

**The needs and barriers as experienced by employees with
physical disabilities in the workplace.**

By

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ABSTRACT

Employment of PWD (People with Disabilities) has been taken into serious cognizance by the Government, and various legislations have been passed to ensure that employers mainstream disability in the workplace.

It is also known that in South Africa, employed PWD are still underrepresented in the employment sector. The Departments have not yet met the 2% target by the Government (OSDP:2000 & Dube 2005).

It is a fact that most PWD are able to work if given opportunities and reasonable accommodations by the employers. There is however, lack of sufficient scientifically determined information on the needs and barriers as experienced by employees with physical disability, resulting in the inability of employer to accommodate those needs in order to ensure maximum productivity amongst people with disabilities in the workplace.

Hence, the study attempts to answer the research question of what are the barriers and needs as experienced by employees with physical disabilities in the workplace?

The objectives of the study is to explore the working experiences of PWD in the workplace, further to identify the barriers and the needs as experienced by them and to make recommendations to the employer on how to eliminate these barriers, thus addressing the needs of PWD in the workplace.

A qualitative research approach was followed in this study to give in-depth description of the experiences, perceptions, and needs of employees with physical disabilities in the workplace.

The researcher utilized applied research method which aims at solving problems in order to assist decision-making at line levels, managerial levels and policy levels.

A collective case study research design was followed to gather data directly from respondents in their natural environment for the purpose of studying interactions, attitudes and characteristics. The aim is to understand and interpret the meaning that they give in relation to their workplace.

A non-probability sampling method was used to select 12 respondents who have a physical disability and are employed within the Government sector for the period of 1 year or more.

The data was collected through the semi-structured interviews with an interview schedule. The interview was used to gain a detailed picture of the respondents' experiences, beliefs, regarding the barriers and needs they are experiencing in the workplace.

The research results revealed job dissatisfaction and emotional experiences of hopelessness, anger and frustration by the PWD within the workplace. The results of such experiences are attributed to physical and social barriers identified, as well as lack of management support and lack of implementation of existing legislations and policies on managing disability in the workplace.

Physical barriers are associated with the physical infrastructure and the working environment, whilst social barriers are associated with the attitude of the employers, supervisors and co-workers towards the PWD (Chima 2002 & Barlow 2003).

The needs that were identified were the need for recognition, need for reasonable accommodation, the need for advocacy and empowerment.

In essence PWD need to be treated like any other employee within the workplace. They need to be included especially on issues concerning them and their work. Employers need to start making efforts to address the barriers affecting PWD and try to also meet their needs in the workplace. This can be done in consultation with the PWD to create and ensure a conducive working environment.

Key concepts

- Employee
- Experience
- Physical disability
- Workplace
- Barriers
- Needs

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CHAPTER 1

General introduction

1.1 Introduction

Quality of life is core to the living conditions of people living with disabilities, as it is to every member of the society. Employment supplies not only a source of income but contributes to the improvement of quality of life of every individual in the society. In addition to that, employment also uplifts one's sense of self-esteem (Butterworth & Kiernan 1996:279).

It is inevitable, and well known, that individuals with disabilities continue to encounter barriers in their lives - barriers in their education, training and even employment. They are treated differently as compared to individuals with abilities. This has resulted in more harm than good, because our perceptions prohibit us to see where their potential lies and for them being denied opportunities to be employed (Butterworth & Kiernan 1996:280).

Gomez-Mejia, Balkin and Cardy (1998:97) describe individuals with disabilities, as people who have a physical or mental impairment that substantially affects one or more major life activities; such as walking, speaking, seeing, hearing and learning.

Baladakis (2001:3) shares further that disability is a socially defined category that disempowers and stigmatizes people with physical deviances from the norm. This deviation from the norm defines them as abnormal. The fact that disability is viewed as a problem has resulted in social exclusion and marginalization of people with disabilities (Balakadis 2001:4, quoting White Paper on an Integrated National Disability strategy 1997).

Akabas and Gates (in Kurzman and Akabas 1993:242) support Baladakis' statement that disability is a social construct and represents a social judgement and in some cases, it is a personal choice. They define disability

as the loss of ability to perform socially accepted or prescribed tasks and roles due to a medically definable condition.

Akabas, Gates and Galvin (1992:3) consider disability to constitute any condition, which results in functional limitations that interfere with an individual's ability to perform his or her customary work.

Shrey and Larcete's (1997:5) definition is almost similar to the one of Akabas, Gates and Gavin, which states that disability is any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.

The researcher is of the opinion that the highlighted distinguishing factor of disability is the limitation or restriction an individual experiences. Shrey and Larcete's definition, however, goes beyond comparing the individual with disability with individual with an ability. This comparison between the individual with disabilities and individual with abilities can be seen as one of the obstacles contributing to the employment of individuals with disabilities. The researcher believes that it is one of the challenges individuals with disabilities are faced with, to work in the same context as individuals with abilities, at times having to prove themselves. Hence, Akabas and Gates (in Kurzman and Akabas 1993:242) highlight disability as a social construct or a product of interaction between the individual and the environment.

The researcher would also like to highlight two sources of disability namely, individuals who are born with a limitation or a congenital disability, and individuals who sustained an injury at work and as a result become disabled and cannot continue with their previous job functions (Akabas, et al. 1992:3).

Trupin and Yelin's (1999:5) findings on employment among persons with disabilities indicates that such people experience lower labour force participation rates, higher unemployment rates and higher rates of part-time employment than persons without disabilities.

Butterworth & Kiernan (1996:282) confirm Trupin & Yelin's opinion that individuals with disabilities are rather placed in vocational jobs than competitive labour market jobs.

Thus, it cannot be ignored that there is still an employment gap between individuals without disabilities and individuals with disabilities, especially mental disabilities.

In South Africa, the Employment Equity Amendment Act (Act No. 55 of 1998) was introduced with the purpose to address imbalances and inequalities of employment in respect of individuals with disabilities. The main aim was to open employment opportunities for individuals with disabilities in the labour market.

Since then, employment of individuals with physical disabilities is gradually increasing in Government, semi-Government and non-Government sectors. However, previous studies have indicated that even when such laws have been passed, employers still have their reservations in employing individuals with disabilities (compare Butterworth & Kiernan 1996: 274, Baladakis 2001:4, Naudé 2002 and Wordsworth 2004).

The researcher had a consultation with Mrs Meintjies, the manager for Employment Solutions Consultants (ESC). Mrs Meintjies has vast experience in the field of disability. She mentions her company places individuals with disabilities in the labour market. She shared that they are able to place more individuals with physical disabilities than those with mental disabilities in the labour market, and mostly in small companies. Most of them occupy entry-level jobs like secretarial and receptionist positions. When the researcher enquired if the agency does follow-ups with the disabled employees to determine if they are coping, Mrs Meintjies informed the researcher that the agency does not maintain contact with individuals once they have placed, because they believe they (individuals) are now independent and can cope on their own. They only receive complaints when people they have placed contact them. Usually such complaints are about the salary, which the

company had promised but cannot deliver, others report being marginalized in that once appointed, they are not included in decision-making processes and other issues they feel they should be part of (Meintjies: 2004).

The individuals they place often find themselves in a position where they maintain the same job for years, thus limiting their opportunities for career growth or change. As a result, those who cannot grow become stagnant.

Mrs Meintjies has therefore supported the researcher's study, as the results would be of value to their agency. The results would further assist their agency to look at the needs and expectations of such individuals when placing them in the labour market.

Another consultation was conducted with Mr K. Manzini, Employee Assistance Programme (EAP) Practitioner at the Department of Labour, Pretoria. He mentioned that their Department has hired at least five individuals with physical disabilities. He further mentions that it is difficult to place individuals with disabilities in job positions that would satisfy them. Most of the time they find themselves in the second choice jobs (Manzini: 2004).

The researcher believes that being employed plays a valuable role in the lives of individuals with physical disabilities, although they have physical limitations, their contribution to the companies they work for is crucial.

Like any other employee, the individual with physical disabilities has a need for job satisfaction and personal growth in their career path. However, it still cannot be denied that one way or the other their physical status might affect their employment experience. Hence, Akabas and Gates (in Kurzman and Akabas 1993:250) state that being disabled interferes with an employees' ability to perform the tasks required for the job, follow various aspects of routine or manage the physical environment and interpersonal relationships of the job.

The rationale of the study, therefore, is to assist employers to identify existing barriers, which might be experienced by employees with disabilities, as well as their needs in the workplace. The results and recommendations of the study will enable employers to evaluate and revise existing disability management programs to address the identified barriers as experienced by employees with disabilities in the workplace.

1.2 Problem Formulation

According to Fouché (2002:95) prior to conducting a research study, there must be a clear definition of the research problem, and then ensure that it is researchable. Bless and Higson-Smith (1995:18) state that a researchable problem could be mainly of scientific and of intellectual interest or revolve around a practical concern.

The research problem of this study is derived from a personal interest as well as a personal concern. The researcher has observed that, though there have been laws such as Employment Equity Amendment Act 1998 (Act No. 55 of 1998), to open up opportunities for individuals with disabilities, they still experience barriers within the same workplace they were accommodated at.

After the introduction of the Employment Equity Amendment Act 1998 (Act No. 55 of 1998), employers were expected to employ individuals with disabilities, in order to correct the imbalances and inequalities by giving those individual equal opportunities similar to individual with abilities.

America has done many researches with the aim of addressing the issue of disability and employment (compare Akabas and Gates in Kurzman & Akabas 1993: 239-244; Trupin & Yelin 2001:1-32 and Chima 2002:84-88). The results have indicated that the high employment rate among individuals with disabilities is still beyond expectations. In South Africa, the previous studies Baladakis (2001), Naudé (2002) and Wordsworth (2004) have also tried to explore the reasons why employers are reluctant to employ people with disabilities.

Butterworth and Kiernan (1996:244 & 264), mention that even with reasonable accommodation in the workplace, individuals with disabilities continue to experience various challenges. These challenges are stated as follows:

- They are unlikely to be able to perform significant number of critical functions of jobs available in the open market;
- Many require substantial assistance in personal care, social interactions, mobility and, or job performance; and
- Existing jobs have established specifications and production standards as well as employer expectations, which might be difficult to meet.

Nagler (1990:430), on the other hand, states that the disabled are victims of prejudice and discrimination, even when not impaired by their disabling conditions. In other words, they are already denied opportunities prior to one assessing where their abilities lie. He states further, that when there is employment, they are usually the last to be hired and the first to be fired. Mast (2001:1) supports this by stating that individual with disabilities are employed in negotiated jobs rather than competing for the existing jobs based on the job description.

If hired, they are often pressurized to accept lower wages and inferior working conditions, which may influence their self-esteem resulting in negative experiences in the workplace. Nagler (1990:431) and Chima (2002:85-86) highlight common employers concerns in hiring the individual with disability as follows:

- Increased architectural costs when changes are deemed necessary. The researcher would like to highlight an example of a worker who utilizes a wheelchair and would need enough space to move around in, or make use of a lift.
- Increased insurance rates and safety issues.
- Employees will be less flexible, for example, in terms of job rotation.
- Attendance will be substandard, job turnover higher and productivity will be negatively affected.

- Lack of productivity.
- Interpersonal factors and acceptance by co-workers.
- Intrapersonal factors, where individuals with disabilities have low self-esteem to be able to cope in the workplace.

Hence employees with disabilities are still in the minority in the labour market. Employers rather employ individuals without disabilities than individuals with disabilities. This is due to their misconceptions, which can partly be seen to influence the way individuals with physical disabilities would experience in their workplace.

The researcher would like to take this further by quoting a case (still in process) of an attorney, Esthe Muller who took the Department of Justice in the Vaal, to the Equity Court. The researcher communicated with Attorney Muller, via email on the 14 July 2004. According to Muller (2004) the reason she decided on the law suit was that of her bad experiences with access to the buildings because she uses a wheelchair. Muller's case is one of the examples of individuals with disabilities who challenge the system. A case like this indicates how individuals with disabilities are faced with various challenges in the workplace.

Trupin & Yelin (1999:18) in their analysis study of the employment experiences of individuals with limitation in physical functioning, report that people with functional limitations report that they have less autonomy, more time pressure and fewer opportunities for advancement in their current jobs. Locker (1983:99) confirms Trupin & Yelin's findings that limited mobility as an inability to lift and carry; the inability to sit for long periods; and the inability to accomplish tasks quickly is disadvantageous to individuals with disabilities. This can also mean that individuals with disabilities will, in most cases, be dependent upon their colleagues to perform their duties in the workplace, whilst on the other hand they strive to be independent.

The kinds of problems the individuals with disabilities encounter in relation to their work are dependent upon their disability, the nature of their task at work, and the nature of the physical and social environment in which they work in.

Chima (2002:87) highlights the role of intrapersonal aspects as well. He reports that individuals with disabilities have self-doubts, worries about their health, managing time and work demands. Chima (2002:87) however, deems it possible to outcome these abovementioned aspects, through counseling and guidance of workers with disabilities in ways to communicate needs and problems to employers.

Butterworth and Kiernan (1996:244) highlight that employers should address the issue of support for individual with disabilities. They further state that one should also understand the role and meaning of work to such individuals in context of its contribution to the quality of life the individual has with a disability.

The researcher has learnt from literature that it is always difficult to place individuals with disabilities in job positions because of limitations resulting from their physical status, and that it would not be easy for them in the competing labour market. Literature reviewed, focuses more on disability in general and not specifically physical disability.

Previous research done by Baladakis (2001) and Naudé (2002) and Wordsworth (2004) in South Africa has focused on getting employers to integrate individuals with disabilities in the labour market. Their findings have indicated how employers are reluctant to employ individuals with disabilities, as this may require them to make special arrangements such as, structural changes and developing disability management programs to accommodate these employees. There are, however companies and other Government Departments who have tried to accommodate individuals with physical disabilities, as a way to implement the laws as required by the Government, or because they believe in the potential of individuals with disabilities.

The problem to be studied is that despite the plight to employ individuals with disabilities, and their accommodation, they still experience barriers in the workplace, which might either be known to the employer and not addressed, or even not known to the employer. There is also lack of sufficient scientifically determined information on the needs and barriers as experienced by employees with physical disabilities, resulting in the inability of the employer and management to accommodate those needs in order to ensure maximum productivity amongst people with disabilities.

Employees with physical disabilities are therefore given the opportunity to share about their own world of work, not from their employer's point of view but their own point of view.

1.3 Purpose, Goal And Objectives Of The Research Study

Fouché (2002:107) mentions that there is confusion about the exact meaning of the concepts purpose, goal and objective, regarding their use thereof. The terms goal, purpose and aim are often used interchangeably and are described as synonymous. Concepts are described as abstract and mean an end towards which effort or ambition is directed. A goal can also be seen as what is envisaged to be achieved. An objective hereto is more concrete, measurable and attainable. It is described as how or steps to be taken to achieve the goal (Fouché 2002: 107).

The researcher acknowledges that there is a very thin line to differentiate the three concepts, purpose, goal and objective. She would therefore like to suggest a simple description of the concepts:

- A goal can be seen as the 'what' is envisaged to be achieved.
- An objective as the 'how' to achieve the goal.
- Purpose as the 'intention' to achieve the goal.

1.3.1 Purpose Of The Study

Fouché (2002:108) quotes Neuman (2000) that the goals of research include exploratory, descriptive and explanatory. Bless and Higson-Smith (1995:42-43) mention that the purpose of exploratory research is to gain insight into a situation, phenomenon, community or a person.

The researcher would like therefore to state that the purpose of this study is exploratory in nature, as she intends to gain more insight and comprehensive understanding of the barriers and needs as experienced by employees with physical disabilities in the workplace.

1.3.2 Goal Of The Study

The researcher would like to state the goal of this study is to explore the barriers and needs of employees with physical disabilities in the workplace.

1.3.3 Objectives Of The Study

- To gain insight and an in-depth understanding of the working experiences of employees with physical disabilities;
- To identify barriers and needs within the workplace as experienced by employees with physical disabilities; and
- To make recommendations that will assist employers to understand and address the needs of employees with physical disabilities in the workplace.

1.4 The research question

According to Mouton (2001:52) research questions are used as a way or method of focusing on the research problem. He makes a distinction between an empirical and a non-empirical question.

Empirical questions ask about real life problems, whereas non-empirical questions ask about the meaning of scientific concepts, plausibilities of a new scientific theory.

He further mentions that in exploratory studies the research questions entail 'what is?'

This confirms Creswell's (1998:99) statement that the research questions or central questions are open-ended, evolving and non-directional. They restate the purpose of the study in more specific terms and starts with words such as 'what' or 'how'. He further speaks of sub-questions, as a follow up to the central question (Cresswell 1998:101).

The researcher would like to conclude that because her study is exploratory and deals about real life problems she would use the following central research question: "What are the needs and barriers as experienced by employees with physical disabilities in the workplace?"

Fouché (2002:106) concludes that if a qualitative study were opted for, the researcher would formulate the research question as part of formal formulations. This brings us to our next discussion of the research approach opted for by the researcher.

1.5 Research Approach

The researcher is of the opinion that her study follows the qualitative research approach. According to Babbie and Mouton (2001:270) qualitative research refers to a generic research approach in social research according to which research takes as its departure point on the insider perspective on social action. In other words, the qualitative research approach attempts to study human action from the perspective of the social actors themselves.

Creswell (1998:15) defines qualitative research approach as an inquiry process of understanding based on distinct methodological traditions that

explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.

