirmative Action had a negative effect on working morale while 82% of Africans indicated that there was no negative effect on their working morale as a result of the implementation of Employment Equity and Affirmative Action. Indians respondents (57%) also disagreed as did the one Coloured respondent.

Respondents indicated different causes for the low morale at work, Table 4.14 presented these results

n=61		How does the implementation of EE and AA negatively affect your working morale?				
		Not recognized or appreciated	Preferential promotion of people from previously disadvantaged groups	Promotion of incompetent people from previously disadvantaged groups	People from previously disadvantaged groups being used to fill quotas or window dressing	Total
Race	African	20%	20%	33%	27%	25%
	Coloured	0%	0%	0%	0%	0%
	Indian	15%	33%	26%	26%	44%
	White	0%	42%	32%	26%	44%
	Total	11%	33%	30%	26%	100%

Table4.14 Cross tabulation between Race and Low morale at the workplace

Most White respondents (42%) indicated that preferential promotion of people from previously disadvantaged groups was responsible for the low morale at work. Most Indian respondents (33%) also indicated the same reason as high on the list. Interestingly, the results show that 33% of African respondents indicated that promotion of incompetent people from previously disadvantaged groups was negatively affecting their morale at work.

The purpose of Table 4.15 was to show which races supported the changes they saw and heard about regarding the implementation of Employment Equity and Affirmative Action

n=104		I feel excited & motivated when hearing and seeing changes brought about by EE and AA				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Race	African	7%	19%	49%	25%	57%
	Coloured	0%	0%	0%	100%	1%
	Indian	7%	43%	43%	7%	27%
	White	19%	50%	31%	0%	15%
	Total	9%	30%	44%	17%	100%

Table 4.15 Cross tabulation between Race and attitude toward implementation of EE and AA

Again, the results from Coloured are ignored since only one response was received. According to Table 4.15, mainly Africans were happy and motivated by the changes brought about by Employment Equity and Affirmative Action, 49% agreed and 25% strongly agreed. Half of the White respondents disagreed with this statement while Indian respondents were split between disagree (43%) and agree (43%).

Table 4.16 provided the results of different genders on how they felt about changes brought by EE & AA

n=104		I feel excited & motivated when hearing and seeing changes brought about by EE and AA				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Gender	Male	8%	26%	52%	15%	64%
	Female	8%	41%	30%	22%	36%
	Total	8%	31%	44%	17%	100%

Table 4.16 Cross tabulation between Gender and changes brought about By EE and AA

Table 4.16 shows that 67% of males were in agreement with the statement that they felt excited and motivated when hearing and seeing changes brought about by EE & AA while 49% of females disagreed.

Table 4.17 provided the results on low or high morale caused by the implementation of Employment equity

n=107		How does the implementation of EE & AA make you feel?						
		Demotivated	Lost interest in my work	Frustrated	Supports it	Looking for a job	Does not affect me	Total
Race	African	12%	2%	2%	57%	3%	25%	56%
	Coloured	0%	0%	0%	100%	0%	0%	1%
	Indian	10%	3%	20%	40%	0%	27%	28%
	White	19%	0%	56%	13%	6%	6%	15%
	Total	12%	2%	15%	46%	3%	22%	100%

Table 4.17 Cross tabulation between Race and changes brought about by EE and AA

According to Table 4.17, 57% of the African respondents supported changes brought about by the implementation of Employment Equity while 56% of Whites felt frustrated with the implementation of Employment Equity. The majority of Indians (40%) indicated that they supported the implementation of Employment Equity and Affirmative Action.

Table 4.18 showed summarized the responses from male and female respondents on how they felt regarding the implementation of Employment Equity and Affirmative Action

n=107		How does the implementation of EE & AA make you feel						
		Demotivated	Lost interest in my work	Frustrated	Supports it	Looking for a job	Does not affect me	Total
Gender	Male	15%	1%	10%	56%	3%	15%	64%
	Female	10%	3%	23%	31%	3%	31%	36%
	Total	13%	2%	15%	47%	3%	20%	100%

Table 4.18 Cross tabulation between gender and reaction to the implementation of EE & AA

Results from the respondents in Table 4.18 showed that 56% of Males supported the implementation of Employment Equity and Affirmative Action while only 31% of Females supported it. The other 31% of Females felt that the implementation of Employment Equity and Affirmative Action did not affect them.

Table 4.19 was aimed at establishing the views of those who are Affirmative Action appointees and those who are not in relation to the implementation of Employment Equity

n=110		How does the implementation of EE & AA make you feel						
		Demotivated	Lost interest in my work	Frustrated	Supports it	Looking for a job	Does not affect me	Total
Are you an AA appointee?	Yes	7%	0%	15%	52%	0%	26%	25%
	No	14%	2%	14%	43%	4%	22%	75%
	Total	13%	2%	14%	45%	3%	23%	100%

Table 4.19 Cross tabulation between AA appointments and reaction to the implementation of EE & AA

According to Table 4.19 52% of those who are Affirmative Action appointees supported the implementation of Employment Equity while 26% of them felt it did not affect them. Even though they were not Affirmative Action appointees, 43% of those respondents supported the implementation of Employment Equity.