The student is of the opinion that qualitative approach is suitable for her study due to the following reasons entailed on the key features of the approach:

- The study will investigate employees with physical disabilities in their natural setting, which is the workplace. The researcher regards them as social actors within the workplace. Thus according to Fouché and Delport (2002:81) qualitative research is conducted in a natural setting of social actors.
- Babbie and Mouton (2001:270) further mention that the primary aim is to give in-depth descriptions and understanding of actions and events. The researcher is convinced that the study attempts to give in-depth description of the experiences of employees with physical disabilities by engaging in an in-depth interview, where they will provide a full description of these experiences.
- The researcher also sees her study to portray the idiographic characteristic of qualitative research, in a sense that the experiences of the employees will not be looked at in isolation but in context to their workplace.
- The study also focuses on the subjective experiences of the employees with physical disabilities. Fouché and Delport (2002:81) speak of emic characteristic of the qualitative study, which implies that it derives from a subjective perspective.
- Data gathered through interviews will be presented in forms of words, quotes from the documents and transcripts. The researcher will therefore provide a narrative presentation of data (Fouché & Delport 2002:81; Babbie & Mouton 2001:270 and Grinnell 1997:130-131).

1.6 Type Of Research

Fouché (2002:108) distinguishes two types of research, basic and applied. Basic research provides the basis for knowledge and understanding, whilst applied research aims at solving specific problems or at helping practitioners accomplish tasks.

The researcher suggests that applied type of research is applicable in her study. Monette, Sullivan and Dejong (1990:6) explain applied research study, as designed with a practical outcome in mind with some group who will gain or benefit from it. Grinnell (1997:52) supports the authors that the results obtained from applied research involve problems that need to be solved in order to assist decision-making at line levels, managerial levels and policy levels.

The researcher suggests that the choice of her study derives from a practical problem she has observed that individuals with physical disabilities often experience challenges in the workplace. She further proposes that she studies with the goal to explore the barriers and needs of employees with physical disabilities as experienced by them. This would bring a practical solution to programs envisaged to address the needs of employees with disabilities in the workplace.

1.7 Research Design And Methodology

Research Strategy

Fouché (2002:271) used Creswell's (1998) definition of research strategy as the entire process of research from conceptualizing a problem to writing the narrative.

The researcher proposes a collective or multiple case studies as the research design (Tellis 1997:3). According to Creswell (1998:236) a case and field study data is gathered directly from individuals or common groups in their

natural environment for the purpose of studying interaction, attitudes or characteristics of individuals and groups. It aims to understand and interpret the meaning that subjects give to their everyday lives.

Durrheim and Lindegger (1999:255) state that case study is an intensive investigation of particular individuals, single families, units, organizations, communities or social policies. They have an advantage of allowing new ideas and hypothesis to emerge from careful and detailed observation.

Case studies can be single or multiple/collective design. In the case of multiple or collective design, replication rather than a sampling logic is followed. Generalization is still made on theory and not population, as with the single case design (Tellis 1997:3).

Data Collection Methods

According to Greeff (2001:292) interviewing is the predominant mode of data collection in qualitative research. For the purpose of this qualitative study, interviewing will be used as a data collection mode.

According to Grinnell (1997:117) interviewing can be defined as a conversation with a purpose. Interviewing occurs in a story-telling way, which is essential for the meaning-making process (Greeff 2001:292). King (1994:14) quotes Kvale's definition that the qualitative research interview is an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena.

The researcher suggests that in order for her to find out about the experiences, barriers and needs of the employees with physical disabilities in the workplace, she needs to use interviewing as the data collection method, where she would allow the employees to tell their own stories in their own way regarding their experiences at the workplace.

In order for the researcher to allow her participants to tell their own stories in their own way, she will collect data through a semi-structured of one-on-one type of interviews.

Grinnell (1997:118) shares that semi-structured interviews lie between structured and unstructured interviews. Greeff (2002:302) provides that semi-structured one-on-one interviews be used to gain a detailed picture of a respondent's beliefs about, or perceptions or accounts of a particular topic.

Semi-structured interviewing method provides the researcher with greater flexibility in a sense that; she would be able to follow-up interesting avenues that may emerge in the interview, which may vary from participant to participant (Greeff 2002:302 & Grinnell 1997:118)

The prerequisite of this method is an interview schedule, which is a set of pre-determined questions that will guide the researcher during the interview. The researcher would generate useful questions in a logical sequence that will enable her to cover what she hopes to achieve (Greeff 2002:302). The researcher in her study views the employees living with physical disabilities as experts in their lives and proposes that the interviews will therefore be interactional, meaning a two-way process where both the researcher and the participant are equal partners.

Analysis And Interpretations Of Collected Data

In order to make sense and understand the data collected, De Vos (2002:339) talks of the analysis process. The analysis process attempts to bring into order and structure meanings to the mass of collected data.

Qualitative research is search for general statements about the relationships amongst categories of data (De Vos 2002:340). Babbie and Mouton (2001:101) state that the purpose, hereto, is to draw conclusions that reflect on interest, ideas and theory that initiated the inquiry.

The researcher proposes to follow on the process as indicated by Creswell (1998:152) as an analysis process for the phenomenological study. The process is described as follows:

- Collecting and recording data. The researcher proposes to use a tape recorder to record all data to be collected. She feels that a tape recorder will record an accurate interpretation of the interview.
- Managing data the researcher proposes to utilize index cards to organize her information.
- Reading and writing memos: The researcher intends to write memos to take notes of important information.
- Describing, classifying and interpreting data transcripts will be used to describe and classify data. Data will be classified in themes, meanings, recurring ideas and common experiences. Data interpretation will entail structural description of how the phenomenon was experienced.

1.8 Pilot Study

Barker (2003:327-328) defines pilot study in social research as a procedure for testing and validating a questionnaire or other instrument by administering it to a small group of respondents from the intended test population. Bless and Higson-Smith (1995:155) also define pilot study as a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate.

Strydom (2002:210) states further that pilot study is indeed a prerequisite for successful execution and completion of research project. This is because the researcher would have oriented herself with the research through the pilot study, and as a result, be able to identify and correct any errors that might arise in the actual project.

The pilot study will be implemented in settings convenient for the researcher, which is somewhat similar to real settings in which interventions will be used.

The researcher will look at the following aspects as part of the pilot study:

- Pilot test of interview schedule; and
- Feasibility of the study.

1. 8.1 The Feasibility Of The Study

According to Grinnell (1997:57) feasibility relates to both resources available to conduct the research and ethical concerns. Strydom and Venter (2002:199) further share that feasibility also includes time, costs and effort, which the researcher needs to consider.

Though the researcher has no direct access to the envisaged respondents, she has however, approached the North West Office of the Premier (Office on The Status of Disabled Persons, on 17 March 2005, which oversees employment of individuals with disabilities within the Government Departments in the Provinces. The permission was also granted by the Director of the Directorate for the researcher to continue with her study.

The fact the study follows the qualitative approach where interviewing is used as a data collection, the researcher envisages that it will be time consuming. The researcher will however, set enough timeframes to ensure effective time management. The researcher envisages some costs on typing the reports and telephone costs to arrange appointments. The researcher will personally cover all financial costs.

1.8.2 Pilot-Testing The Interview Schedule

As the researcher has mentioned earlier, she will use a semi-structured interview within an interview schedule, as a data collection method in her study.

Greeff (2002:300) shares that the purpose of piloting the interview schedule is to enable the researcher to come to grips with some of the practical aspects of establishing access, making contact and conducting the interview, as well as becoming aware of his own level of interviewing skills.

The researcher, in her pilot testing the interview schedule, will select two respondents who portray similar characteristics of the targeted unit of analysis, individuals with physical disabilities and who are employed. Those respondents selected for pilot testing would not be part of the main empirical study.

1.9 Description Of The Universum, Delimitation Of Sample And Sampling

According to Mouton (1996:134) the term universe and population are used interchangeably. He defines universe as complete set of elements and their characteristics about which a conclusion is to be drawn on the basis of a sample. Strydom and Venter (2002:198) put it in simple terms that it is all potential subjects who possess attributes in which the researcher is interested. The researcher therefore suggests that her universum is all individuals with physical disabilities within the workplace.

Grinnell (2001:118) defines population as the totality of persons or objects with which a study is concerned. Strydom and Venter (2002:198) highlight that population sets boundaries on the study units. It is from where the sample to be involved in the research study will be selected.

The researcher's population are individuals with physical disabilities and who are employed within the Government sector in the North West area of Mmabatho.

Definition Of Sample

A sample is small elements of the population considered for actual inclusion in the study or subject of measurements drawn from a population in which we are interested (Strydom and Venter 2002:199). By studying the sample we attempt an effort to understand the population from which is drawn.

According to Mouton (1996:136) the key concept of sampling is representativeness. Bless and Higson (1995:86) mention that gathering data on a sample is less-time consuming, less costly and the only practicable method of data collection. Information obtained from the sample can be regarded as accurate.

Type Of Sampling

The researcher proposes that non-probability sampling is applicable for her study; therefore, purposive sampling method will be utilized.

Bless and Higson-Smith (1995:88) relates that non-probability sampling is applicable where probability of including each element of the population in a sample is unknown. In other words it is very unlikely to determine the possibility of inclusion of all representative elements of the population into the sample.

Purposive sampling as type of non-probability sampling is based on the judgement of a researcher regarding the characteristics of representative sample (Bless and Higson-Smith, 1995:95).

Grinnell and Williams (1990:126) state that this method is used when we want to purposely choose a particular sample. The strategy is to select units that are judged to be typical of the population under the investigation.

Size And Criteria Of Sample

According to Strydom and Venter (2002:199) and Bless and Higson-Smith (1995:96) the size of the sample must be minimum at least ten percent of the population and adequate. Certain aspects influence the size of the sample such as heterogeneity, desired degree of accuracy, available resources and the number of variables in which data is grouped. The criterion used is the extend to which sample is representative of the population (Bless and Higson-Smith 1995:96)

The researcher suggests that her sample would be individuals with physical disabilities varying from sensory impairment to wheelchair users, as described by the Employment Equity Act of 1998, who are employed in the Government sector within the North-West area. They should at least be employed for a period of one year or more. The researcher proposes to select ten to twelve respondents who would fit the description of the characteristics or the criteria stated above.

1.10 Ethical issues

Ethics are defined by Strydom (2002:63) as a set of moral principles, which is suggested by an individual or group and is subsequently widely accepted and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects. Neuman (2000:90) provides a simple definition of ethics as what is or is not legitimate to do or what moral procedure involves.

Ethics are integral part of the research process (Neuman 2000:90). Therefore, the researcher has moral and professional obligation to be ethical

Informed Consent

In terms of Babbie (1998:444), Strydom (2001:65-66) and Neuman (2000:96-97), participation on the study must be voluntary. Coercion will not be used. It is the task of the researcher to give accurate, detailed information about the research. Respondents are allowed to make informed decisions and give written or verbal consent.

Strydom (2002:65) adds that the respondents must be legally and psychologically competent to make such decisions and must be aware of the liberty to withdraw from the study anytime.

The researcher proposes to be as open as possible about the title of the study, the goal of the study, the method of gathering data, what will happen to the data gathered, and risks involved in the study. The researcher will therefore request informed written consent from every participant even if they might deem an explanation to be unnecessary. The researcher will also request their consent to use tape recorder to record their information.

Confidentiality/ Right To Privacy And Anonymity

The two terms confidentiality and anonymity are interlinked but do not mean the same thing (Babbie, 1998:440). Confidentiality means that information obtained from the respondents is kept in confidence or in secret from the public (Neuman 2000:99). Strydom (2002:68) mentions that information is seen as privileged. Anonymity on the other hand protects the individual by not disclosing identity after the information is gathered (Neuman 200:98).

Strydom (2002:68) include that none including the researcher should be able to identify any subject after the study. Both anonymity and confidentiality ensure privacy for the respondents. According to Babbie (1998:444-445) the right to privacy ensures that there is no release of either data or identity of respondents.

The researcher therefore, proposes to inform and ensure confidentiality to her respondents. Records will be kept confidential and access will be monitored. The researcher's motive to maintain confidentiality is that the respondents will be engaged in interviews whereby they will share their personal experiences and sensitive information.

The researcher will address participants as either madam or sir to maintain anonymity. To put memos on the transcripts the researcher will use the alphabet letters to mark the participants.

Protection From Harm

Harm may include emotional as well as physical harm (Babbie 1998:445 and Strydom 2002:64).

Emotional Harm

The study might place stressful, embarrassing and unpleasant situation for the participants. Neuman (2000:93-94) further states harm to self-esteem of the participants.

The researcher foresees that her participants, who are a minority in the workplace, might go through emotional harm when sharing about their experiences, such as discrimination. The researcher will therefore inform the participants about the risks to be identified by continuing with the study and inform them of their liberty to withdraw. The researcher will also arrange counselling for them, if necessary at the APD Organization For People with Disabilities.

Physical Harm

Physical harm includes basic safety concerns (Neuman 2000:92). The researcher suggests that because her study includes individuals with physical

disabilities like blindness, she has to ensure safety for the participant especially with regard to interview settings.

Release Or Publication Of The Findings

According to Babbie (1998:443) researchers have obligations towards the readers of the study, especially their colleagues. Strydom (2002:72) stresses that the final report needs to be accurate. The researcher will ensure that accurate and correct proceedings of the investigations are followed and a comprehensive report written.

Debriefing of respondents

Strydom (2002:73) suggests that subjects get the opportunity, after the study, to work through their experience and its aftermath to minimize the harm. The researcher deems her study sensitive and proposes to arrange debriefing and counselling for the participants. However, they will be granted opportunity to decide on the researcher's recommendations for counselling.

The ethics will thus serve as guide for the researcher to conduct her study in an ethical and professional way. She will stay alert and refrain from harming her participants.

1.11 Definition Of Key Concepts

Experience

The Oxford Dictionary (1998:278) defines experience as "actual observation of or practical acquaintance with facts or events. The event is regarded as affecting one".

Another definition of experience is the accumulation of knowledge or skill that results from direct participation in events or activities (website dictionary: 2004:1).

The researcher suggests that the term experience is acquired by being involved or participating in an activity, such as work.

Employee

Labour Relations Act, 1995 (Act No. 66 of 1995) states that employee means “any person who is employed in the workplace”. Bendix (1996:135), and Grosset and Venter (1998:6) made interpretations of the Labour Relations Act, 1995 (Act No. 66 of 1995) to define an employee as any person (except an independent contractor) working for another person or the State and who receives or is entitled to receive remuneration, or any person who in any manner assists in carrying on or conducting the business of an employer.

The researcher is of the opinion that an employee can be defined as any person who has been contracted by an employer to perform certain tasks related to the business. The above definitions, does indicate the dependency of the employee on the employer, to receive remuneration.

Physical Disabilities

Mann and Lane (1995:7) define disability as an inability or limitation in performing tasks, activities, and roles to levels expected within physical and social context. Physical disabilities therefore include paralysis, weakness, contractures, amputations, tremors, spasticity and other limitations related to coordinated movement.

Akabas and Gates (1993:242) define disability as a social construct and means the loss of ability to perform socially accepted or prescribed tasks and roles due to a medically definable condition.

The researcher is of the opinion that physical disability is a medical term. The aforementioned authors highlight the limitation that the individual experiences in performing certain tasks. The researcher would like to further highlight Akabas and Gates (1993:242) view that disability is a social construct. This

means that the way the society has defined disability has disempowered the individuals with disabilities. The researcher would therefore like to define physical disability, as physical impairment caused by a medical condition, limiting the individual to perform certain tasks, such as walking, seeing, or hearing.

Workplace

Bendix (1996:128) describes workplace as in areas other than the Public Service, “the place or places where the employees of an employer works”. Added to her description workplace is where “an employer conducts two or more operations which are independent by reason of their size, function or organization the place or places where employees work in connection with each independent operation constitutes the workplace for that operation.

The Oxford Dictionary (1998:962) defines workplace as a place at which a person works, an office, factory, etc.

The researcher therefore understands the workplace as an area or a place such as a factory or an office (which can be described as a building), which the employer provides an employee to conduct his or her duties.

1.12 Limitations of the study

There are several limitations that are related to this study and would be outlined as follows:

The Sample And The Selection Of Research Design

The sample was selected in terms of the following criteria: respondents should be employees with a physical disability and employed in the Government sector in the North West Province, for at least a year or more. Respondents were limited to twelve. Therefore, the study excluded

employees within the private employment sector. As a result, the findings are limited to only one angle of the employment sector.

Case study was also selected as the research design for this study. Case study methods are criticized in terms of generalization (Tellis 1997:5). As a result, both the sample and the selection of the research design limit the generalization of the findings in the study. However, qualitative studies are proven to provide rich data with the aim of giving a complete, detailed description and understanding of actions and events. Generalization is therefore, made on theory and not population.

1.13 Contents Of Research Report

Strydom (2002: 248) states that the research report can be seen as the end-product of the long research process that has been completed. Delpont and Fouché (2002:356) further shares distinguish the characteristics of the qualitative report; these can be outlined as follows:

- Less structured;
- More intertwined with total research process. That is the writing of data cannot be separated from the analytic process or even literature; and
- Longer and descriptive.

The aim of the report is to communicate process followed to obtain the results of the study (Delpont and Fouché 2002:357).

The contents of the study are as follows:

Chapter 1: General Introduction

The researcher will provide a clear, comprehensive description of the research methodology used in her study. This portion would therefore include

the research design followed, the sampling plan, and the description of the respondents and the methods of data collection.

Chapter 2 and 3: Literature Review

The researcher in this chapter will focus on the literature consulted in regards to employment of individuals with disabilities. More focus will highlight the problematic aspects those individuals encounter in the workplace they are employed at. Emphasis will be on the working experiences of the individuals with physical disabilities, and highlighting further research required within the context and the significance of the study.

Chapter 4: Empirical Study

In this Chapter, the researcher will provide a detailed report on data findings and analysis thus following the qualitative method of reporting. Furthermore, the researcher would compare the literature review with the findings of the study.

Chapter 5: Conclusions And Recommendations

The researcher, in this chapter will provide the conclusion statement based on what she has found about the working experiences of individuals with physical disabilities, thus giving recommendations about future research in the same field.

CHAPTER 2

A THEORETICAL OVERVIEW OF THE DISABILITY AND EMPLOYMENT SITUATION IN SOUTH AFRICA

2.1 Introduction

Since the newly elected democratic society, in 1994, the focus has been placed not only on addressing issues of inequalities of the past but of inequalities and discrimination in relation to disabilities as well. Government has attempted to develop legislations such as our Constitution Act, 1996 (Act 108 of 1996), White Paper on Integrated National Strategy on Disability of 1997, and other legislations to address issues of disability.

It is however, a fact that people with disabilities (hereafter PWD) were and still are being discriminated against, due to their disabilities. As a result, they could not access better education, training and employment. Most of the PWD rely on the social grant provided for by the Department of Social Services.

According to INDS (1997:5) only 1% of PWD are currently employed in the open labour market in South Africa. This is a very low number compared to the quota targeted by the Government since the recommendations of the INDS and the establishment of the Employment Equity Amendment Act, 1998 (Act 55 of 1998) (Office On Status Of Disabled Persons 2000:11).

Though most focus has been in placing PWD in employment, it appears that nothing has been done to support PWD as employees. They still experience barriers in their workplace, which in fact most employers tend to ignore. It appears that employers only comply to place the PWD in employment, than consider their needs and the long-term impact employment would have on them as individuals.

Hence, in her study, the researchers provide the opportunity to PWD to share their own experiences in the work place.

In the literature consulted, the researcher will be looking at the following issues to try to understand the world of the PWD in relation to employment:

- In Chapter 2, a general overview on what is disability by looking at definitions on disability, prevalence in South Africa.
- Disability as a social phenomenon, as to how society views disability and how the society's perception impact on the lives of disability, as a result impacting on the right to work.
- Disability and human rights.
- Disability and employment legislation.
- Disability and the social model, which is the current model that is used to view disability as a paradigm shift from the medical model.
- Barriers as experienced by PWD.
- The issue of gender and disability which is very critical currently.

2.2 Definitions Of Physical Disabilities And Important Aspects

Naudé (2002:47) defines physical disability/impairment as partial or total loss of a bodily function or part of the body. It includes sensory impairments such as being deaf, hearing impaired or visually impaired and any combination of physical and mental impairments (Naudé 2002:47 quoting Code of Good Practice of the Employment Equity Amendment Act (Act 55 of 1998). The Gauteng Provincial Government (2002:4) and Whitehead (2004:14) define physical disability as damage to muscles' nerves, skin, or bones that lead to difficulties in moving about, in performing activities of daily living. Whitehead (2004:14) states further that physical disability is often, but not always associated with general weakness or long lasting or acute pain.

Physical disability can also be described as a component of the word disability. According to Mann and Lane (1995:7) disability is an inability or limitation in performing tasks, activities and roles to levels expected within the

physical and social context. In other words, a person with a physical disability has a limitation to perform certain tasks due to the physical condition that he or she might be experiencing. Physical disability in this instance would include paralyses, weakness, contractures, amputations, tremors, spasms and other limitations related to coordinated movement.

Physical disabilities are either a result of some disease process or trauma that includes accidents, gunshot wounds or burns. Some people are born with a physical disability whilst others may acquire it during life experiences.

Physical disability may not remain static. It may be progressively severe overtime or may improve with time.

There are three major categories used to distinguish physical disabilities:

- i) Gross motor impairments, that is, illness or trauma causing damage to large muscles of the legs, shoulders, and arms, or nervous system resulting to limitation in strength, coordination and joint range of motion.
- ii) Fine motor impairments, movement of the wrist and fingers related to fine motor performance.
- iii) Mobility impairment-injury or disease affecting the musculoskeletal or nervous systems of lower extremities and as a result, the person is unable to walk, for example, wheelchair users (Mann and Lane 1995 :8).

Leshilo (2004:22) also give other key concepts to describe physical disability, which are paraplegia, tetraplegia/quadriplegia, hemiplegia and handicap.

Paraplegia

Leshilo quotes Hlongwane's (2002) definition that paraplegia is a loss of a lower limb function and sensation , which results from damage to the thoracic,

lumbar and to the lesser extent, sacral cord segments (Gauteng Provincial Government 2002: 4 & Leshilo 2004:22).

Quadriplegia

Quadriplegia is described as loss of function and sensation in all four limbs resulting from damage of cervical segments.

Hemiplegia

Hemiplegia is a substation loss of function on one side of the body, often due to a stroke or epilepsy. Lastly, Leshilo quotes Olivier and Sapey (1999) who describe handicap as a disadvantage for a given individual, resulting from an impairment or disability that limits or prevents the fulfilment of a role (depending on age, sex, social and cultural factors) for that individual. This concept is in relation to a particular environment and relationship with other people.

Cerebral Palsy

Cerebral palsy is described as damage to the brain that causes muscle in-coordination. It usually occurs at birth or within the first five year period of a child's life.

Post-Polio Paralyse

Post-polio paralyse is weakness in some muscles and underdevelopment of some limbs. It occurs after some polio attacks whereby no immunization was given.

Sensory Impairments

Lastly, sensory impairments can be divided into four general categories:

- i) Visual impairment – partial or total loss of sight.
- ii) Hearing and/or speech impairment: A partial or total loss of the ability to hear sounds, which can occur as a result of a disease or injury, and partial or total loss of ability to communicate verbally. The two sometimes goes hand in hand as they both affect the person’s ability to communicate.
- iii) Tactile impairments: An inability to feel things. In some cases a person can lose all or part of his ability to feel things or to discriminate between different objects or the difference between cold or hot.
- iv) Olfactory and taste impairment: An inability to sense or smell and taste food as well as inability to distinguish dangers such as gas in the air (Mann and Lane 1995:8 & Gauteng Provincial Government 2002:4).

There are various categories to describe or distinguish physical disabilities. The researcher’s definition of physical disability would be any impairment that affects the functioning of any body part, being the nervous system (cerebral palsy, the eye-visual impairment, spinal cord etc.) The definition as provided by the Employment Equity Amendment Act, 1998 (Act no. 55 of 1998) would be more applicable for this study, which is any person who has:

- A long-term or recurring disability;
- Has a physical or (mental impairment not applicable in this instance); and
- Substantially limits his or her abilities in the workplace.

2.3 Prevalence Of Physical Disabilities In South Africa

According to Statistics South Africa (2001:11), a total of 2,255,982 persons are reported to have some kind of disability that prevented them from full participation in life activities. The number constitutes 5% of the total population of (44,819,778) enumerated in the census. The African population reported being the highest, followed by Whites and Indian. These percentages are influenced by a variety of socio-economic and demographic factors as

well as unique cultural perceptions and inhibitions. The following table summarizes the number of people living with disabilities;

Table 2.1: Number Of PWD By Gender And Population Groups

Population group	Numbers			Percentage	
	Male	Female	Total	Male	Female
African	879,680	974,696	1,854,376	5.2	5.3
Coloured	88,583	80,095	168,678	4.6	3.9
Indian/Asian	21,550	19,685	41,235	4.0	3.5
White	92, 230	99,463	191,693	4.4	4.5
Total	1,082,043	1,173,939	2,255,982	5.1	5.0

The results of the selected statistics indicate that 5% of the enumerated in Census 2001 were disabled. Africans being highest at 5.2%, with Indians/Asians being the lowest at 3.7%.

Table 2.2 Number Of PWD By Province And Sex

Province	Numbers			Percentage	
	Male	Female	Total	Male	Female
Western Cape	96,549	90,301	186,850	4.4	3.9
Eastern Cape	173,229	372,266	372,266	5.8	5.8
Northern Cape	23,620	23,353	46,973	5.9	5.5
Free-State	87,758	97,619	185,377	6.8	6.9
Kwa-zulu Natal	219,685	250,903	470,588	5.0	5.0
North West	105,169	106,054	211,223	5.8	5.7
Gauteng	164,588	167,023	331,611	3.7	3.8
Mpumalanga	87,319	94,874	182,193	5.8	5.8
Limpompo	124,128	144,774	268,902	5.2	5.0
South Africa	1,082,043	1,173,939	2,255,982	5.1	5.0

In terms of Provinces, Free State being the highest at 6.8%, Gauteng the lowest at 3.8%, whereas North West (bolded) where the research will be conducted is the third highest and on par with Mpumalanga and Eastern Cape by 5.8%.

Table 2.3: Prevalence by types of disabilities and population groups

Type of disability	African	Coloured	Indian/Asian	White
Sight	33.8	24.2	27.4	23.6
Hearing	19.7	18.2	16.2	26.1
Physical	28.0	37.9	36.1	37.0
Communication	6.0	8.4	7.6	8.7
Intellectual	11.5	15.3	13.9	17.6
Emotional	15.7	18.2	15.4	14.1

According to the table above, Coloureds are reported to have the highest percentage of disabilities (37.9%), with Africans being the lowest at 28%. The most common disability in Africans is sight or visual impairment at 33.8%, with Whites at 23.6%.

Table 2.4: Prevalence By Employment Status And Age Of Both Disabled And Non-Disabled Persons

Age group (Years)	Disabled persons	Non-disabled persons	Total
15-19	2.5	3.9	3.9
20-24	12.5	22.0	21.7
25-29	21.0	39.6	38.9
30-34	25.2	49.0	47.9
35-39	25.9	52.2	50.8
40-44	25.7	53.5	51.7
50-54	21.2	46.8	44.3
55-59	16.6	37.9	35.5
60-65	8.7	19.3	18.0
Total	18.6	34.6	33.7

Lastly, the results indicate that only 18.6% of PWD are employed as compared to 34.6% of non-disabled. The statistics on employment indicates that 25.7% of the employed PWD are between the ages of 40-44. The older they grow it appears that the percentage decrease. The researcher formed an opinion as to what age the PWD is able to continue working. It appears most of them would not reach retirement age.

Dube (2005:7-8) research findings indicates that within the Public Service, it was found that there are only 2,007 disabled people (0.25%). This figure falls short of the targeted 2%. As compared to the above results the researcher is of the opinion that the remaining percentages might mean that most of employed PWD are in the private sector or employed in sheltered employments.

2.4 Overview On Disability

Due to the fact that physical disability falls under the broader concept of disability, the researcher deems it necessary to give a brief overview on the concept of disability.

Disability is a very broad concept and has many definitions. The researcher will however, consider few. Akabas, Gates and Galvin (1992:3) and Shrey and Larcetes (1997:5) consider disability as a condition or any restriction or lack of ability to perform any activity in the manner or within the levels expected within physical and social context. The Oxford dictionary (1998:230) defines disability as a physical incapacity either congenital or caused by injury, disease limiting a person to work or doing something.

All definitions highlight disability as a limitation or restriction that an individual experiences. The Oxford dictionary (1998) goes further to distinguish disability as a congenital, meaning that a person can be born with a disability, or can be acquired through an injury or diseases.

Gomez-mejia et al (1998:97) and Naudé (2002:45), quotes Miller and Sammons (1997), give examples of major life activities that a person with a disability might be unable to do. These are:

- Caring for oneself hygienically.
- Movement or having full range of movement while standing, lifting or walking.
- Having intact senses, touch, seeing or feeling.

- Speaking or communicating with others.
- Hearing.
- Working and learning.
- Using mental processes such as thinking, concentrating or problem-solving.

The White Paper on Integrated National Disability Strategy (hereafter INDS) (1997:78) and Employment Equity Amendment Act, 1998 (Act 55 of 1998) defines a disabled person as an individual whose prospects of securing and retaining suitable employment as substantially reduced as a result of physical or mental impairments. This definition describes disability in relation to work. It also mentions the word impairment, which is defined as loss or abnormality of mental or anatomical structure or functions.

The Employment Equity Amendment Act, 1998 (Act 55 of 1998) provides a criteria on individuals who qualifies to be regarded as having a disability. The Act provides that disability should be:

- Long-term or recurring.
- Having a physical or mental impairment which substantially limits the individual.
- There must be a record of such impairment.

Naudé (2002:47) elaborates on the criteria given by the Act, to say long-term means that impairment has lasted or is likely to persist for the period of at least twelve months. Recurring means it is very likely to happen again and will be substantially limiting the individual to perform certain tasks.

2.5 Disability As Social Phenomenon

According to Baladakis (2001:3) disability is socially defined category that disempowers and stigmatizes people with physical deviances from the norm. Deviation from the norm defines people with disabilities as abnormal. The fact

that disability is viewed as a “problem” has resulted in social exclusion and marginalization of people with disabilities.

Akabas et al (1993:242) concur that disability is a social construct, represents a social judgement, and in some cases a personal choice. Whitehead (2004:13) adds that disability is a disadvantage or restriction of activity caused by a society, which takes little or no account of people who have impairments and thus excludes them from the mainstream activity.

It is clear that even if individuals with disabilities are part of our society, the society view them in a different manner. The authors quoted indicate clearly how the society has created a stigma by “labelling” those individuals. This has made it difficult for society to correct its wrongdoing, and will take a long process to redress the past and for the marginalized group to be satisfied about the efforts made by the society to address this issue.

2.5.1 Stigma And Stereotyping

The way the society has conceptualized disability has unfortunately contributed to the creation of stigma around individuals with disability. Stigma is defined as a mark or sign of disgrace/discredit or a distinguishing characteristic (Oxford dictionary 1998:817). When one looks at this definition, it has negative connotations. It would mean that individuals with disabilities are given a mark or sign to say for example this person is “abnormal”. The word disgrace or discredit has also a negative meaning of shame. Dudley (1997:9) goes further to say stigma has a pervasive and endemic effect to individuals with disabilities as it restricts opportunities and resources. This causes oppression and exclusion from society and facilitates dependency. Stigma further promotes negativity, myths, unknown fears, stereotyping and division among people.

Heller (1992) as quoted Leshilo (2004:26-27) indicate some stereotyping the society has regarding individuals with disabilities:

- Disability is associated with mental incapacity.
- It is also associated with dependencies whilst the society values independence and productivity.
- Those who are disabled from birth are identified with their diseases.
- Disposability.
- Being strikingly different.
- Socially costly because of the grants received from Government.

2.5.2 The Impact Of Stigma On Individuals With Disabilities

Stigma has an unfortunate negative impact in the lives of individuals with disabilities and has created many barriers for them. Lack of employment, institutionalization and exclusion from society can be seen as some of the results of stigma.

Lack Of Employment

Naudé (2002:40) suggests that circumstances of individuals with disabilities and the discrimination they faced are created socially, hence the highest unemployment rate of individuals with disabilities. The further effect is that social grants that are not sufficient to meet their needs.

Institutionalization

Institutionalization is a barrier that was created by society with utmost good intentions. The purpose was to protect the disabled and the society against disability. Institutions were supposed to provide solutions to education of individuals with severe disabilities and the removal of the disabled people from the society. However, this turned out to have the most negative effect in the lives of individuals with disabilities as this led to loss of control over life and decisions, loss of contact with society, loss of dignity, and exclusion for the society (Naudé 2002:80).

Exclusion From Society

Dudley (1997:44-47) describes the exclusion from the society of individuals with disability as a wall erected between disabled people and non-disabled people. In this instance, disabled people live in a world where loneliness, segregation, a lack of sense of belonging and limited opportunities prevail. The non-disabled can rarely see beyond the wall of disability and struggle to see the disabled person according to their unique attributes and other ability.

2.5.3 Ways To Confront The Stigma

Individuals with disabilities have developed certain coping ways to cope with the stigma. Dudley (1997:67-78) identified some coping mechanisms used by people as follows:

- Beginning attempts to cope, whereby disabled people avoid talking about the stigma or minimize its importance even though they experience unpleasant feelings.
- Seeking positive aspects of the stigma: Disabled people allow the stigma to continue due to some benefits, such as pity, sympathy or financial gain.
- Confronting stigma: this usually happens during the advocacy processes where disabled people advocate for their rights and challenges the society to change their attitudes towards them.
- Covering: This includes wearing of fashionable clothes, hairstyling, following good grooming practices and conversation skills. The purpose is to divert away the attention from a stigmatic attribute.
- Openness occurs when disabled people are open about the extent of their impairment, and making impairment-related needs known (Roulstone, Gradwell, Price & Child 2003:793).

Taub, McLorg and Franklik (2004:175) have identified two coping strategies used by people with physical disabilities:

- Deflection: Used to reduce the salience of the stigmatizing attribute by accentuating other aspects of themselves. For example, use of sense of humour, being cheerful and kindness.
- Normalization: Includes attempts to re-educate the so-called normal people that their disability should be a non-issue. They prove to others that even if they have an impairment they are able. The aim is that the discrediting attribute loses its stigmatizing quality and no longer threatens the legitimacy of the stigmatized.

It is unfortunate that under these circumstances, the individuals with disabilities are the ones who suffer. It is therefore of most importance that this stigma should be dealt with. Dudley (1997: 83) provides ways in which the stigma can be dealt with:

- Stigma-related problems and disability-related problems are fundamentally different and require different solutions.
- For change to occur, people responsible for the creation of stigma must be targeted.
- Individuals who are labelled to have intellectual impairment can play a critical role in confronting their stigma problems.
- Lastly, other people can play a valuable role as allies in confronting the stigma.

2.6 Disability And Human Rights

According to the Constitution of South Africa Act, 1996 (Act 108 of 1996), every individual with or without disabilities has rights. This means that people with disabilities should be treated equally as those who are able, and enjoy the same rights as all citizens.