Table 4.20 examined responses of different races on the call to end Affirmative Action

n=109		Do you support the call to end AA?		
		Yes	No	Total
Race	African	21%	79%	57%
	Coloured	0%	100%	1%
	Indian	70%	30%	28%
	White	88%	12%	15%
	Total	44%	56%	100%

Table 4.20 Cross tabulation between race and the support for the call to end Affirmative Action

The support for the call to end Affirmative Action was represented by 88% amongst Whites followed by Indians at 70%. Only one Coloured participated in this study, therefore the results for the Coloured community is not well represented. However, being a beneficiary of AA it is expected that the Coloured respondent would not support the ending of AA. The majority of Africans did not support the call to end Affirmative Action (79%).

Table 4.21 examined which race felt mostly disadvantaged by Affirmative Action

n=109		Have you ever been disadvantaged by AA?		
		Yes	No	Total
Race	African	17%	83%	58%
	Coloured	0%	100%	1%
	Indian	55%	45%	26%
	White	75%	25%	15%
	Total	36%	64%	100%

Table 4.21 Cross tabulation showing responses by different races on whether they have been disadvantaged by Affirmative Action

Table 4.21 showed that Whites felt most disadvantaged by Affirmative Action (75%), followed by Indians at 55.17%. As expected, the majority of Africans (83%) did not feel disadvantaged by AA. The Coloured respondent also indicated that he was not disadvantaged by AA.

4.4.6 Objective 6: To determine the effect of Employment Equity on workplace relationships

This objective investigated whether workplace relations amongst employees improved or declined as a result of the implementation of Employment Equity

Figure 4.7 showed results on how respondents felt regarding the relations in the workplace following the implementation of Employment Equity. Respondents were asked if EE and AA had improved workplace relationships.

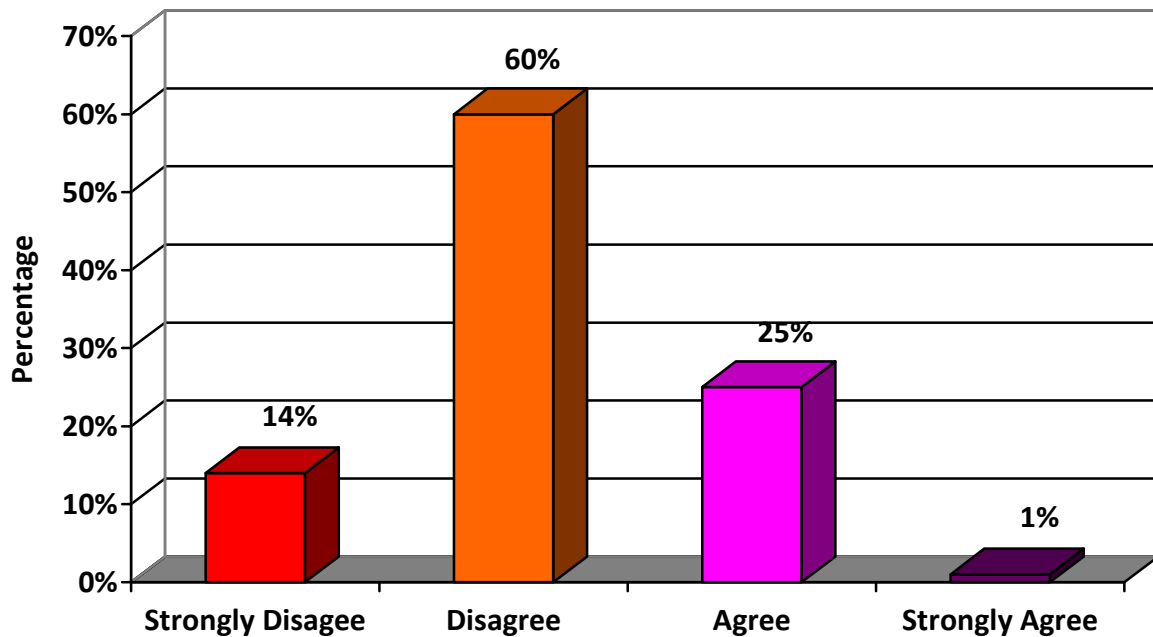


Figure 4.7 Effect of Employment Equity and Affirmative Action on relationships in the workplace

This question was aimed at establishing if the implementation of Employment Equity and Affirmative Action had improved relationships in the workplace. The results showed that 14% of respondents strongly disagreed, while 60% disagreed. Only 25% agreed followed by 1% of the respondents who strongly agreed.

Table 4.22 presented the views of different races on whether the implementation of Employment Equity and Affirmative Action has improved workplace relationships

n=103		The implementation of EE and AA has improved workplace relationships				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Race	African	16%	65%	19%	0%	55%
	Coloured	0%	0%	100%	0%	1%
	Indian	10%	52%	34%	3%	28%
	White	19%	63%	19%	0%	16%
	Total	15%	60%	24%	1%	100%

Table 4.22 Cross Tabulation between race groups and workplace relationships

The results show that all races generally disagreed with the statement that the implementation of Employment Equity and Affirmative Action had improved work relationships. The majority of African respondents (65%) disagreed, followed by 63% of Whites respondents. Half of Indian respondents (52%) also disagreed with this statement.