The White Paper on Integrated National Disability Strategy (1997) Chapter 4, indicates that people with disabilities, like the majority of people in this country, during the apartheid era, were denied fundamental human rights.

However, people with disabilities as a group experienced further discrimination based on their disability. Under the Constitution, they are entitled to substantive equality, which includes the right to corrective (affirmative) action to overcome the effects of past discrimination.

Wordsworth (2004:7) sees this as resulting from the fact that the society views people with disabilities as a homogenous group. This view suggests that they are all the same, and have similar needs and difficulties. This identified stereotyping has contributed negatively in the lives of people with disabilities as indicated earlier, that they were marginalized and excluded from many aspects of life. Whitehead (2004:39) states that the exclusion and the marginalization prevented them from accessing basic social, political and economic rights.

Therefore, their dignity and equality are enriched by the constitution, through the creation or amendment of existing legislations to ensure that people with disabilities enjoy their human rights.

2.6.1 The Rights Of People With Disabilities

Naudé in her study (2002:123-126) listed the rights of people with disabilities from various authors (Schulman 1980 & Schloss 1994) and from the White Paper on INDS (1997). The researcher would summarize these rights as follows:

- Right to education;
- Right to sufficient medical services;
- Right to a safer environment;
- Right to vote;
- Right to civil rights, right to marry;
- Right to privacy;
- Right to be treated with dignity;
- Right to employment;
- Right to refuse participation in experimental research;

- Right to institution while in residential care;
- Right to vocational rehabilitation;
- Right to proper nourishment;
- Right to access building;
- Right to public transportation;
- Right not to be institutionalized;
- Right to social support in form of grant; and
- Right to recreational and social activity.

The society has greater responsibilities in ensuring that they provide opportunities to people with disabilities so that they can practice their rights. These rights should not only be on paper but also be put in practice.

2.7 Disability And Employment Legislation

From the previous point of discussion on rights, we have learnt that legislation needs to be in place to mobilize the realization of the rights of people with disabilities. Therefore the next discussion will look at various legislations that impact on the realization of the rights of the people with disabilities and the role of such legislation especially in promoting the employment opportunities of people with disabilities.

According to the White Paper on INDS, (1997:57) legislation has contributed to the social exclusion of people with disabilities. Legislation has failed to protect the rights of the PWD. Secondly, it created barriers to prevent PWD from accessing equal opportunities. The INDS has therefore, made recommendations of corrective legislations that would promote and protect the rights of PWD and to ensure equal opportunities.

Legislations to be discussed are as follows:

- Promotion of equality and prevention of unfair discrimination Act, 2000 (Act No. 4 of 2000);

- Employment Equity Amendment Act 1998 (Act No. 55 of 1998);
- White paper on the Integrated National Disability strategy of 1997;
- Code of Good Practice on managing aspects of disability in the workplace manual;
- Technical Assistance Guidelines manual;
- Occupational Health and safety Act , 1993 (Act No.85 of 1993);
- Basic Conditions of employment Amenement Act, 1997 (Act No. 75 of 1997);
- Protected Disclosure Act 2000 (Act No. 26 of 2000) as South African Acts;
- The Americans Disability Act (Act of 1990) (ADA); and
- Discrimination Disability Act (DDA) as international laws.

2.7.1 Promotion Of Equality And Prevention Of Unfair Discrimination Act

In a nutshell, this Act serves the main purpose of prohibiting and preventing unfair discrimination and promotion of equality. The Act thus enriches the principles of the Constitution by promoting equality and non-discrimination which encompasses the disabled, the equal enjoyment of human rights.

The Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No. 4 of 2000) further ensures that the PWD are treated with respect and should enjoy similar rights as non-disabled people. Discrimination is prohibited in relation to race, gender, sex, skin colour, sexual orientation, age, pregnancy, marital status, ethnicity, social origin, belief, religion culture, language and *disability*.

The emphasis is to ensure equal opportunities for PWD and the indication the relationship the PWD have with the state, any person or organization that could provide such opportunities.

2.7.2 Employment Equity Amendment Act (hereafter EEA)

The EEA is one of the Acts that outlines the South African position in dealing with equality in the workplace, especially in the case of PWD. The purpose of the Act is to achieve equality in the workplace by promoting equal opportunities and fair treatment in employment through elimination of unfair discrimination and implementation of affirmative action measures to redress the disadvantages in employment as experienced by certain groups (including the PWD) in order to ensure representation at all categories and levels in the workplace (Employment Equity Amendment Act 55 of 1998).

In essence, the Act promotes equality especially in employment-related issues. This therefore would imply that employers in recruiting and selection processes should not discriminate any person on the basis of his or her disability. Furthermore, equal benefits, and opportunities in the workplace must be given to PWD.

This Act compels employers to comply in redressing past imbalances by having affirmative action plans and putting these plans into action. In South Africa, employers are expected to put in place the affirmative action plans and implementing these by giving PWD opportunities to be employed in the open labour market.

The expectations of the Department of Labour, for employers to comply with the Act has, according to Naudé (2002:142), placed employers in a dilemma because they don't have necessary skills, knowledge or training that facilitates such process. Schwellnus (2002:3) highlighted other effects of the EEA on employers:

- Intrusive bureaucracy;
- Added costs;
- Inflexibility;
- Uncompetitiveness; and
- Shortage of skills.

Despite its good intentions the EEA has also its shortcomings. It has placed employers in a difficult position in that they need to take action in finding ways of applying the Affirmative Action process and start appointing people with disabilities without providing them with the guidelines on how to accommodate them.

2.7.3 Code Of Good Practice

The Code of Good Practice was developed after the Commission for Employment Equity was established, in terms of Section 54 (1) (a) of the Employment Equity Amendment Act, 1998 (Act No. 55 of 1998). The code was developed with the following objectives in mind:

- To ensure that the PWD have equal opportunities in the workplace;
- Improving employment prospects for the PWD by facilitating recruitment return to work, job retention and opportunity for advancement;
- Promote safe, accessible and healthy workplace environment;
- Assuring employer costs associated with disability among employees are minimized; and
- Maximizing the contributions with which employees with disabilities can make it to the enterprise (Code of Good Practice 2001: 7).

In a nutshell the code of good practice is there to clarify the roles of employers in promoting equal opportunities for PWD. It puts the practical side of implementation of the EEA in relation to managing disability, in the workplace. Wordsworth (2004:175) quotes Chawirah (2001) and states that the code of good practice is not an authoritative summary of the law, nor does it create additional rights or obligations. Failure to observe the code does not itself render a person liable in any proceedings, rather the code is there to answer to the employer on how disability in the workplace should be defined and managed. Thus the code is informed by the underlying principles of the International Labour Organization standards (ILO) Vocational Rehabilitation and Employment Convention of 1983.

The code of good practice provides specific guidelines to management of the following human resource management:

- Recruitment and selection;
- Medical and psychometric test;
- Placement;
- Training and career advancement;
- Retaining the PWD in the workplace;
- Termination of employment;
- Confidentiality and disclosure of disability (which will be discussed in detail at a later stage);
- Employee benefits; and
- Employment Equity planning in respect of the PWD.

The code also provides guidelines on reasonable accommodations, which will be dealt with later.

2.7.4 Technical Assistance Guidelines (TAG)

TAG manual was developed in 2000, as additional documents to the EEA and the Code of Good Practice. According to Truter (2004:30), the TAG should be read and used in conjunction with the EEA and the Code of Good Practice, as well as other related labour legislation and policies.

The purpose of the TAG is to assist employers, workers, trade unions and the PWD to:

- Clearly understand the EEA and the code of good practice on key issues relating to disabilities; and
- Provide practical guidelines on how to implement non-discrimination to Affirmative Action measure (the Department of Labour 2000: and Truter 2004:30).

The TAG addresses similar elements as discussed under the Code of Good Practice in a more practical and detailed manner:

- Reasonable accommodations: Implies the modification to essential functions of the job normally performed.
- Recruitment and selection: Guidelines on how to manage recruitment procedures to accommodate PWD.
- Medical and psychometric test: Guidelines on when and how to administer psychometric test, and that the tests must be scientifically valid and reliable and be applied fairly.
- Placement: Should not have less favourable conditions, orientation and induction training should be covered.
- Training and career advancement: Guidelines on possible solutions on special need training for PWD and employer should provide best practices to ensure career advancement.
- Termination of employment: Guidelines promotes fair practices regarding termination of employment based on incapacity or ill-health.
- Confidentiality and disclosure of disability: Information gathered on legitimate purpose with the written consent. Guidelines on how to manage confidential information.
- Employment Equity planning: Integration of PWD in the workplace should be done in the following process, preparation, implementation and monitoring.
- Education and Awareness: To deal with the fears, myths, and negative attitudes in understanding the need of reasonable accommodation (Department of Labour 2003:2-4).

2.7.5 Integrated National Disability Strategy

The majority of PWD in South Africa have been excluded from the mainstream of society and prevented from accessing fundamental social, political and economic rights. Thus, the INDS has been developed in 1997 by

the Government as a framework of strategies, planning and programmes to address issues related to disabilities.

The Government highlighted the importance of integration and inclusion of the PWD in the society. The INDS recognize the high levels of unemployment rate themselves, working in shelters or protective workshops run either by the Department of Welfare and Labour, private welfare organizations or disabled people themselves (INDS 1997:40).

The strategy has its three main objectives:

- i) The unemployment gap between non-disabled and the disabled jobseekers must be narrowed.
- ii) Conditions must be created to broaden the range of employment options for the disabled people so as to provide them with real possibilities of occupational choice.
- iii) Lastly, the vocational integration of PWD must be facilitated, whatever the origin, nature and degree of disability.

It is clear that the INDS promotes the rights of the PWD and put more focus on inclusion in employment. According to the INDS the following strategies must be adopted to meet these objectives:

Occupational choice

This strategy calls for the provision of range of work opportunities for PWD to choose from. These opportunities should meet their differing needs as well. This indicates empowerment and independence to decision-making in relation to choice of work the PWD is allowed to make.

Intersectoral Collaboration

This calls for partnerships by Government Departments, non-Governmental organizations, Private Sectors and key stakeholders. NEDLAC already

represents an inclusive and intersect oral economic forum, and has become more actively involved in the participation of enabling policies and legislations.

Personnel Training

Personnel units play an important role in facilitating the process of recruitment of the PWD. Therefore, attention needs to be given to these personnel units to ensure that they understand the options available in the placement and promotion of the disabled job-seekers and workers. This calls for the necessity to adequately train the personnel units regarding the integration of PWD into the labour market (INDS 1997:42).

The developed strategies have the potential to support PWD in the integration process into the labour market. Naudé (2002:170) adds the fourth strategy of supported employment programs as a way for job creation, placement and integration of PWD in the workplace, which will be discussed in detail at a later stage.

The INDS has made valuable contribution in moving the process of integrating PWD in the labour market. It has served as a good starting ground in mobilizing various stakeholders in not only seeing the importance of inclusion of PWD in the mainstream but also developing strategies to address such need. It has also mobilized the development of the EEA, the Code of Good Practice and the TAG. Other Governmental Departments like the Department of Transport, did a pilot study on inclusion of PWD in the public transport system (INDS1997: 52).

2.7.6 Protected Disclosure Act

To conceal or disclose a disability condition is one of the important aspects regarding the employment of the PWD, yet one of the ethical dilemmas of employment transition (Allen and Carlson 2003:18). This can be seen in two ways, the infringement of the right to privacy as stipulated by the South African Constitution or disclosure to allow reasonable accommodation on the

side of the employer to allow conducive working conditions for the PWD. Allen and Carlson (2003:19) further added that the dilemma to conceal or disclose one's disability condition is also a result of the employer and co-worker attitude towards the PWD.

The South African Constitution Act, 1996 (Act No. 108 of 1996) indicates in Chapter 2 that every individual has a right to privacy. The Bill of Rights handbook elaborates further about the individual's right to informational privacy (De Waal, Currie and Erasmus 2001:276). This right is related to reasons for protecting human dignity and control over private information.

In this instance, it would mean the PWD has the right to keep their disability status confidential. This will, however, be disadvantageous on the side of the PWD as non-disclosure will not enable the employer to make reasonable accommodation. The following guidelines are provided by TAG and the Code of Good Practice on how to deal with the information provided by the PWD;

- Employers, including health and medical services personnel may gather private information relating to employees with disabilities, if it is necessary to achieve a legitimate purpose, in this case to make reasonable accommodation. Tompkins (1993:35-36) confirms that in terms of the American's Disability Act, Physicians provide information to management to assist them to make informed decision on placement of PWD.
- Employers must protect confidentiality of information that has been disclosed and must keep records of private information relating to disability of the applicant separate from the general personnel records.
- When the employer no longer requires such information, the information must be returned to the employee or be destroyed or rendered anonymous.
- Employers may not disclose any information relating to a person's disability without the written consent of the employee concerned.

The Protected Disclosures Act, 2000 (Act No. 26 of 2000), was passed to make provision for procedures in terms of which employees in both the private and public sector may disclose information regarding unlawful or irregular conduct by the employers or other employees. Secondly, to provide for the protection of employees who make such a disclosure.

The Act defined disclosure as means of any disclosure of information regarding any conduct of an employer or employee of that employer. Section 1 (i) may be applicable to cover the PWD. Section 3 also states that “no employee may be subjected to any occupational detriment by his or her employee on account of having made protected disclosure (Protected Disclosure’s Act 26 of 2000: 6). The Act further says such employee may not be denied appointment to any employment, profession or office. The guidelines provided for by the Code of Good Practice and the TAG serves as important tool to assist the employer in developing ways on how to handle the disclosed information from part of the PWD. They should help the employer in making informed decisions in making accommodation for the PWD in the workplace. It is the opinion of the researcher that the Protected Disclosure Act, even though not relevant, can serve as a guideline to refrain employers from discriminating against PWD after making disclosure about their disability. The way the employers handle confidentiality and records regarding such information should solicit trust for the PWD to disclose information about their disability. The employer should also decide who has access to such information to protect the PWD right to privacy.

2.7.7 Occupational Health And Safety Act (hereafter OHS Act)

This Act does not directly address the issued of OHS in relation to the PWD but to all employees. The researcher however, sees its relevance, especially in addressing accessibility to building by PWD, and the emergency preparedness planning in case of fire in the building.

The researcher is of the opinion that the Act must be reviewed to add information relating to the health and safety of the PWD in the work place.

2.7.8 Basic Conditions Of Employment Act

The Purpose of this Act is to advance economic development and social justice. The primary objectives of the Basic Conditions of Employment Amendment Act, 1997 (Act No. 75 of 1997) are outlined as follows:

- To give effect to regulate the right to fair labour practice conferred by the Constitution section 23 (1); and
- To give effect to obligations incurred by the republic as a member state of the ILO.

The researcher is of the opinion that this Act can be used when the employer may need to provide reasonable accommodation to the PWD, for example, to adjust working conditions of the PWD. The Act addresses issues such as adjustment of working hours, sick leave and daily and weekly rest period, which may need to be provided for by the employer.

2.8 International Legislation On Disability The Americans With Disabilities Act Of 1990 (ADA)

The Americans with Disabilities Act (Act of 1990) (hereafter ADA) was enacted in 1990 and implemented in 1992. It represents an extension of civil rights legislation to persons with disabilities to fulfil the objectives of independence and empowerment as well as integration (Butterworth and Kiernan 1996:249).

The ADA is an Act developed to address the comprehensive prohibition of discrimination on the basis of disability. The purpose of the Act is outlined as follows:

- Provision of a clear and comprehensive national mandate for the elimination of discrimination against PWD;
- Provision of clear, strong, consistent, enforceable standards addressing discrimination against PWD;

- To ensure that the federal government plays a central role in enforcing the standards established in this Act on behalf of PWD; and
- ‘To invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by PWD’.

This Act does not only focus on the employment issues only but also on other services rendered by the State and Local Government on public accommodation, transportation, and telecommunications.

In relation to employment, Tompkins (1993:36) states that the ADA does not cover every PWD, but the PWD who is qualified and recognized to be able to do the job involved. Therefore, prohibition of discrimination is mostly towards qualified PWD, pertaining to job application procedures, hiring, training, compensation, fringe benefits and career advancement from the side of the employer.

The employer is prohibited of discrimination on the following basis:

- Limiting, segregating or classifying a job applicant or employee based upon a disability;
- Entering into contracts or other arrangements with third parties that have the effect of subjecting an employer’s workers to discrimination based on disability;
- Utilization of any standards, criteria, or administrative methods that have the effect of discriminating based on disability;
- Excluding or discriminating against job applicant or employee because of the persons association with PWD; and
- Not making reasonable accommodations for the known disabilities of a job applicant or employee (Wordsworth 2004:181 quoting United States 1990:8).

The ADA also addresses some of the following employment issues:

- Pre-employment disabilities enquiries and examinations. The Act prohibits employers to request job applicants to voluntarily disclose the nature or severity of their disability, nor conduct any pre-employment medical or physical examination. However, employers may enquire about the individual's ability to perform the job-related tasks.
- Medical examination can be done once the offer of employment has been made. Information obtained should be treated confidentially and the medical file should be kept separate from the personnel file.
- The issue of enforcement of the Act where employees can lay charges with the EEOC if they feel that they have been unfairly discriminated against. The EEOC can therefore bring lawsuits to court to enforce the Act.
- Lastly, employers who comply with the Act can receive tax incentives from the Internal Revenue Services (IRS) (Tompkins 1993:36-37 & Wordsworth 2004:182-185 quoting United States 1990).

There are similarities one can identify between the EEA and the ADA. Both Acts provides detailed information regarding the concept of disability. The Acts serves the same purpose of addressing discrimination within the employment setting against PWD. Both Acts highlights the point of reasonable accommodation to address the needs of PWD in the workplace.

There is, however, a dissimilarity that can be identified. According to Wordsworth (2004:182) the ADA does not require affirmative action plans, whereas the EEA requires employers to have affirmative action plans. The ADA has played an important role in increasing employment opportunities for PWD in the US.

The Disability Discrimination Act Of 1995 (DDA)

According to the CIPD (2005:2) the Disability Discrimination Act 1995 (hereafter) DDA gives PWD the rights in:

- Employment
- Access to goods and services
- Buying or renting land or property.

For the purpose of this research, the focus will be on employment. The DDA provides similar information as the ADA regarding the definitions of disability. It also prohibits employers to discriminate against PWD based on their disability. Similarly, to the ADA and the EEA it also makes provision for reasonable accommodation.

The CIPD (2005:2-3) points out that there have been amendments on the Act which were enforced in 2004. The amendments aim to make the law more inclusive and the key amendments include:

- Removal of small business exemption for employers with fewer than fifteen employees;
- Extension of protection to certain categories of employment;
- Change to the burden of proof from employee to employer;
- Specific prohibition of harassment based on disability;
- Classification that less-favourable treatment is not justifiable where reason for that treatment is based merely on the fact that the person has a disability rather than the consideration of the individual's abilities;
- Extension of protection in certain circumstances beyond the end of the employment relationship from acts of discrimination (including harassment);
- Removal of the justification defence in respect of failure to make reasonable adjustments; and
- Under the DDA employers are entitled to technical and financial assistance from under the Access to Work Scheme run by the

employment service (Wordsworth 2004:184 quoting Thomas and Hlahla 2002:21).

From this section we have learnt of various legislations available both in locally and internationally, that deals with disabilities in the workplace. Under the discussion of South African laws, we can summarize the following points:

- The INDS has made a huge impact in trying to address the imbalances and inequalities in relation to the unemployment of PWD. It has recommended that employers should consider addressing the issues. However, the study done by the OSDP has indicated that there is not much progress made to implement those recommendations, including in the Government Departments.
- The Employment Equity Act, together with the Code of Good Practice was also established to address the employment opportunities that are to be provided by employers to PWD.
- The TAG was also established to provide employers with guidelines on how to make reasonable accommodations after they have employed the PWD in the workplace. Another important aspect was that of disclosure versus to conceal one's disability status, where we learnt of the advantages and disadvantages thereof.
- Other legislations that were discussed that impact on the working conditions of the PWD, like the OHS Act, Basic conditions of employment Act.

The researcher would like to highlight some of the loopholes identified in the legislation, whereby there is an indication of lack of support of employers on how to deal with disabilities in the workplace. Employers seem to still be lacking skills and strategies to address this issue. The existing legislations are also not strict enough in a sense that they still allow fines or choices for employers not to make accommodations for PWD in the workplace. The researcher concludes that it appears that more effort needs to be done to

review and adjust existing legislations to meet the needs of the PWD in the workplace.

2.9 Disability, Employment And The Social Model

Olkin (1999) cited by Naudé (2002:39) describes the social model as a new paradigm shift from which disability is to be viewed. Disability is seen as a social construction and problems lie not within the PWD but in the environment that fails to accommodate the PWD. According to Roulstone (2004:18) the rise of the social model of disability has provided a significant challenge to the way society, academics, practitioners, researchers and policy makers conceptualize the problem of disability.

The model offers a new framework and language of identifying, understanding, responding to disability. This model challenges the previously used medical model to understand disability.

The INDS represents the paradigm shift in conceptualization of disability from the medical model which views PWD as ill, different from the able-bodied, unable to be productive and in need of care. The social model on contrary focuses on human rights approach to disability, placing emphasis to shortcomings of society, and its inability to accommodate diversity instead.

The INDS (1997:10) sees PWD as equal citizens and should enjoy same rights and responsibilities as able-bodied individuals. Further, the INDS focuses on removal of barriers to equal participation and on elimination of discrimination based on disability.

The broad objective of the INDS is to integrate PWD into the mainstream of society (Office On Status Of Disabled Persons (hereafter OSDP 2000:9).

Roulstone (2004:26) shares that in applying social model in integration to employment we need to look at the following:

- User-led research;

- Living and working in the mainstream;
- Flexible policies;
- Direct payments; and
- Disabled people's input into key legislation and reform.

User-Led Research

The user-led research should challenge the medical research and value results. The use and support of the social model research must be highlighted to benefit moves towards civil rights, legislation, policies and programmes to address the issue of disability.

Living And Working In The Mainstream

The current existing sheltered employment must be reviewed and more emphasis should be placed on mainstream open employment.

Flexible policies

It is highlighted that employers should benchmark social model in systematic scrutiny of policies and establish more policies to benefits the PWD, with key improvements in reducing the rigidities of work and welfare systems (Roulstone 2004:28)

Direct Payments

This implies to choices and rights to an equitable, open, responsive scheme that requires independent scrutiny shaped by the PWD. This involves enhanced numerical and qualitative involvement of PWD in running access to work and attempt to map wider developments such as direct payments.

Disabled People's Inputs Into Key Legislations

Involvement of PWD in law making process and increasingly scrutinizing laws for its enabling potential is emphasized. A review on the impact of employment laws on providing opportunities for PWD is also essential.

The social model puts emphasis on breaking down the barriers as experienced by PWD and mobilize claims to informed choice of employment by PWD (Roulstone 2004:30). The researcher sees the focus on the social model as a predominant tool to mobilize integration of PWD in the mainstream. Roulstone (2004) and the INDS (1997) highlight most key aspect in this model, which emphasizes the total involvement of PWD in every aspect of integration in the mainstream. The PWD can be involved in establishment of laws, policies, programmes that will impact on their lives. The social model supports the slogan “nothing about us without us” slogan.

Disability And Employment Integration

The INDS states that the majority of the PWD in South Africa have been excluded from the mainstream of society and have been prevented from accessing fundamental social, political and economic rights. It is estimated that 99% of PWD are excluded from employment on the open labour market. This therefore implies that only 1% of PWD are employed (INDS 1997:56-57).

The extremely high levels of unemployment amongst PWD are attributed to a number of factors:

- low skills levels due to inadequate education;
- Discriminatory attitudes and practices by employers;
- Past discriminatory and ineffective labour legislations;
- Lack of enabling mechanisms to promote employment opportunities;
- Inaccessible and unsupportive work environment;
- Inaccessible public transport;
- Inadequate and inaccessible provision for vocational rehabilitation and training;

- General high levels of unemployment ;
- Inadequate access to information; and
- Ignorance in society.

The INDS is one of the South African tools facilitated the process of integration of PWD not only in employment but other aspects of life, for example, housing, education, medical care, etc.

Naudé (2002:119-122) provides four concepts from which integration strategies of PWD into the society and open labour market can be understood from. These concepts are normalization, habilitation, rehabilitation and integration.

Normalization

Normalization is defined as the way in which PWD is included into the community with the same rights and privileges as the rest of the community. It can be achieved through physical, functional, personal, social, societal and organizational integration. This is a complex process and requires preparation of the PWD and the community (Naudé 2002:119 quotes Schuhlman 1980).

Dudley (1997:12) defines normalization as the opportunity for the PWD to establish relationships, opportunities of employment, and being part of the society and contributing to such a society. The attitude of the society is very crucial during this process. In other words society with negative attitude may hamper this process of normalization and integration.

Habilitation

Habilitation is defined as “to enable or make able” (Quinn 1993:1). Habilitation is used to describe ways to assist in enabling persons who are born with disabilities. Their needs are often different from the people who acquire

disabilities through an accident or disease. Habilitation goes far beyond the health field and embraces a wide range of issues including education, social counselling, vocational training, transportation, accessibility and assistive technology (Quinn 1993:1).

In this instance, habilitation calls for provision of opportunities to enable PWD to enter the labour market. It means the society should make means available to train and equip PWD with skills that will enable them to work for themselves and make a living.

Rehabilitation

Whitehead (2004:38) defines rehabilitation as a goal-oriented and time-limited process aimed at enabling an impaired person to reach an optimum mental, physical and/or social functional level, thus providing her or him with the tools to change her or his own life. It can involve measures intended or compensate for loss of function or a functional limitation (for example, technical aids) and other measures intended to facilitate social adjustment or readjustment. The Social work Dictionary (Barker 1991) defines rehabilitation as “restoring to a healthy condition or useful capacity to the extent possible”.

According to Butterworth and Kiernan (1996:250) the Rehabilitation Act of 1992, emphasize that projects and activities for PWD should be carried out in a manner consistent with the principles of:

- Respect for individual dignity, personal responsibility and self-determination;
- Respect for privacy, rights and equal access;
- Inclusion, integration and full participation of the individuals; and
- Support for individual and systematic advocacy and community involvement.

In South Africa, rehabilitation services are predominately based in the Department of Health and Social Development. The rehabilitation strategy is based from the National Rehabilitation Policy of 1999.

Integration

Integration means that PWD can access mainstream activities as a distinct component of their own. It is assumed that some of assimilation of PWD into the mainstream structures occurs (OSDP 2000:19 and Web dictionary 2006:2).

The INDS objectives and recommendations to address the integration of PWD into the mainstream have been discussed under disability and employment legislation. The researcher also highlighted the impact of the INDS in leading to the mobilization of stakeholders to develop various Employment Acts such as the EEA, the code of Good Practice, the TAG.

Despite all attempts by the INDS of facilitating integration of PWD into employment, the analysis study by the OSDP in 2000, on Governments Departments' implementation of the INDS, made various discoveries. The Government Departments were expected to employ at least 2% of employees with disabilities. The study however, reported that the Departments are still battling to meet the target. The OSDP has also identified several shortcomings from the departments:

- Many Departments do not have policies in place to address the integration of PWD in employment;
- Departments place disability under special programmes, which does not at all facilitate inclusion and integration;
- Little progress on implementation of INDS recommendations;
- Budgetary constrains (lack of budget allocations);

- Use of empirical research and information is not common practice;
- Only five out of the eighteen Departments made efforts to provide public education and awareness on disability issues;
- No proper mechanisms in dealing with integration issues; and
- Inaccessible buildings for PWD (OSDP 2000:25-35).

The Department of Public Services and Administration has now postponed the target year of employing PWD within Government Departments to 2010.

In conclusion, the researcher is of the opinion that the integration of employing PWD is slow. There seem to be still lot of misunderstandings regarding integration issues. Employers do not have best practices regarding the integration of employing PWD, hence, involvement of PWD in all planning and implementation of the INDS could assist to mobilize the process of integration.

2.10 Barriers As Experienced By People With Disabilities

A barrier can be defined as any condition that makes it difficult to make progress or achieve an objective (Web dictionary 2006:1). In other words, there is an obstacle that prevents the PWD from accessing opportunities, or what they want to achieve. This can include, amongst other things, a structure, an environment or policies that impedes the PWD to reach their potential. Under this section, the researcher will focus on various barriers which PWD are faced with; further focus will be on barriers in relation to employment. Barlow, Wright and Cullen (2002:37-38) have categorized barriers into two categories, internal and external barriers.

2.10.1 Internal Barriers

Internal barriers are associated mostly with the PWD's perceptions regarding their disability and their self-esteem. Chima (2002:82) speaks of intra-personal aspects, which implies a person's self concept associated with

personal beliefs and judgments about the nature, typical behaviour, strengths and weaknesses.

Barlow et al (2002:37) state that living with a disability can involve pain, fatigue, limited physical functioning, uncertainty, coping with treatment demands and vulnerability to psychological distress.

The way PWD view themselves can contribute either positively or negatively in the way they survive in their employment. The unfavourable self-confident leads to PWD developing more emotional problems, than those with good self-esteem. They lack confidence and assume that they will not succeed even if they try. They set low goals for themselves and often are afraid to behave independently or assertively (Chima 2002:82).

Chima (2002:87) further shares that PWD are concerned about self-doubt, worries about their health, managing time and work demands in relation to the workplace. He emphasizes the importance of increasing the self-esteem, through counselling and guiding employees with disabilities in a way that they can communicate their needs and problems to their employers.

Those with good self-concept have assertively and succeeded in employment (Roulstone, Gradwell, Price and Child 2003:793) and (Taub, McLorg and Franklik 2004:18). However, the impact on intra-personal or internal barriers associated with PWD's self-concept or self-esteem cannot be treated in isolation. The social environment has contributed negatively towards how PWD see themselves. Chima (2002:82) and Barlow et al (2002:38) state that the PWD are treated as second-class citizens, which makes them view themselves as undesirable, inferior and have negative self-concept. This brings us to the next discussion on external barriers.

2.10.2 External Barriers

According to Barlow et al (2003:38) external barriers are associated with the environment, organizational procedures and attitudes in the society. The society has played a very detrimental role by creating barriers for PWD,

barrier to access essential services, barrier to education and employment. Studies have found that society's reactions towards disabilities have a tremendous effect on lives of PWD (Chima 2002:81).

The researcher will focus on external barriers as organizational barriers, under the following points:

- physical barriers;
- social barriers;
- the fit between job type and applicant's ability and the nature of disability; and
- Legislation as a barrier.

Physical Barriers

According to Wordsworth (2004:63) physical environment refers to all infrastructures such as roads, public transport systems, buildings and man-made structures and more. In relation to the workplace, physical barrier will relate to access to workplace buildings, parking bays, ramps, entrances, fire escapes, toilets, office space, furniture and equipment associated with assisting PWD to perform their duties. The degree to which an environment has to be altered and also the cost of adjustment determine the extent employer view physical environment as a barrier to the employment of PWD.

Physical environment as a barrier is also dependent on the nature of disability. Wordsworth (2004:64-66) tabled the possible barriers, which are related to various physical disabilities:

- Visual impaired – path of travel
 - Displays of information
 - Elevator operating buttons
 - Completion of written forms
 - Training materials

- Hearing – Communication barriers
 - Obtaining information
 - Telephone operation
 - Warning devices e.g. fire alarms
 - Equipment operating noises
- Physical disability – Hand control on doors
 - Toilet room features
 - Vending machines
 - No designated parking
 - Distant parking
 - Route of travel, curbs
 - Ramps, entrance and doors

Physical Barriers And Safety Issues

The researcher mentioned earlier the role of OHS Act in terms of disability. There proves to be a link between the need to remove physical barriers and safety issues. This, however, can still be associated with what Chima (2002:87) calls misconceptions that PWD are more likely to be injured or cause other employees to be injured.

This indicates the importance of making reasonable accommodations in terms of adjusting infrastructure or buildings to promote the safety of PWD in the workplace. It would include amongst other things, providing handrails so that for example the visually impaired employee can use to hold on to whilst walking, or communication devices for fire escape for the hearing impaired. The elimination of physical barriers is made easier with the advent of new technologies and information technology (Wordsworth 2004:66).

Social Barriers

Social barriers are associated with the way PWD interact with the environment. Minton (1999:11) shares that the most difficult barrier the PWD

has ever experienced is to deal with attitudes of other people regarding their disabilities.

According to Leshilo (2004:26) the society, in general, perceives PWD as associated with mental incapacity, dependency, disposability, strikingly different, incapacity. In relation to this study the attitudes of employers and co-workers towards PWD will be discussed.

Employers' Attitudes Towards PWD

According to Wordsworth (2004:74) most of employers' decision in the employment of PWD is based on stereotype. Schur, Kruse and Blanck (2005:10) mention further that stereotypes include views that PWD are saints, needy and helpless. Stereotypes are resistant to change since people selectively attend to information consistent with pre-existing stereotypes.

The following barriers resulting from the employers' attitudes can be summarized as follows:

- The New Zealand State Services Commission (2002:10) identifies the negative attitude of employers firstly during the recruitment procedures, whereby recruitment and selection processes are not fair and accommodative towards the needs of the PWD;
- Costs: This is one of rather biggest concern from employers. They identify this from the fact that they have to make reasonable accommodation in terms of changes in infrastructure, which they deem to be very costly. Employers also assumes that employing the PWD would automatically mean higher insurances and medical costs (Chima 2002:88, New Zealand State service commission 2002:10 and Wordsworth 2004:60-61 quoting Lee 1996);
- Misconceptions about productivity: Some employers believe that the PWD are less productive and incapable of doing the job. Employers assume that PWDs do not have related experience or skills and training.

Furthermore, they are more likely to be absent due to ill health, which in turn influence their productivity (Chima 2002:86);

- Naudé (2002:220) in her research findings identify that South African employers also assumes that PWD will be unable to cope with the workload and there will be lack of productivity;
- Disability and safety – Employers regard PWD as unsafe workers. There are many health and safety issues at stake. Employers have a belief that if PWD are employed, there will be more reported injuries and accidents. This will in turn affect the company's costs (Chima 2002:87 & New Zealand 2002:10);
- Other identified concerns are issues of physical mobility, problems to accommodate PWD in shift work, inflexibility, communication problems, resistance by managers, co-workers and customers (Wordsworth 2004:60-62). Naudé (2002:220) also identified other concerns of employers as follows;
 - Inability of PWD to adapt in the organization;
 - Differences between PWD and employees without disabilities;
 - Dependence of PWD to fulfil his or her duties.; and
 - Lastly, special needs of PWD.

Stereotyping seems to be the most detrimental barrier in the lives of PWD. It is usually due to ignorance. It also appears that employers have limited knowledge and seem not to be willing to expand and learn more about disability, and prefer to act on their ignorance and attitudes. They do not realize decisions they make have negative impact on the lives of PWD and hamper their opportunities to be employed or even retain their work.