Table 4.23 presented the views of age groups on whether the implementation of Employment Equity and Affirmative Action has improved workplace relationships

n=105		The implementation of EE and AA has improved workplace relationships				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Age	20 – 29	20%	80%	0%	0%	10%
	30 – 39	14%	65%	20%	0%	47%
	40 – 49	12%	53%	32%	3%	32%
	50 – 59	9%	46%	45%	0%	10%
	60 & above	0%	100%	0%	0%	1%
	Total	13%	61%	25%	1%	100%

Table 4.23 Cross tabulation between age groups and workplace relationships

According to Table 4.23, all of the respondents in the age category of 20 to 29 were in disagreement with the statement that the implementation of Employment Equity and Affirmative Action improved workplace relationships. This is followed by 79% of respondents from the age category of 30 to 39 who also disagreed. Only one respondent was in the category of 60 & above, he also disagreed.

Summary

It is observed from the results that only few respondents (24%) had ever been Affirmative Action appointees and there were mainly Africans and Indian respondents. Conflicting views are also observed between Africans and Whites regarding the provision of relevant training and development for employees. The majority of Whites felt that all employees are reasonably equipped with relevant training and development while Africans did not agree with this statement. All White respondents felt that the implementation of Employment Equity encouraged the promotion of incompetent employees. The majority of Indians also shared the same view as Whites on this subject while Africans indicated otherwise. The results indicated that there were generally no signs of job hopping resulting from the implementation of Employment Equity. The majority of Africans felt that the implementation of Employment Equity and Affirmative Action did not affect them negatively while three quarters of White respondents indicated that their working morale had been negatively affected by the implementation of Employment Equity and Affirmative Action. It is also observed that the majority of Whites and Indian respondents were calling for the end of Affirmative Action while African respondents felt that Affirmative Action should not be discontinued. These findings need further discussion which will be addressed in Chapter five.

CHAPTER FIVE

Discussion

5.1 Introduction

This chapter outlines the discussion of results in conjunction with the literature reviewed. It also reviews the research objectives in comparison with the results obtained and generates new knowledge and discoveries. The results of each objective are discussed in separate sections.

5.2 Objective1: The effect of Employment Equity on promotions and career paths.

Grobler and Warnich (2006) pointed out that it is important that employers do not discriminate, either directly or indirectly. He believed that it is vital that all employees have the opportunity to carry out their work to the best of their ability and to share in career progression opportunities.

5.2.1 Affirmative Action Appointment

The majority of the participants indicated that they had not yet benefited from Affirmative Action initiatives. Figure 4.1 shows that only 24% of the group agreed that they were appointed as a result of Affirmative Action. Amongst the racial groups, the Coloured group had 100% Affirmative Action appointment because there was only one participant. These results suggest that there has been little appointment made based on Affirmative Action hence , Nel and Holtzhausen (2006) was of the view that Affirmative Action is the protection and advancement of the interests of persons disadvantaged by past unfair discrimination, while Employment Equity seeks to prevent future unfair discrimination in South Africa. However, this is suppressed by the concepts of finding the suitable person for the job. Barker (2003) pointed out that this legislation sacrifices

the principle of 'the best person for the job' in favour of a lesser concept of suitably qualified. Table 4.3 demonstrates that across the race groups, only 6% of the White participants confirmed that they were appointed based on Affirmative Action. These results are in line with the theory of Grogan (2008) who was of the view that the Employment Equity Act aims to correct the demographic imbalance in the nation's workforce by compelling employers to remove barriers to advancement of Africans, Coloureds, Indians, Women and the Disabled.

5.2.2 Provision of training and development

Table 4.1 reveals that respondents have received supporting training and development in relevant positions. Interestingly, 81% of White respondents had received training and development while Coloured respondents received 100% training and development. However, only one Coloured participated in the study therefore the result is the reflection of one individual which might not fully represent the whole Coloured group. Table 4.5 revealed that 66% of female received training and development support. The Skills Development Act has stimulated South African organizations to establish career support activities that address the career development and growth needs for the employees (Coetzee and Roythorne; 2008). It is noted that 58% of male respondents were of the view that not all employees are equipped with training and development.

5.2.3 Employment Equity and Affirmative Action on promotion of Incompetent employees.

Table 4.6 revealed that 100% of Whites felt that the implementation of Employment Equity encouraged the promotion of incompetent employees, followed by 76% of Indians. Rabe (2001) pointed out the issue of promotion of less qualified employees. He is supported by Barker (2003) who believed that inappropriate implementation of Affirmative Action might have a demotivational effect on White males and on

beneficiaries of the Act. It is noted that 65% of Africans were of the view that Employment Equity does not promote the hiring of incompetent employees.

5.3 Objective 2: The effect of Employment Equity on staff retention.

Retention is the effort of an organization to retain the services of an employee by various means such as better than average remuneration, support for quality of work life programs, benefits which can be extended to family and position linked to recognition and status (Nel and Holtzhausen, 2009).

5.3.1 Implementation of Employment Equity encouraged staff retention

Figure 4.3 clearly showed that 47% of the participants disagreed with the statement of Employment Equity influencing staff retention. It is noted that on a race cross tabulation both White and African races strongly disagreed that Employment Equity influenced their decision to stay longer in their organizations. Berry (2005) pointed out that employees are almost four times more likely to leave their organizations because of a lack of development opportunities as opposed to more pay.

5.4 Objectives 3: The effect of employment equity on job hopping.

5.4.1 Affirmative Action enables employees to job hop

Results from Figure 4.4 strongly suggest that the participants had minimal benefit in terms of job hopping through Employment Equity. Only 15% of the respondents strongly agreed with the statement while 37% completely disagreed. The race cross tabulation (Table 4.9) shows that Africans and Indians were amongst the group that did not find it easier to job hop because of Affirmative Action. It is noted from the literature review that job hopping is influenced by many things other than Affirmative Action policies. Grobler

and Warnich (2006) emphasized that internal equity exists in matters such as compensation, promotion and access to training. Therefore proper internal staffing programs ensure staff retention thus prevents job hopping. Job hopping is largely influenced by conditions at the workplace and the offerings of the organization.

5.4.2 Period employed by the current employer

Table 4.10 highlighted that 44% of Whites were employed by the same organization for more than a period of 5 years, while 10% of Africans spent more than 5 years at the same organization. These results when compared to the previous question are contradictory, however confirming that job hopping might be high but not necessarily influenced by Affirmative Action. Table 4.10, however does confirm that most Africans spent less than 5 years in one organization.

5.5 Research Objective 4: The effectiveness of Employment Equity forums in the workplace.

The aim of workplace forums is the promotion of the interests of all employees as well as efficiency in the workplace (Grobler and Warnich, 2006). Section 84 (1) of the Act instructs that a workplace forum is entitled to be consulted by the employer about proposals relating to restructuring

5.5.1 Employment Equity Forums

Figure 4.5 showed that 60% of the participants were aware that Employment Equity forums existed within their organizations while 40% were not aware. Employers must reach consensus with a workplace forum before implementing any proposal concerning matters such as disciplinary codes and procedures (Swanepoel, 2008). Forty percent of the participants being unaware of the forum is a large number. This could mean that organizations do not have Employment Equity forums or its employees are not informed

about the existence of the forum. Table 4.12 shows that Africans agree that Employment Equity Forums are effective in dealing with matters related to Affirmative Action and Equity. Grobler and Warnich (2006) indicated that forums can assist employees and employers to jointly change their attitudes and skills.

5.6 Objective 5: The effect of Employment Equity on staff morale.

Employment Equity aims to correct the demographic imbalance in the nation's workforce by compelling employers to remove barriers to advancement of African, Coloureds, Indians, women and disabled persons and to actively advance them in all categories of employment by Affirmative Action (Grogan, 2008). This objective seeks to establish the impact of Employment Equity on employee's morale.

5.6.1 Effect of employment equity and affirmative action on employee morale.

Table 4.13 provides the views of the participants on working morale during the implementation of Employment Equity. The majority of the White race group (75%) indicated that they were negatively affected by the implementation of Employment Equity. On the other hand, only 18% of the African participants felt that implementation of Employment Equity had a negative impact on employee morale. In order to achieve equity in the workplace, Affirmative Action measures must be implemented to redress the disadvantages in employment experienced by designated groups.

The report (2009- 2010) by the Commission of Employment Equity (CEE) revealed that the White race group terminated their employment the most in the private sector during the period of implementation. The resignations were a result of negative effects that Employment Equity had on employee morale. Table 4.14 revealed that 20% of Africans were demotivated because of not being recognized or appreciated and most importantly 27% of Africans were demotivated because previously disadvantaged groups were

used as window dressing. On the other hand, the White group (42%) was demotivated because of preferential promotion of previously disadvantaged groups. Table 4.17 revealed that 56% of White participants felt frustrated because of implementation of Employment Equity. Africans (57%) supported the implementation of Employment Equity.

Table 4.20 displays the response from all the race groups regarding the termination of Affirmative Action. Seventy nine percent of the African participants felt that the call to end Affirmative Action is a no-no. The Whites felt that Affirmative Action should be ended. Notably, the majority of Indians also felt that Affirmative Action should be ended, while 30% of Indians felt Affirmative Action should not be ended. Indians partially benefited from both situations before and after the apartheid era.

5.7 Objective 6: The effect of Employment Equity on workplace relationships.

Rabe (2001) pointed out that Affirmative Action had the potential to promote racial antagonism and perpetuates the existing divisions in society as it is based on perpetuating racial discrimination. He was in agreement with Smit, Cronje, Brevis and Vrba (2008) that Affirmative Action added conflict, reinforced stereotypes and destroyed the very same people it was meant to serve by having them promoted to levels of incompetence if not accompanied with appropriate training and development to empower them to the job. In most cases those recently promoted or hired through Affirmative Action had to be trained by the people who were disadvantaged by Affirmative Action which created tension and conflict in the workplace.