The Fit Between Job Type And Applicant's Ability And Nature Of Disability

The fact that employers have already their reservations in employing PWD, they would find valid reasons to justify their decisions. Wordsworth (2004:80)

quotes Klimoski and Denahue (1997) who support this by stating that employers have a general tendency of using stereotyping when determining whether the job would be suitable for the PWD. As a result, they would conclude that there is lack of fit between capabilities of PWD and the essential functions of the job.

Schur et al (2005) quotes Boyle (1997) who confirms that established “job methodologies are a significant barrier”. However, the biggest problem is not the unsuitability of jobs but finding organizations who are willing to break the barrier and give PWD the opportunity to prove their capabilities.

According to Mitchel (1997:7) employers in this regard would not focus on outcomes of the job but on the means or methods the employee would use to accomplish these outcomes.

The way jobs are advertised is also a barrier. PWD are not usually given opportunities to perform on visible or important projects and are often passed over for promotions because of lack of demonstrated competence. The study by the OSDP (2000:4) confirms that PWD are hired mostly at lower salary levels.

Nature Of Disability

The nature of disability is one of the determinants of the way PWD are perceived and treated in the workplace. People with mental disabilities are discriminated against more than the people with physical disabilities. Wordsworth (2004:76-78) quotes Stella and Colella (1996) states the following characters to look at the nature of disability:

- **Aesthetic qualities:** Refers to the extent to which the disability makes the person ugly, repulsive or upsetting to others. The more unattractive the disability is the more negative attitudes and reactions of employers and co-workers.

- Course of disability: This implies to the progression of the disability. The more progressive, irreversible or incurable a disability, the more the person with a disability will be viewed in a negative way.
- Disruptiveness: Refers to the extent the disability interferes with the flow of communication or causes strains and uncertainty in social interaction.
- Danger or peril: Refers to the level of threat; danger or contagion a disability poses to other people. The individual who is perceived to have a dangerous or contagious condition such as leprosy or AIDS are more likely to be stigmatized than those who have a less threatening condition.

Organizational Structure, Values And Practices

The way organizations are structured and function can also serve as a barrier. Schur et al (2005:12) state that organizational norms and values identify types of behaviour that are appropriate and provide moral justification for organizational policies and practices. These values for example, associated with equity, standardization, separation of job and job holder defines policies and practices in a bureaucratic organization.

Many of these bureaucratic organizations may place PWD at disadvantages relative to others because PWD may be unable to comply with inflexible rules and procedures. The bureaucratic system places fairness of treatment for all against personalized consideration of individual's needs. Stella and Colella (1996) criticize organizations where emphasis is on individualism, self-reliance and competitive achievement, which hinders efforts to PWD to show that they are qualified to do the job. However, if the emphasis is on cooperation, helpfulness, social justice and egalitarianism, the PWD will get the opportunity to showcase their capabilities and abilities to contribute to the organization (Schur et al 2005:12).

It is clearly emphasized above that the existing organizational policies and practices can contribute either positively or negatively in employment of PWD. Hence, Schur et al (2005:13) conclude that the success of employment of PWD depends on visible support and commitment of people who have

decision- and policy-making authorities or powers, like top management. Negative attitude regarding the employment of PWD still exists despite all the research, awareness and campaigns and request for mental shifts. All these stereotypes and stigma attached only PWD pays the prize.

2.11 Legislation As A Barrier

Wordsworth (2004:80) quotes Thomas and Hlahla (2002), who state that the employment legislation enacted in South Africa to achieve equitable opportunities has not brought in major changes anticipated. According to Dube (2005:7) legislation and policies are not implemented due to lack of allocated fiscal resources and commitment. Wordsworth (2004:81) took it further to discuss the important points mentioned by Thomas and Hlahla (2002) in relation to the existing EEA and the Code of Good Practice. The EEA's main criticism is that it does not specifically focus on the elimination of unfair discrimination against PWD only but rather on all designated groups, for example, women and black people.

The EEA Act emphasises the implementation of affirmative action and enforcement of target setting. Consequently, it led employers to merely focus on satisfying numerical targets instead of identifying talented PWD, integrating and advancing them in the world of work. Naudé (2002:2-3) has also identified that the EEA expected the employers to integrate PWD into open labour market without necessary skills and guidelines on how to do so.

The EEA does not provide employers with technical or financial support to meet the requirements to hire PWD. Whilst the ADA and the DDA employers are entitled to tax rebates on all salaries paid to the PWD, the South African laws are not supportive and employers do not receive necessary assistance.

The South African Department of Labour provides limited assistance for a fixed term period of months to subsidize salaries of employees with disability, whilst learning work requirements (Wordsworth 2004: 82).

On the other hand Leshilo (2004:36) quotes Silver and Koopman (2000) who claim that one of the advantages for employing PWD, is that employers get to claim refunds from skills Development Levy paid to company's Sectoral Education and Training Authority (SETA).

Wordsworth (2004:82) speaks of the invoking monetary fines directed at the employers who fail to meet the requirements of the EEA, that if fines are less costly than accommodation costs of PWD, employers may opt to choose to pay the fines rather than complying with the Act.

In essence, it is clear that there are identifiable loopholes from the existing legislations in relation to addressing the needs of the PWD in the workplace. Wordsworth (2004:82) adds further that the non-existence of the legislation focusing on disability only is a serious barrier. Therefore, it appears crucial to suggest that there should be legislation that focuses on disability only.

It is also clear that the existing legislation does not force employers to comply as it still allows "fines" versus "reasonable accommodation" at the discretion of the employer. The researcher is also against the fact that there should be monetary reward/refund to the employer in employing the PWD as this appears like employers hire PWD as a "favour" and not because of their abilities and the rights to be employed.

2.12 Impact Of Barriers And Attitudes On The Work Life Of Person With Disability

The previous discussion looked at the barriers as experience by PWD. It is inevitable that these barriers do not affect the lives of PWD. The following discussion will therefore, look at the impact in the work life of the PWD.

According to Schur et al (2005:11), negative attitudes and ill treatment in turn affect the responses of PWD. Employees may decrease their work effort when they are not treated fairly and justly. PWD become alienated and

withdrawn this may confirm the pre-conceived misconceptions and stereotypes.

Performance Expectations

Due to the stereotypes attached regarding how well the PWD is likely to perform, the future performance or promotional potential of the PWD are inhibited. Employers, supervisors and co-workers already formed their own perceptions that the PWD will not be able to cope with the workload.

Performance Evaluations

Negative attitudes towards the PWD's ability to perform can also lead to lower evaluations of the performance, although in some cases there may be positive biases due to the norm of kindness or initial low expectations. Performance evaluations however, are also dependent on supervisor-employee relationship.

The Preference To Work With A PWD As A Colleague.

According to Schur et al (2005:11) negative attitudes and stereotypes also lead to the unwillingness of co-workers to work with the PWD. This however, depends on the kind of job and nature of rewards. It was found that there is bias against choosing a co-worker with a disability when the job is viewed as a poor fit for the PWD for there is interdependency of rewards, where for example, reward of co-worker would be affected by the performance of PWD. Dube (2005:55) indicates that able-bodied employees frequently have a judgemental and rejecting attitude towards PWD. This leads to some PWD feeling isolated and separate. They would use coping methods of remaining isolated, moving where they feel accepted or working harder in order to gain approval.

The relationship the PWD develops with their co-workers is very crucial, as in some instances the PWD are dependent on their colleagues for support in

executing their tasks. Butterworth and Kiernan (1996:266) support this by stating that the PWD needs natural sources of support in process of finding and maintaining employment. Such natural sources of support include network of family, friends and co-workers as well as supervisors. Therefore, the negative attitude of not having a desire to work with the PWD will be detrimental to the PWD's need to have a support system.

Hiring Into Jobs With Discretionary Work Activities.

Schur (2005:11) points out another impact resulting from the negative attitude. Low expectations cause employers to deny employees with disabilities access to jobs with substantial responsibility, leaving them in generally lower-paying jobs that do not allow them much opportunity to develop their skills. OSDP (2000:10) confirms that PWD tend to occupy very low-level positions. The Governments Departments where the OSDP study was conducted had not employed any PWD in senior management positions. This would therefore imply that PWD are excluded from participating in decision-making and influencing the way in which they are viewed in the workplace. As a result, the need for empowerment and independence is still inhibited, especially in the workplace.

2.13 Gender, Disability And Employment

The issue of gender has been aloof on its own, but now as coupled with disability, it reaches complexity. Froschl, Rubin and Sprung (1999:1) state that women and girls with disabilities are subject to double discrimination, sexism and disability.

Lee and White (1999:1) support the statement by stating that no women's movement or disability movement puts much focus on particular needs, rights and risks of women with disabilities. Without this support, women with disabilities (hereafter WWD) face many barriers to participate in society and cannot be economically sufficient.

Lee and White (1999:1-4) and Ngai (1999:2) identified several barriers which WWD experience. Some of these barriers are similar to the ones men with disabilities experience. Taub et al (2003:171) add that both male and female with disabilities experience prejudice and discrimination, however, WWD encounter more interpersonal barriers than do their male counterparts. Whitehead (2004:29) further indicates that the consequences of deficiencies and disablement are particularly serious for women and their chances of overcoming these barriers or disablement becomes less as well.

The following barriers have been identified:

- Barrier in education;
- Employment;
- Social relationships;
- Marriage;
- Motherhood;
- Value of independence; and
- Rehabilitation.

The researcher would like to focus specifically on barrier of education and employment and how these impact on WWD.

Barrier in Education and employment

It is a fact that PWD experiences segregated education as they are deemed to be people with “special needs” and therefore require “special education”. According to Lee and White (1999:2) statistics indicate that WWD rarely obtain high levels of education. Therefore, with little education WWD have little chance in participating in open labour market employment.

Taub et al (2003:171) confirm this by stating that as compared to their non-disabled counterparts, WWD are five times less likely to possess a college

degree, thus limiting chances of employment. As a result WWD do not become economically independent.

The researcher is of the opinion that it is clear that dealing only with the issue of disability and neglecting the other side of the coin, gender is still not enough. Froschl et al (1999:5-6) highlighted the important aspects to consider when preparing WWD to enter the workplace. These are discussed as follows;

- Workplace expectations: WWD must learn that in the workplace there are certain unwritten rules, such as social competence and understanding of business operation;
- Safety: This implies that WWD should learn personal and environmental safety. In today's work environment male and female work together in close proximity. Sexual harassment must therefore, be discussed openly; and
- Self-advocacy: Assertiveness and advocacy are essential skills WWD should possess in order to cope in the real world of work.

In summary, this section focused on barriers as experienced by PWD, in their lives and specifically in the workplace. Various barriers were identified, the physical or mobile barrier, legislation, nature of disability and social barriers. It can, however, be emphasized that the very detrimental barrier is the social barrier, relating to the perceptions and attitude of employers, supervisors, and co-workers towards PWD. Schur (2005) pointed out the impact that these attitudes and perceptions have on how the PWD will experience the workplace.

Another factor which was touched on was gender and disability. It is stated that WWD does not only experience discrimination based on their disability only, but their gender as well. The researcher concludes that there is still high level of need to empower PWD so that they are able to claim their place in the society.

2.14 Conclusion

The way society has contributed negatively to the discrimination and inequalities against PWD has, as a result, prohibited PWD with many opportunities in their lives and denied them the opportunity to reach their full potential. The society has created many barriers in the lives of PWD by stigmatizing them and treating them as special but disabled as though they do not have abilities.

The employment rate of PWD is still is a critical issue. There is only 1% of PWD employed in South Africa. Despite the development of various legislations such as the INDS, the Employment Equity Act and the Code of Good Practice, the mobilization to employ PWD is still very slow.

Employers have given many reasons and justifications of not employing PWD, like costs, high turnover, absenteeism, etc. The legislations have also not provided enough strict measures on how to deal with these employers who still do not comply. On the other hand, employers were also not equipped with skills on how to deal with the issues of disabilities in the work place. The researcher is of the opinion that legislation must be review and revised to accommodate exactly critical issues that affect PWD in relation to employment.

This indicates the importance of the paradigm shift in attitudes, decision-making processes in relation to employment of PWD. It is therefore imperative to facilitate the integration of the PWD into the mainstream, so that they can access services similar to people without disabilities, as the citizens of this country, with employment integration being one of the most critical points.

In the next Chapter, we shall look at the employment of PWD by addressing issues that concern them in relation to the workplace.

CHAPTER 3

PERSONS WITH DISABILITIES IN THE WORKPLACE

3.1 Introduction

Employment serves an important role in the life of all individuals, as well as in the lives of PWD. According to Butterworth and Kiernan (1996:244) addressing the issue of employment for PWD is dependent upon understanding the role and meaning of work to PWD and the society.

Employment opportunity is considered in context with its contribution to the overall quality of life of PWD. Wordsworth (2004:25) quotes Hamilton (1989) who states that successful employment of PWD is a function of two factors, work potential (ability) and accommodation. This means that the PWD as an individual has an important role to play to ensure success on his/her employment (by showing his/her ability), as well as the employer (who provides accommodation) to ensure the same.

Therefore, under, this discussion the researcher will discuss the following:

- Supported employment - whereby we look at models;
- Needs of the PWD in the workplace;
- Reasonable accommodation – as a way of addressing the needs of PWD in the workplace or removing the barriers;
- Disability management programs in the workplace and the role of existing structure to assist in addressing the needs of PWD; and
- Performance Management and career advancement as the ability of the PWD.

3.2 Supported Employment Of The PWD

Supported employment emerged in a variety of federal contexts since its initial definition in the regulations of office of special education and rehabilitation services in the 1980's (Bellamy, Rhodes, Mank & Albin 1988:9 and Butterworth and Kiernan 1996:251-252). Bellamy et al (1988:11) defines supported employment as:

- Paid employment for persons with developmental disabilities for whom competitive employment at or above the minimum wage is unlikely and who because of disability needs an on-going support to perform in the work-setting;
- Is conducted in a variety of settings, particularly work-sites in which people without disability are employed; and
- Is supported by any activity needed to sustain paid work by PWD, including supervision, training and transportation.

Important Concepts In Supported Employment

From the definition given, important features of supported employment as provided by Bellamy et al (1988:8), Wehman, and Kregel in Wehman, Sale and Parent (1992:4-5) are as follows:

- Paid employment: In this instance, supported employment means paid employment. PWD should have a regular job with key considerations of wages, benefits, working conditions and job security;
- On-going or continuous support: This implies short-term support for entry into employment and long-term support in maintaining the job (Butterworth and Kiernan 1996: 252);
- Jobs not services: Supported employment is not based on just provision of services to develop skills but job opportunity is actively created;

- Full participation: The supported employment program holds the assumption that all persons, regardless of the degree of their disability, have capacity to undertake supported employment, if appropriate on-going support can be provided;
- Integration as opposed to vocational service: Supported employment gives emphasis on work in settings where people without disabilities are. It promotes contact with people without disabilities. This provides opportunities to develop relationships with co-workers and supervisors; and
- Flexibility: Supported employment highlights various ways to organize and provide supported employment. Many strategies for providing supported employment will emerge as adaptations made to particular kinds of jobs.

Shafer (2004:4) identifies three philosophical goals that are used to define supported employment.

Firstly, the philosophy of zero exclusion or reject. This means all individuals regardless of the severity of their handicap, are capable of engaging in a meaningful and remuneration vocational activity and therefore should be provided with appropriate vocational rehabilitation services.

Secondly, PWD should be provided only with rehabilitative services that support opportunity to engage in meaningful and socially values vocational activity. Important point is that PWD should be given an opportunity to engage in real work-settings and earn wages similar to people without disability and likely to enhance their quality of life (Shafer 2004:5).

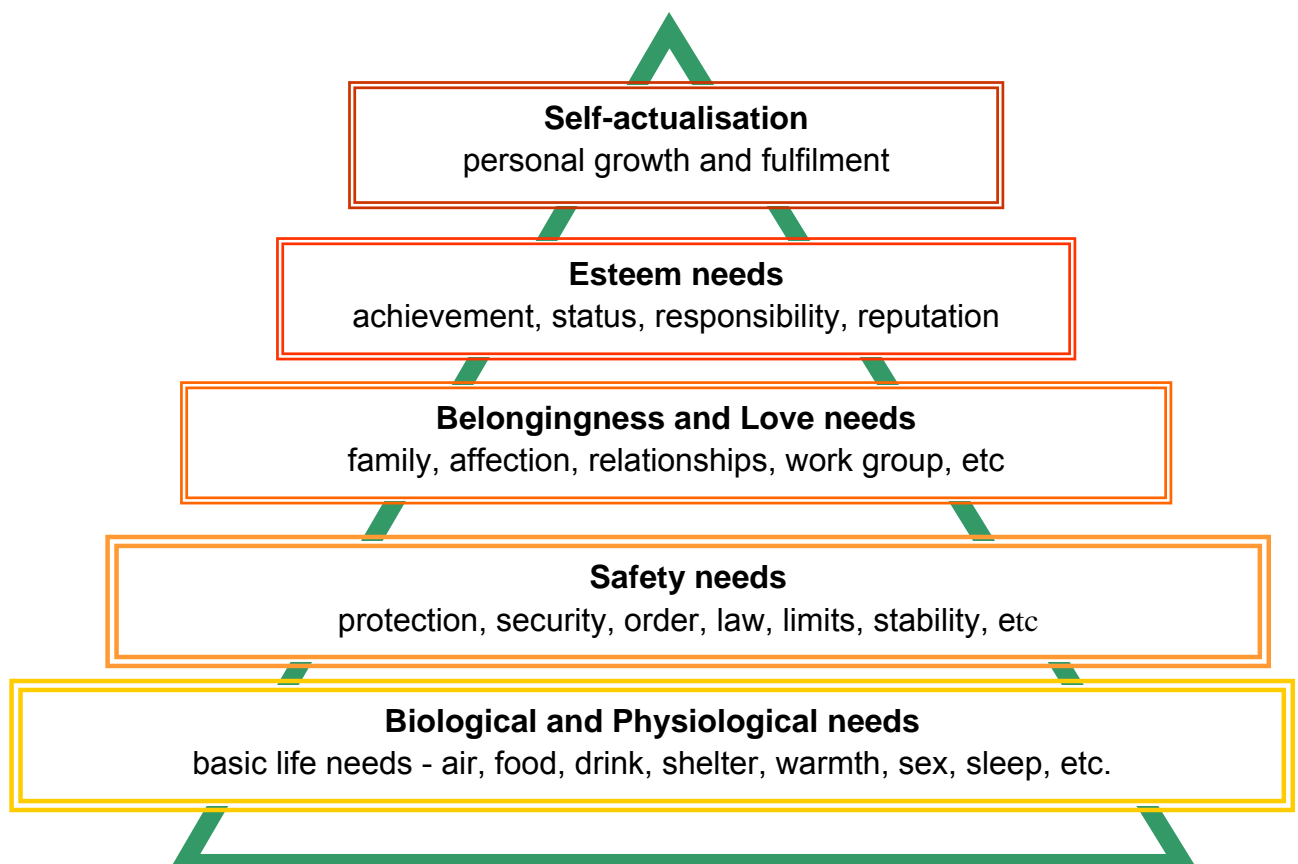
Thirdly, employment should be made available in integrated settings in which people without disabilities are also employed. This deals away with the legitimacy of sheltered employment, which promotes segregation.