5.7.1 Impact of employment equity on workplace relationships

Table 4.22 reveals that 65% of the African race group disagreed that implementation of Affirmative Action had improved relations at the workplace. In this table, the entire race

group admitted that Affirmative Action had not improved relationships at the workplace. This suggests that the Employment Equity Act had created more problems for both designated and non-designated groups. Table 4.23 compared the perception between the different age groups. Age 20 – 29 showed a high level of concern and disagreed that Employment Equity and Affirmative Action improved workplace relationships. Brooks (1999) was of the view that Employment Equity and Affirmative Action concepts received negative reporting. It affected the attitude of both Blacks and Whites towards Affirmative Action. Because of the association made between Affirmative Action and tokenism and window dressing, many Blacks argued that they wanted to be judged according to the same criteria as Whites.

5.8 Summary

The majority of the respondents were amongst the Africans, followed by Indians then Whites. Only one respondent from the Coloured race group participated in this study. The majority of Black respondents showed satisfaction with the implementation of the Employment Equity Act, however, expressed feelings of inadequate training and development. The White respondents revealed that Employment Equity should come to an end and equal opportunities should be presented to everyone despite background and race. The overall employee morale had declined amongst all races due to the implementation of Employment Equity and Affirmative Action. Over half of the respondents also felt that Affirmative Action did not promote job hopping. It is the package offering that determines the stay of the employees in the organization. The findings showed that the majority of respondents are aware of the existence of Employment Equity forums within their organizations.

The next chapter discusses conclusions and recommendations based on the findings.

CHAPTER SIX

Conclusion and Recommendations

6.1 Introduction

The implementation of Employment Equity involves the Government's Labour Department, employers, employees, trade unions, shareholders and customers. The Labour Department insists that a designated employer must prepare and implement an employment equity plan which will achieve reasonable progress towards employment equity in that employer's workforce. Understanding employee attitudes towards Employment Equity will enable the Government to develop a strategy which will address negative attitudes and promote a positive spirit amongst all the role players. Employees from organization were identified as valuable resources and a key tool to inform the implementation strategy for employment equity. Employment Equity, its implementation, and critical factors were identified as a focus area for this study. Therefore the results and recommendations presented in this chapter will provide optional strategies to implement Employment Equity within South African organizations.

6.2 Outcomes, recommendation and implications of this study

The objectives set for this study were chosen with the aim of understanding employee attitudes towards Employment Equity within South African organizations. The six research objectives were to determine and establish the impact of Employment Equity on the following key business variables: promotions and career paths, employee retention, employee turnover, employee morale and employee working relationships. In order for the Department of Labour to implement Employment Equity the understanding of the implications of implementation of the Act and perceptions and attitudes of the employees towards the Employment Equity is vital. To satisfy these aims,

recommendations and implications have been stated in this chapter that will provide the stakeholders with strategies to implement Employment Equity successfully with less resistance from employees.

6.3 Recommendations based on findings

The following are recommendations for the implementation of the Employment Equity Act in South African organizations.

6.3.1 Promotion and Career paths

It is evident from the results that the majority of respondents did not get appointed or promoted to the new positions as a result of Affirmative Action. This could be as a result of the private sector wanting suitable and qualified personnel to fill the positions. The implementation of the Employment Equity Act should be accompanied by the intense supporting programme to bring the Affirmative Appointee up to speed. The development route should help the targeted groups to be in a suitable position to fill the vacant positions that require Affirmative Action. Organizations should not wait for the vacancy to be created before implementing the supporting programme for the targeted group. However, they should develop a continuous exercise and culture of implementing a robust career development and advancement programme. Another critical role that organizations should be playing is the succession planning that will enable the targeted groups to gain necessary skills and qualifications even before the vacancy becomes available. Barney (2008) points out that while employees are primarily responsible for their own career planning, management can do a great deal to support them in managing their careers and in making more realistic career decisions.

6.3.2 Employee Retention

Organizations should ensure that internal equity exists such as compensation, promotion and access to training to retain employees (Grobler and Warnich, 2006). Results showed that Employment Equity did not influence their decision to stay with the current organization. Package, working conditions and environment were the major

contributing factors to employee retention. Employment Equity through Affirmative Action can be used as a critical component to enhance employee retention. It is of critical importance that Employment Equity initiatives, when implemented do not contribute to employee migration resulting from dissatisfaction. Employment Equity should be implemented with organizational goals in mind, therefore should be clearly defined how it is going to contribute to the organizational objectives and goals. This would assist management in explaining to all employees as to how Employment Equity will benefit the entire organisation through the achievement of goals and business results.

6.3.3 Employment Equity Forums

The recommendation for organizations is to establish Employment Equity Forums and communicate to the employees the existence of such forums for employees to participate and contribute meaningfully. The forum should strive to: identify common goals, seeking consensus, have a win-win approach, and listening and true communication. If utilized effectively, equity forums can contribute positively to the organizational results. Grobler and Warnich (2006) pointed out that Equity Forums are aimed at promoting the interests of all employees as well as efficiency in the workplace.

6.3.4 Impact of employment equity on employee morale

The majority of African participants had shown that employee morale does not affect them negatively while the Whites had shown a high level of dissatisfaction and low morale because of the implementation of Employment Equity.

The organizations that are implementing the Employment Equity Act should consult all the employees of the organization and explain what is the intention of the organization, how it will affect the organization, why this should be done and how it will add value to the business and thus benefiting everyone in the organization. The organization must establish forums that will include non-beneficiaries of the Employment Equity so that

they can also be part of the decision making process in order to increase the understanding of why it is vital for the organization to implement Employment Equity and thus improve working morale amongst employees.

6.3.5 Workplace Relationships

According to Grobler and Warnich (2006) for the successful implementation of Employment Equity practices in the workplace, various stakeholders have to become actively involved. This involves managers, employees, trade unions and political groups. The results show that to some groups Employment Equity has resulted in frustration and lack of interest in their work. The results also show that across the race groups the perception is that Employment Equity did not improve workplace relationships. The suggestion by Grobler and Warnich (2006) was that organizations must involve all stakeholders, namely, employees, trade unions, and management. Before implementing employment equity organizations must conduct workshops and educate the employees about the Act and its implications. The process must follow a consultative approach to make it fair for all the parties involved.

6.4 Limitations of this study

The limitations that arose during this study and ways to overcome these are outlined below:

6.4.1 Internet Access

This study required participants to have access to both email and the internet. As the questionnaire used for this study was web-based, only employees with internet access were able to participate. It is therefore recommended for future web-based studies done on different organizations to request permission from IT departments to allow targeted respondents access to the research questionnaire which they can get to via a direct link.

6.4.2 Sensitive Subject

Some organizations were unable to participate due to the perception that this subject is of a sensitive nature to the organization. Most of the organizations were not at the stage of openly discussing the issues around Employment Equity due to the avoidance of conflict and union issues. The researcher had to explain to the participating organizations that their responses will be aggregated with other responses and their contribution will be strictly confidential.

6.4.3 Availability of Literature

Employment Equity is a new subject in the South African context and the study had limited academic literature, therefore it was difficult to obtain recent academic research information. For future studies, it is recommended that all published sources of information be referenced from books, journals, e-books, newspaper articles and government reports.

6.5 Recommendations for future studies

Future studies should consider the following:

6.5.1 The study was limited to employee attitude towards Employment Equity, however, during this study it was revealed that not only Affirmative Action contributes to employee retention. The future studies must consider studying factors that can influence Employment Equity as a retention strategy.

- 6.5.2 As the respondents experienced difficulty in accessing and completing the web-based questionnaires. It is recommended that for future studies the questionnaire be distributed through email and manually.
- 6.5.3 Respondents for this study came from all sectors. It is recommended for future studies that they focus on one type of industry at a time to establish if the results are similar in all sectors.
- 6.5.4 The study aimed at revealing the attitudes of employees towards Employment Equity, future studies should also focus on factors that will enable effective implementation of Employment Equity.
- 6.5.5 This study focused across entire organizations looking at Employment Equity at different levels of the organization. Future studies should focus on specific levels of organizations e.g. Executive level, Middle Management and Junior Management of the organization.

6.6 Summary

The aim of this study was to determine employee attitudes towards Employment Equity. The objectives were to determine the effect/ impact of Employment Equity on promotions and career paths, establish the effect of Employment Equity on staff retention, determine the effect of Employment Equity on job hopping, evaluate the effectiveness of Employment Equity Forums in the workplace, determine the effect of the Employment Equity on staff morale and to determine the effect of the Employment Equity on workplace relationships. The data collected answered the questions for the objectives. Results confirmed that Affirmative Action does not have a direct impact on career path and development; Employment Equity does not have a direct relationship with job hopping; Employment Equity does not influence employee retention; employee morale has been affected negatively by the implementation of Employment Equity and it does have a negative impact on workplace relations. Although there were limitations, this study proved to be beneficial in understanding perception and attitudes of the employees towards Employment Equity and further recommendations for future studies were suggested in order to enrich and further explore Employment Equity.

BIBLIOGRAPHY

- Bendix S., 2010. *Industrial Relations in South Africa*. Juta & Co Ltd, Cape Town, South Africa, 5th ed
- Berg, B.L. 2009. *Qualitative Research Methods: For Social Sciences*. Pearson Education, Inc. Boston. 7th ed.
- Berry, M. 2005. *Employees sure to walk out if opportunity doesn't knock*. Personnel Today.
- Brooks, R.L. 1999. *When sorry isn't enough*. The controversy over apologies and reparations for human injustice. New York University Press. New York and London
- Coetzee and Roythorne, 2008. *Career counseling and guidance in the workplace: A manual for career*. Juta & Co Ltd, Cape Town, South Africa
- Creswell, J.W. 2003. *Research Design: Qualitative, quantitative and mixed method approaches*. Sage Publication, Inc. California. 2nd ed.
- Doverspike, D., Taylor, M., Arthur, W., 2006. *Psychological Perspective on Affirmative Action*. Nova Science Publishers. New York
- Druckman. D. 2005. *Doing Research Methods of Inquiry for Conflict Analysis*. Sage Publications Inc. California
- Dupper,O., Bhoola, U., Garbers C., Jordaan B., Kalula, B., Strydom, M., 2009. *Understanding the Employment Equity Act*, Juta & Co Ltd, Cape Town, South Africa

Grobler, P. & Warnich, S. 2006. *Human Resource Management in South Africa*. 3rd ed.