3.3 General Needs Of People With Physical Disabilities

A need is defined as a condition requiring a relief or things people must have. It is seen as a necessity and as contrasted to wants, which are more discretionary (Web dictionary 2006:1).

Maslow's hierarchy of needs is a theory in psychology proposed to develop a Theory of Human Motivation. Maslow proposes that human needs can be classified into different categories. Those categories are structured in a hierarchy of prepotency and probability of appearance (Wahba and Bridwell 1976:213 and Kroontz, O'Donnel & Weirich 1984: 481-482).

The following diagram indicates the hierarchy of needs as described by Maslow in a pyramid:



© alan chapman 2001;4, based on [Maslow's Hierarchy of Needs](http://www.businessballs.com) from www.businessballs.com.

Maslow further divides the identified needs into two groups, the deficiency needs from the lower levels of the pyramid (which are physiological, safety, love and belonging) and the growth needs to the top of the pyramid (which are esteem and self actualization). While our deficiency needs must be met, our being needs is continually shaping our behaviour (Wabha and Bridwell 1976:213 and Wikipedia 2006:1). If a lower order need, such as the need of a house, clothes is met, higher order needs are automatically expressed. Thus, satisfaction of employment need of PWD could be a process through which they can reach a need for self-actualization (highest need) (Kroontz et al. 1984:481-482).

Alderfer's ERG theory is based on three basic human needs, which include existence-needs, related-needs and growth needs (Kroontz et al. 1984:483). Existence-needs refer to all material and physiological desires such as food, clothing, water, pay and appropriate working conditions. Related-needs are expressed through interaction with fellow employees, family, friends, subordinates and managers. The growth-needs are asserted through an employee's need to be more productive or creative thus, needing training and human resource development to fulfil this expressed need.

Aldefer's theory does not reduce the needs into a hierarchal relationship, but states that the less growth needs are not satisfied, the more relatedness needs will be desired.

Based on those theories, we need to look at the needs of the PWD which can be categorized as follows in terms of Maslow's hierarchy of needs (Physiological, safety needs: medical, transportation, housing and assistive technology; Belongingness, esteem and self-actualization needs: education and training, employment and public education and awareness rising).

3.3.1 Medical Needs

According to the Prince William County Needs Assessment Report (2003:2), the most identified need for the PWD is the medical or therapeutic services.

These include the need for affordable medical insurances and prescription coverage. The INDS has also identified the need for appropriate, accessible and affordable health services at primary, secondary and tertiary levels the use of computer technology is also emphasized to increase access to specialized medical care.

Maslow indicates that when physiological needs are met, the need for safety and security will emerge. The list would include amongst others, security of employment, resources, security of health (Wikipedia 2006:2).

Employees with physical disabilities may need regular medical examination so that they can fit to perform their duties at work. The employer can assist by providing for affordable medical schemes.

3.3.2 Transportation

This is the second most identified need from the PWC needs assessment. According to the INDS (1997:36), there is a need for rapid progress in developing a public transport system that is flexible and accessible. This service is essential to attend to work and the need to be at work on time.

3.3.3 Housing

The third identified need is housing (PWC 2003:3). Housing system should be affordable. Most South African PWD receive disability grants, which usually make it difficult for them to afford a house. However, if the PWD is employed the employer can provide benefits such as housing subsidies to enable the PWD to afford a house.

3.3.4 Assistive Technology

Assistive technology plays a crucial role in the lives of PWD. It serves as enabler to assist PWD to perform certain tasks. The use of technology would include computers, motorized wheelchairs and communication devices.

3.3.5 Education And Training

Another identified need for PWD is to have the opportunity for education and training. According to the INDS (1997:41- 42) Educationists tend to classify PWD according to disability. Learners with disabilities are either placed in special schools or classes or totally excluded. Training would include skills development and preparations for entering the labour market. The researcher sees this need as equally important because education and training serve as a prerequisite to employment opportunities for PWD.

The INDS therefore calls for equal access to education, development of a single education system that will cater for the needs of all learners within an inclusive environment and provision of resources needed to realize highest potential.

3.3.6 Public Education And Awareness Raising

One of the greatest hurdles PWD face when trying to access the mainstream programmes are negative attitudes from the society. Disability is portrayed as a “problem” and PWD are viewed as helpless and dependent being, hence the need for public education and awareness rising, with a goal to try and change the attitudes of society towards disability. The use of media, the development of multi-sectoral integrated national disability awareness strategy and project, events are seen as a way top facilitate public education and awareness (INDS 1997:33 and Jefferson Area of Disability Services board 2003:1). Employers and supervisors also need to be educated about disability and how to manage disability in the workplace, so that they change their attitudes towards employees with disabilities.

3.3.7 Employment

The need for employment is one of the most critical needs PWD are faced with (INDS 1997:45 and PWC 2003:5). Employment serves as a tool towards independent living and improvement of quality of life for PWD. In South Africa,

the unemployment rate is very high and the gap between unemployed PWD and people without disability is even higher. The INDS highlight the need to provide PWD with a range of employment opportunities aimed at meeting differing needs and offering real possibilities for occupational choice.

3.3.8 Emergency Preparedness Planning

Emergency planning is just as critical for the workplace as it is for home. Unfortunately, many people and organizations do not have adequate planning for emergencies, such as natural disasters, i.e. fire, tsunami (US Department of Labour 2006:1).

Research and anecdotal evidence indicates that when planning, preparedness, response and recovery efforts are done, often the needs and perspectives of PWD are overlooked at.

Therefore ahead planning of such emergency preparedness and response to ensure safety of PWD during emergencies is crucial. It is also important to ensure that all phases of emergency management consider the needs of PWD. Therefore it is prudent to involve them at planning stage in order to ensure that their needs are adequately addressed (US Department of Labour 2006:1).

The researcher concurs with the previous author and believes that a proper needs assessment is necessary to identify the needs of the PWD. The focus of needs assessment in the workplace is also crucial. The most important is that these needs must be met to enable the PWD to perform. The following discussion would look at the strategies to address the needs of PWD specifically in the workplace.

3.4 Strategies To Address The Needs Of People With Physical Disabilities Within The Workplace.

Reasonable accommodation is seen as one of the most effective ways that can be used by employers to address the needs of PWD in the workplace (Employment Equity Act No. 55 of 1998). In order for reasonable accommodation to work, the process of needs assessment in the workplace is very crucial. According to Callahan and Garner (1997:77) and Cohen and Matthews (2002:1) maintaining a constant awareness of the needs and desires of the PWD in the employment is one of the challenges faced by the employers.

Every employee experiences two great workplace forces that tend to pull in different directions:

- The individual life needs, which are unique to each person; and
- The natural features of the work culture in which he or she is working.

These forces must be kept in reasonable balance if employees are to view their employment experience as successful and personally rewarding.

This factor has a significant concern in job development for supported employment and provides a useful template from which supported employment can be analyzed. Traditionally, supported employment has tended to negotiate for supported relationships that begin with employment, putting greater emphasis on individual needs rather than natural features.

The employer is often told for example, due to the severity of the disability, that it is necessary to have an employment specialist to teach the PWD to make necessary adaptations and generally provide all support. Later, through use of fading procedures, the supported employee is expected to function successfully in relation to natural features of support.

The shortcoming of this approach is that, more attention is put on individual needs which cast the supported employee as “different” from other employees. It also neglect the potential success of natural features of support available to other renew employees. It further releases the employer from ownership of solutions that evolve and relate to the impact of supported employee’s disability (Callahan and Garner 1997:77-81).

In order to achieve the balance required between needs and natural features, Callahan and Garner (1997:82-93) came up with the seven-phase sequence strategy. They deem the first four phases clearly articulate a strong preference for using natural processes to assist the supported employees as they learn and maintain their jobs. This strategy and accompanying job analysis activities that are performed require the employment specialist to carefully examine and use all features of the natural capacity that exists in the workplace to assist each employee to learn to perform.

The last five phases (also called back-up phases) are designed to provide whatever additional assistance necessary, in a manner that is natural as possible, to teach the job in a case where natural features have shown to be insufficient. In this instance employment specialist are faced up with the need to provide creative and effective strategies that will supplement natural support (Callahan and Garner 1997:82-83).

The seven sequence phases as described by Callahan and Garner (1997:86-90) are discussed as follows;

Phase 1: Communicate Natural Ways

This phase is crucial because it provides the information necessary for new employee, in this case, the PWD to effectively “fit in” to the ongoing flow of the workplace (Callahan and Garner 1997:86). The researcher is of the opinion that a proper induction programme is necessary to orientate the new employee regarding any information of the organization.

Phase 2: Promote Natural Means

The facilitators need to examine the natural means used by employers to communicate natural ways desired for employee performance and behaviour. It is important to note that these means used to teach and support employees with disabilities will vary from person to person in the worksite and these approaches maybe unstructured (Callahan and Garner 1997:86-87).

Phase 3: Use Of Natural People

The facilitator identifies and enlists natural people who will typically support new employees with performing their jobs. Natural people would include, amongst others personnel, co-workers or supervisors who will support the PWD to perform their tasks (Callahan and Garber 1997: 88).

Phase 4: Facilitate Successful Performance

This phase includes initial and on-going assistance to the supported employee. All information gathered during the first three phases and job analysis is considered for implementation. In this case, the facilitator develops a strategy for training, providing suggestions and technical assistance to the supported employee. These may also include job modifications to ensure accessibility and productivity. Another strategy is also needed to be developed to report back on the implementation phase. When significant problems arise, the facilitator should implement the back-up phases for more individual attention for the supported employees.

The Back-Up Phases

These last phases are considered to play a safety net role. They assist the facilitator not to depend on initial strategies and decisions only, but to have a back up in case initial strategies are not successful. These phases provide the facilitator with the opportunity to meet the individual needs of supported

employees with disabilities in a more powerful manner. Naturalness should exert a tug on individualized solutions to worksite problems.

Phase 5: Support/Substitute For Natural People

This phase involves supporting or possibly substituting for the natural people who are responsible for teaching job tasks to the supported employee. The facilitator must be present on the jobsite to successfully make other back up decisions. Prior to substituting the natural people, Callahan and Garner 1997: 89-90) shares that the facilitator needs to follow-up with the natural supporters in the following ways:

- Negotiate time for discussion and feedback with natural supporter;
- Offer training information informally or formally; and
- Substitute for natural people by negotiating for a different co-worker or trainer.

Phase 6: Reconsider Natural Means

This phase entails a review of any procedures to determine any back-up procedures that may have been overlooked or not used. The facilitator reanalyzes the environment to locate any forms of informal assistance that have been used. Lastly, he rethinks the strategies being used to meet the learning and employment needs of the supported employee. The facilitator can seek inputs and guidance from other employment facilitators for the planning team.

Phase 7: Adapt/Modify/Change Natural Ways

This phase involve decisions in adapting, modifying or negotiating for flexibility in the natural ways in which workplace operate. Natural ways include task methods, procedures, and rules, customs which are considered last because they often are most consistent and unchanging features in the workplace.

Callahan and Garner (1997:90) highlight the advantages of this model that it has the ability to balance naturalness and the needs of individual employees. The first phases are naturally derived, whilst the last three phases are individualized strategies. The seven-phase sequence provides a fluid, constant analysis of ways, means and people involved in assisting the employees with disabilities and meeting their needs.

The researcher, however, has reservations with this model that throughout the process, there is no indication of the involvement of the supported employee. The facilitator runs the whole process and rather consults more with the employer and the natural supporters, than the PWD.

Work Experience Survey (WES)

This is another tool for helping workers to identify their on-job accommodation needs, which Rumrill (1999:135) calls the Work Experience Survey (hereinafter WES). The WES is administered in a form of structured interview that enables employees with disabilities to identify their needs for on-the-job accommodations.

Rumrill highlights that in order for accommodations to adequately meet the needs of the employee with disabilities in the workplace, proper needs assessment must be done. He identifies four important needs of the employees in the workplace:

- Workplace accessibility;
- Performance of essential functions;
- Job mastery; and
- Job satisfaction (Rumrill 1999:135).

These identified aspects provide comprehensive checklist for respondents to consider the specific areas in which disability-related limitations interfere with the ability to perform job tasks. Where there are discrepancies between

personal abilities and work requirements, a need for a reasonable accommodation is identified.

The WES serving as a feasible tool to identify job accommodations, suggests a reasonable accommodation for each high priority concern, and identifies who can help and how.

Rumrill shares that WES is a reliable and valid needs assessment tool that can be used to check how employees with physical disabilities cope in their jobs. It also offers dual benefit of orienting employees to accommodation issues at their particular worksite, enable counsellor and client to engage in important post. The tool also facilitates employment problem-solving activities (Rumrill 1999:135-136).

The researcher is of the opinion that this tool would provide that reasonable accommodation be based on the perspective and experiences of the employee with disabilities and not that of the facilitator, which is the case with the seven-sequence model.

In summary, needs assessment is very crucial and serve as a prerequisite to develop or provide reasonable accommodation for employees with disabilities. We have also learnt that from the two tools, seven-sequence model and the WES may be used to assess the needs of employees with disabilities in the workplace. The most important aspect highlighted by the seven-sequence model is that there should be a balance between the supported employee's needs and the natural features. The WES on the other hand, focuses on the work experiences of the employee with disabilities to identify the needs and address these through reasonable accommodation. In essence, the researcher is of the opinion that reasonable accommodations provided to address the needs of the employees with disabilities, should be based on the viewpoint and perspective of the PWD and should take into considerations the natural features or resources available to provide such accommodations. This therefore brings us to the next discussion on reasonable accommodations.

3.5 Reasonable Accommodation As A Way To Address The Needs Of Employees With Physical Disabilities In The Workplace.

3.5.1 Definition Of Reasonable Accommodation

Reasonable accommodation is a critical factor towards the successful employment of the PWD. It means despite all the barriers identified to be a problem for PWD to work; there is still a solution, whereby the PWD has to be accommodated to be able to work.

Various definitions are provided on what is deemed to be reasonable accommodation. The South African Employment Equity Act (55 of 1998) defines reasonable accommodation as “a modification or adjustment to a job or working environment that will enable a person from a designated group (in this case for PWD to have reasonable access or participate, or advance in employment.

Whilst International Labour Organization (ILO) (2001:6) states that accommodation is adaptation of the job, including adjustment or modification of machinery and equipment, or job content, work organization and work environment to provide access to place of work and working time to facilitate the employment of PWD.

Lastly, Jones (2001:67-68) states accommodation refers to any reasonable (not requiring significant difficulty or expense) adjustment in the workplace that allows the person to perform at full capacity.

All definitions have similarities; due to the fact that the employer is suggested to make adjustments (which is the key word used by all authors) in order to accommodate and enable the PWD to perform his or her own duties. The most important point Jones made is that these changes or adjustments should be reasonable in sense that it should be possible to change and must be less costly. This poses a question that if the employer considers the accommodations expensive, will the PWD then not be accommodated, or

should other alternatives be considered? One can also ask whose responsibility is it to make such adjustments.

Wordsworth (2004:45) quotes Donahue (1997) who states that the PWD also has a major role as the employer to play in ensuring fair access to and treatment in the workplace, which will be discussed at a later stage. However, Dube's findings (2005:55) have indicated that out of the respondents few have organized their own accommodation, to avoid asking for it from the employer. Some needed accommodation but did not consider applying for it, the majority who requested accommodation were either refused or never received any response from their managers, which resulted into impeded productivity and leaving them frustrated and angry.

3.5.2 Rationale For Accommodation

According to Cleveland, Farrell and Ratz (2001:79-83) employers make accommodations for variety of reasons. However, there are three identifiable underlying reasons, which are:

- Legal mandates (we must accommodate);
- Social /moral mandate (we should accommodate); and
- Business or economic considerations (accommodation as an economic benefit).

Legal Mandate

In this regard employers are usually mandated by legislations such as Employment Equity and Affirmative Action to make accommodations. In this case, the employer has no choice but to comply as they might experience sanctions from Government or society (Cleveland et al 2001:79-80). According to the Department of Labour's manual on TAG (2001:18) the employer is also obliged to make reasonable accommodation when the employee with a disability voluntarily discloses a disability related

accommodation need or when such a need is reasonably self-evident to the employer.