Grogan, J. 2008. *Workplace Law*. 9th ed., Juta & Co, Cape Town, South Africa.

International Labour Office, Geneva. 2007. *Equality at work: Tackling the Challenges*

Jackson S.L. 2008. *Research Methods: A Modular Approach*. Thomson Wadsworth, USA.

Kleynhans, R., Markham, W., Meyer, W., o'Neill, C., Schlecter, A., van Aswengen, S. Botha, S., Lotz, O., 2009. *Human Resources Management: Fresh Perspectives*. CTP Book Printers, Cape Town, South Africa

Kraak, A., Press, K. 2008. *Human Resources Development: Education, Employment and Skills in South Africa*. Published by HSRC Press, Cape Town, South Africa

Kreitner, R. & Kinicki, A. 2008. *Organizational Behaviour*. 8th ed., McGraw-Hill Irwin

Kumar, R. 2005. *Research Methodology: A Step-by step guide for beginners*, Sage Publications Ltd, London. 1st ed.

Landis, H., Grossett, L., 2005. *Employment and the Law: A practical guide for the workplace*. Juta & Co Ltd, Cape Town, South Africa, 2nd ed.

Mitchell, M.L. and Jolley J.M. 2010. *Research Design: Explained*. Wadsworth, USA. 7th ed.

Mtungwa, I.Q., 2007. *The Black Spot: A Critical Look at Transformation in the Workplace*

Mwakikagile, G., 2008. *African Immigrants in South Africa*. New Africa Press, Pretoria, South Africa, 1st ed

Nel, P.S., Holtzhausen, M.M., 2006. *South African Employment Relations: Theory and*

- Practice. 5th ed., Van Schaik Publishers. Pretoria, South Africa.
- Nel, P.S., Holtzhausen, M.M., 2009. *South African Employment Relations: Theory and Practice*. 6th ed., Van Schaik Publishers. Pretoria, South Africa.
- Noe, A. 2007. *Fundamentals of Human Resources Management*. International ed., McGRAW-HILL, New York.
- Phatak, R.P. 2008. *Methodology of Educational Research*. Atlantic Publishers, New Delhi.
- Puttic, G., van Esch, S., van Esch, S.D., Kana, S. 2007. *The principles and practice of auditing*. 9th ed., Juta & Co Ltd, Cape Town, South Africa
- Rabe, J. 2001. *Equality, Affirmative Action, and Justice*. Books on Demand, Germany
- Sekaran, U. and Bougie, R. 2010. *Research Methods for Business: A Skill Building Approach*. John Wiley & Sons Ltd, UK. 5th ed.
- Sharrock, R. 2007. *Business transactions laws*. Juta & Co Ltd, Cape Town, South Africa, 7th ed.
- Smit, P.J., Cronje, G.J., Brevis, T., Vrba, M.J., 2008. *Management Principles: A contemporary Edition for Africa*, 4th ed., Juta & Co. Cape Town, South Africa.
- SOUTH AFRICA. Department of Labour. 1998. *Employment Equity Act, No.55 of 1998*.Pretoria: Government Printer.
- SOUTH AFRICA. Department of Labour. 2010. *10th Commision for Employment Equity Annual Report*. 2009 - 2010.Pretoria: Government Printer.
- Spierenburg, M., Wels, H., 2006. *Culture, Organisation and Management in SouthAfrica*. Nova Science Publishers, South Africa

Stredwick, J. 2005. *An introduction to Human Resource Management*. 2nd ed., Elsevier
Butterworth Heinemann

Swanepoel, B. 2008. *South African Human Resource Management: Theory and
Practice*. 4th ed

Swanepoel, B.J., Erasmus, B.J., 2008. *South African Human Resource Management:
Theory & Practice*. Juta & Co Ltd, Cape Town, South Africa, 4th ed.

Van Jaarsveld, F., van Eck, S., 2005. *Principles of Labour Law*. LexisNexis
Butterworths, Durban, South Africa. 3rd ed.

Walliman, N. 2011. *Research Methods: The basics*. Routledge Publishers, New York.

Warburg, M., 2011. *Is South Africa Too Dumb for Democracy?: Exploring South
Africa's Struggle Liturgy, Cultural Competence and Global Viability*. Printed in
USA

Webster, E. & von Holdt, K., 2005. *Beyond the Apartheid Workplace: Studies in
Transition*. UKZN Press, South Africa.

Appendix 1

Questionnaire

Please indicate your choice by ticking in the correct box

1. What is your race?

African

Coloured

Indian

White

2. What is your gender?

Male

Female

3. What is your age?

20 – 29

30 – 39

40 – 49

50 – 59

60 and above

4. How long have you been employed by your current employer?

< 1 year

1 – 5 years

6 – 10 years

11 – 15 years

More than 15 years

5. What qualification do you currently hold?

Less than Matric

Matric

Diploma

Degree

Postgraduate

6. How many companies have you worked for during your working life

1

2

3

4

5

More than 5

7. If you have worked for more than two companies what are the **main** reasons for leaving ?

Better prospects

Not enough is being done regarding implementation of employment equity

No clear succession plan is in place

Corporate politics

No opportunities for growth

Frustrated by management actions

Personal reasons

Being overlooked and Affirmative Action candidates are promoted

8. Have you ever been an Affirmative Action appointment?

Yes

No

9. If the answer to the question above is YES,

Being an Affirmative Action appointment I have been able to easily move from one job to another

Strongly Disagree

Disagree

Agree

Strongly Agree

10. Are you aware of an Employment Equity Forum in your workplace?

Yes

No

11. If YES,

The Employment Equity Forum in my workplace is effective in ensuring that issues on Employment Equity are addressed and communicated to employees

Strongly Disagree

Disagree

Agree

Strongly Agree

12. Have you ever been disadvantaged by Affirmative Action?
- Yes
- No
13. If YES to question 12, how have you been disadvantaged?
- Adverts specify only previously disadvantaged will be considered
- The position has been reserved for previously disadvantaged groups
14. Do you think that the Employment Equity Act and Affirmative Action encourages the promotion of incompetent employees?
- Yes
- No
15. If YES to question 14 please justify your choice
- People with no relevant skills and/ or qualification are appointed/ promoted
- Less qualified people are appointed/ promoted
- Promotions and/ or appointments are made based on colour rather than competency
16. Is Employment Equity and Affirmative Action effectively implemented in your organisation?
- Yes
- No
17. Employment Equity and Affirmative Action is effectively implemented in my organisation because
- The company's recruitment and selection policy states that preference will be people from the previously disadvantaged groups
- People from previously disadvantaged groups are being promoted/ appointed
- Training and development plans are in place to achieve the required competency

The Management team consists of a reasonable number of people from previously disadvantaged groups

18. Implementation of Employment Equity and Affirmative Action is negatively affecting the performance of my company

Strongly Disagree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>

19. How does the implementation of Employment Equity and Affirmative Action make you feel?

I am demotivated as a result of the implementation of Employment Equity and Affirmative Action

I have lost interest in my work as a result of the implementation of Employment Equity and Affirmative Action

I am frustrated as a result of the implementation of Employment Equity and Affirmative Action

I support the implantation of Employment Equity and Affirmative Action

I am looking for new employment as a result of the implementation of Employment Equity and Affirmative Action

The implementation of Employment Equity and Affirmative Action does not affect me

20. I feel excited and motivated when I hear and see changes that have been brought about by the implementation of Employment Equity and Affirmative Action

Strongly Disagree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>

21. As a result of the implementation of Employment Equity I have decided to stay longer with the same company

Strongly Disagree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>

22. The implementation of Employment Equity and Affirmative Action has improved workplace relationships

Strongly Disagree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>

23. Are all employees reasonably equipped with relevant training and development in your organisation?
Yes

No

24. If NO to the previous question: Not all employees are reasonably equipped with relevant training and development because :

People from previously disadvantaged groups are given the necessary training at the expense of Whites

Whites are given the necessary training at the expense of previously disadvantaged groups

Training and development is afforded to only a few selected employees

25. Do you support the call to end Affirmative Action?

Yes

No

26. If YES to question 25, why do you support the call to end Affirmative Action?

Affirmative Action was meant to be a temporary measure

Affirmative Action is now used as reverse discrimination

Only few people benefit from Affirmative Action

Affirmative Action is not effectively implemented

Affirmative Action creates a negative atmosphere within the workforce

27. If NO to question 25, why are you not supporting the call to end Affirmative Action?

Most people to whom AA is targeted have not yet benefited

It will take time to redress the inequalities caused by apartheid policies

28. Does the implementation of Employment Equity and Affirmative Action negatively affect your working morale?

Yes

No

29. If YES to question 28, how does the implementation of Employment Equity and Affirmative Action negatively affect your working morale?

I no longer enjoy my work because I feel I am not recognized or appreciated

Promotion/ appointment of people from previously disadvantaged groups undermines the talent and capabilities of other groups

I feel frustrated because people with no relevant skills and capabilities are appointed/ promoted

I feel people from the disadvantaged groups are being used to fill quotas or for window dressing

Research Office, Govan Mbeki Centre
Westville Campus
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 3587
Fax No: +27 31 260 4609
mohunp@ukzn.ac.za

4 July 2011

Mr Z Buthelezi (209510009)
Graduate School of Business
Faculty of Management Studies
Westville Campus

Dear Mr Buthelezi

PROTOCOL REFERENCE NUMBER: HSS/0464/011M
PROJECT TITLE: Employee Attitudes towards Employment Equity

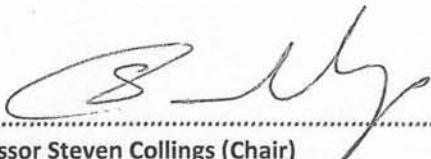
In response to your application dated 1 July 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor: Prof AM Singh
cc. Mrs C Haddon