However, Cleveland et al (2001:80-81) state that this kind of rationale might play out in form of resentment, less challenging job assignments and negatively biased performance appraisal.

Social/Moral Rationale

This rationale is about the social /attitude of the employer. It meets the general definitions of social contract, which implies societal norms regarding fair treatment of workers including employee with disabilities. The degree in which employers embraces social values and prescription is likely to influence their willingness to accommodate (Cleveland et al 2001:81). The results of this rationale are that it improves on the positive corporate image.

Business Or Economic Benefit Rationale

Lastly, the rationale involves economic considerations, such as changing workforce Demographic characteristics, enhancing productivity and rewarding performance. Due to the diverse and competitive labour market employers, find it necessary to recognize accommodation in attracting and retaining most qualified members of the workforce. Accommodation is also seen as a way of enhancing productivity, in a sense that barriers that could interfere with performance are being removed.

This is seen to have advantages of lowering absenteeism, lower turn-over, increase efforts and performance (Cleveland et al 2001:79-81). In some cases, accommodations are used as reward for performance. They are made as part of negotiation of terms and conditions between high performing workers with disability and the organization. Employers are further willing to provide accommodations for workers who will highly perform and will offer accommodation as a reward.

In conclusion, employers have different reasons to decide on reasonable accommodations for PWD in the workplace. No matter the reason, the researcher is of the opinion that, if requests for accommodation are made, the response should be promptly and maintained to assist employees with disabilities to perform his or her duties efficiently. Though we had learnt that if the rationale is mandated it may have a negative impact on the work life of the PWD, the researcher is of the opinion that employers should start seeing accommodations as a business benefit, than a forced change.

3.5.3 Criteria Or Procedure To Request Accommodation

In some cases certain procedures have to be followed in order to make request for reasonable accommodations. Business Affairs (2004:1-2) has outlined the following procedures to request accommodations:

- Notification of supervisor on nature of disability – A letter from a health care professional, containing diagnosis, prognosis and evaluation as to effect on impairment will have on employee's ability to perform the essential duties associated with position. This would be in a form of a medical record.
- A list of all job function the employee cannot perform, but can perform if reasonable accommodation is provided. This is therefore followed by recommendations.
- The supervisor should take matter up to the Director of Human Resource who acts on behalf of the employer.
- This would be in writing.
- All requests are made in consultation with the employee with disabilities.
- A decision is then made whether accommodations will be provided or not.

In relation to the procedure, the Department of Labour's TAG manual (2001:15) states that the criteria for reasonable accommodation should consist of three interrelated factors, these are:

- Accommodations must remove barriers to performing a job. The employer in this instance should take steps to mitigate the effect of an individual disability to enable him/her to play full part in the workplace.
- Accommodation must allow the PWD to enjoy equal access to the benefits and opportunities of employment.
- The employer should adopt the most cost-effective means consistent with the above two criteria.

If the individual cannot still perform essential job functions with reasonable accommodations, the employer needs not to employ the PWD, nor create a new job, nor relocate essential function to another employee.

The Code of Good Practice of the EEA (1998) provided similar elements as above, however, there are other criteria identified:

- Reasonable accommodation maybe temporary or permanent depending on the nature of the disability.
- The employer may evaluate work performance against same standards as other employees but the nature of the disability may require an employer to adapt the way performance is measured.
- The employer needs not to accommodate a qualified applicant or employee with a disability if this would impose unjustifiable hardships on business of the employer.
- Unjustifiable hardships are defined as action that requires significant or considerate difficulty. This involves considering the effectiveness of the accommodations and the extent to which it would seriously disrupt the operation of the business
- However, the accommodation that imposes unjustifiable hardships for one employer at a specific time may not be so for another or for same employer at a different time.

The researcher took note of the importance of disclosure about one's disability and ability to perform certain tasks after the provision of the accommodation, which was also covered earlier on regarding the decision by

the PWD to conceal or disclose his or her own disability. The PWD who decides to conceal the disability may not be in a favourable position to requested reasonable accommodation than the one who has disclosed. Hence, the Code of Good Practice highlights the importance of keeping the information confidential.

Another point is that the employer seems to have a choice of providing or not providing for reasonable accommodations. Depending on the criteria, the most important point is that there should be a difference or results in the way the PWD shall perform after the provision of accommodation. The employer also has a choice if accommodations place unjustifiable hardships on the business, for example, if its not cost-effective, or on resources, not to provide requested accommodation.

3.5.4 Types Of Reasonable Accommodations

Reasonable accommodation may include the following:

Recruitment And Selection Procedures

Cleveland et al (1997:84) states that accommodations are required to ensure equal opportunity in the application process. The ILO's manual on Code of Good Practice (2001:17) confirms this, by stating that the principle of non-discrimination should be respected during the recruitment process. This implies that the way employers set up their recruitment processes should be accommodative to enable PWD to apply for the job and undergo equal recruitment process a similar to people without disabilities. Gillies (1991:13-14) highlights that the correct placement is ensured through proper recruitment procedures.

Physical Access

Physical access is one of the most important accommodations especially for people with physical disabilities. Physical access may include method of

transport to work, access into work area, access to other facilities like canteens and toilets, ergonomics like accessibility of switches, devices, lighting, manual handling, safety hazards, emergency exits and evacuation.

Job Restructuring And Work Activity Modifications

This includes task reassignment, re-evaluation of tasks to update methods of work. Job modifications would involve flexible working hours, shifts or rest breaks (IMA financial group 2002:2).

Assistive Technology

According to Butterworth and Kiernan (in Lehr et al 1996:265) Assistive Technology (AT) refers to objects or devices that assist an individual in completing a task or activity more effectively or independently. Naudé (2002:17) quotes Scheinder (1999) who defines assistive technology as “any service that directly assist an individual with a disability in the selection, acquisition or use of the assertive technology devices”. The process includes:

- Evaluating the needs of individual in the individual customary environment;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining or replacing at devices;
- Training in context of implementing devices; and
- Lastly, coordinating and using other services with devices.

Assistive technology is one of the accommodations employers can provide for the PWD to perform their work. The AT assists a PWD to achieve a sense of autonomy and self-reliance.

Oliver (in Swain, Finkelstein, French and Oliver 1993:241-242) and Armstrong and Wilkinson (in Wehman and Kregel 1998:226-233) identify positive results of using technology in the workplace for the PWD as follows:

- A wider range of employment options as more jobs are computerized;
- Wider range of tasks performed by PWD;
- Flexible working arrangements;
- Enhances quality of life, with less physical demands; and
- Empowerment, effectiveness and efficiency.

Few examples of assistive technology can be given as follows:

- Braille displays for the blind;
- Speech packages for deaf and dumb;
- Special computer programs;
- Functional electrical stimulation for person who is unable to walk; and
- Hearing loop for hearing impair in meeting rooms (New Zealand State Services Commission 2002:25).

There are still various accommodations the employers can make to ease the work of the PWD. The researcher is of the opinion that, despite the costs, both the employer and employee should benefit when accommodations are decided upon. Reasonable accommodations will enable more and more PWD to acquire and maintain jobs.

3.6 Disability Management In The Workplace And The Role Of Existing Structures In Addressing The Needs Of Employees With Physical Disabilities

Employers should consider the management of disability issues in the workplace a priority task, which contributes to business success and regards it as an integral part of the workplace human resource development strategy (ILO Code of Good Practice 2001:15). According to Akabas, Gates and Galvin (1992:254) disability management is an initiative that marshals all systems in an organization to be responsive to the issues of disability within the setting.

The Code of Good Practice states that there should be a developed strategy to manage disability in the workplace. Such strategy should be formulated in accordance with national legislations, policies and practices. Akabas, Gates and Galvin (1992:245) state important components to consider when developing disability management programs. These components are as follows:

- The employer should conduct full needs assessment;
- Appointment of a co-coordinating committee;
- Development of policies and procedures;
- Designation of case manager;
- Providing transitional and accommodated employment options for PWD;
- Offering training to those with new program related responsibilities; and
- Setting up a date of collection and evaluation.

It is important to note that in formulating a disability management strategy or program, employers should collaborate with workers' representatives and consult with the PWD in the workplace. The employer cannot just develop a program in isolation; hence other role players are to be part of such process. As Akabas, Gates and Galvin (1992:246) state that the policies and procedures to implement the program should be in align with existing recruitment, affirmative action policies and collective bargaining contracts of the workplace.

The study done by the OSDP (2000:16) also adds that there should be an allocated budget in order to ensure implementing initiatives associated with disabilities. ILO Code of Good Practice (2001:21) stresses the fact that communication and awareness-raising should be part of the strategy to make other employees aware of disability issues in their workplace.

It is also mentioned that reasonable accommodation or work adjustments are included as part of the strategy. The Code of Good Practice also urges employers to learn from one another and should arrange exchanges of information and training on the related subject. Lastly, it is emphasized that

there should be evaluation of the strategy to make improvements where required.

As mentioned earlier, the development of disability management strategy requires serious collaboration of different stakeholders. There is a mention of a few and their role can be discussed briefly.

3.6.1 The Role Of EAP

EAP is the abbreviation of Employee Assistance Program. Employee Assistance Program is defined as a worksite based program designed to assist in the identification and resolution of productivity issues by assisting employees to deal with their personal concerns but not limited to health, marital, financial, alcohol and drug and emotional (EAPA-SA 2005:6).

According to Chima (2002:90-92) EAP has a major role to play within the organization regarding disability. The roles can be identified as follows:

- Collaborate with Human Resources to develop policies that include PWD;
- Consultant-role: EAP should understand organizational and human dynamics within the workplace;
- Evaluator: EAP gathers information on policies, legislation that impacts on the organization in relation to dealing with disability;
- Mediator between the PWD and the employer; and
- Trainer role: Training to include sensitivity, included in supervisory training to help supervisors recognize rights of the PWD in the workplace, knowledge of reasonable accommodation and health benefits.
- Program Developer: Program includes access and information on community resources such as self-help groups, referral for rehabilitation counselling for interpersonal and social skills.

According to the researcher's knowledge of what is being practiced by EAP's in Governmental Departments, disability is a separate issue from EAP. Most

disability issues are being handled under special programs or gender and transformation sections. It can be argued from the EAP's definition that the service is reactive than proactive. Therefore, it would mean EAP can play a role when a PWD experiences problems in the workplace and as a result impact on his or productivity, then EAP can be used. The researcher would however, like to argue it from Chima's viewpoint that turns the role of EAP around to be proactive in dealing with the issues of disability, by preventing productivity problems.

3.6.2 The Role Of Disability Organizations Or Forums

According to the INDS (1997:11-13) there are various developed forums or organizations which act as non-governmental organizations that deal with issues of disabilities. These organization function under a statutory body of the South African Federal Council on Disability (SAFCD), which is a recognized structure that interacts with the Government on disability issues.

The existing structures has played a major advocacy and development role in empowering PWD, though very few receive funding from the Government (INDS 1997:11). These organizations still have a major role to play in relation to advocacy for the employment of the PWD. Thus there should be existing structures that address the needs of the PWD in the workplace as well.

3.7 Performance Management And Career Advancement

Performance Management Evaluations serves as a motivational tool to every employee and thus can contribute positively or negatively to employee's career advancement. According to the ILO's Code of Good Practice manual (2001:22) on managing disability in the workplace, the performance appraisal of PWD should take place according to the same criteria applied to the same jobholders. However, this is usually not the case. According to Jones (1997:55) and Colella, De Nisi and Varma (1997:27-28), there are biases in relation to performance appraisals of PWD.

Jones (1997:55) adds that treatment discrimination encountered on the job by PWD can result in negative consequences such as fewer training opportunities, slower rate of promotions, dead-end position assignments and negatively based performance appraisals.

Despite the fact that legislations such as the Americans with Disabilities Act (ADA) and the Employment Equity Act (EEA) calls for employers to provide access to opportunity for PWD equal as employees without disabilities, there are still factors impacting on appraisals of PWD. Colella et al (1997:32-35) and Jones (1997:57-70) provide various factors impacting on the appraisals and career advancement of PWD.

Colella et al provide the following theoretical factors:

- “norm to be kind” – which suggests that we should never do anything that would be unpleasant to the PWD. This would extent to providing negative or false feedback and giving poor evaluations to the PWD;
- Low performance expectations from supervisors, given the fact that supervisors have low expectations for PWD and are expected to evaluate performance, if the PWD performs better than expected, they will be rewarded;
- General stigma, which suggests that people without disabilities act in a way, which denigrates PWD. The degree of stigmatization depends on various factors such as characteristics of the supervisor (personality and previous experience), characteristics of the PWD (nature of disability and past experience), organizational characteristics (policies, practices and technology); and
- Leader-member exchange, which points out those leaders, does not exhibit a single leadership style in their reactions to all subordinates. Instead they develop a different dyadic relationship with each subordinate, and some of these relationships are simply better than others. Subordinates with whom the leader would develop high quality relationship are more likely to receive high performance evaluations than will those

where lower quality relations have developed.

In some cases, supervisors may not be willing to enter into high quality relationships with PWD, and leader expectations about PWD might preclude their assigning certain tasks to them, which would mean they would not have same opportunities to prove their worth to the leaders.

Jones (1997:57) divides major sources of inhibiting the advancement opportunities for PWD into two categories:

- Individual factors- immediate barriers that result from stigma of having a disability; and
- Organizational factors, barriers resulting primarily on prolonged effect of limiting the entry and advancement of PWD in the organization.

3.7.1 Individual Factors

Nature Of Disability

The population of PWD is a diverse group as a general population. Disabilities range in severity, types of limitations, age of onset, obviousness that may affect the social adjustment, attributed stereotypes, actual range of abilities of the PWD. The nature of a disability may impact the capacity of the PWD to advance in his or her career. Jones (1997:58-59) proposes six dimensions related to the nature of disability that affect the treatment of PWD in the organization. These dimensions are as follows:

- Degree of physical unattractiveness associated with the disability;
- Degree to which the PWD is presumed personally responsible for the disability;
- Degree to which the disability is apparent to others;
- Degree to which disability is disruptive to community flow or social interaction; and

- Degree which disability is perceived to put others in danger or peril.

These dimensions of disability may have a negative effect on acceptance into work groups, rates of promotions assignment to challenging or responsible jobs, opportunities for mentoring by supervisors, and training, even though these are not related to actual performance but rather to others' negative attributes, and stereotypes.

Stereotypes And Stigma

Jones (1997:59) defines stereotypes as a set of attributes ascribed to a group and imputed to its individual members simply because they belong to a group. Managers are deemed to hold unfounded negative experiences about PWD's performance levels and skills, work ethics, career advancement aspirations, absenteeism, and costs of accommodation. Dube (2005:58) adds that managers seem to struggle with thinking about how to promote PWDs creatively because they seem fixated on the disability and what the person cannot do. As a result, these individuals are not given the opportunity to perform on visible and critical projects to prove themselves. In turn, they are passed over for promotions or career advancement opportunities because of lack of demonstrated competence.

Self-Limiting Behaviour

It is claimed that PWD minorities will sometimes voluntarily choose not to take advantages of career opportunities which is referred to self-limiting behaviour. PWD also respond on negative performance cycle in a form of self-fulfilling prophecies (Colella et al 1997:28). Self-limiting behaviour has a motivational component and an ability component. Motivational component results from years of negative and unfair treatment due to stereotypes and results in internalization of these attributes to one's self-concept.

The ability component implies to the long-term effect of assigned less challenging routine work assignments. The combined effect of these

components fostered by society can ill-equip many PWD for workforce and impact on performance.

3.7.2 Organizational Factors

Token Status

PWD are more than likely to be few members of the work group referred to as “token” status. Tokens are numerically rare and are viewed as “different”, and because PWD are viewed that way they are more likely to be excluded from informal network. This label can be detrimental to their career because it is through these networks that job opportunities are often made known as is other critical information that may help them do their job more effectively (Jones 1997:64).

Out Group Status

PWD are typically members of the out-group versus the in-group. The out-group members do not receive the same career opportunities as in-group members due to the differential relationship with their supervisor. In-groups are said to enjoy sponsorship, role modelling, and mentoring of supervisor and are assigned more challenging job assignments, participate in decision-making whereas out-groups do not derive these benefits. It is also noted that performance ratings and self-reports of job satisfaction are typically higher for the in-group members whilst the out-group may feel reward inequity.

Perceived Lack Of Fit

This is employers’ perceptions between their perceived attributes of the PWD and perceived requirements of the job. If the fit is expected to be poor, the performance expectations are that the PWD will fail or vice versa. These expectations can influence the judgement or stereotyping of others or oneself.

Lack Of Role Models Or Mentors

Jones (1997: 65) states that role models or mentors are important to career success of individuals. Models are an important source of learning and can show range of effective behaviour in the workplace. As is a known problem, PWD are a minority and even fewer in management position in the organization. This clearly is going to be limited for PWD, especially if it is important that the role model has same disability as the observer.

Lack Of Critical Feed Back

Feedback plays a critical role in one's opportunity to career advancement. Through feedback employees can learn and improve performance. Supervisors claim to be careful to give honest feedback to PWD with a view that they may be low in interpersonal competence and emotional adjustment. In a way they claim to spare their feelings because of the "norm to be kind" concept. They avoid confrontation and are afraid to correct mistakes. This impacts on career advancement when they do not get honest or no feedback at all.

Literature indicates clearly how performance ratings and career advancement of PWD are influenced by various factors i.e. biases, individual; factors such as nature of disability, self-limiting behaviour, as well as organizational stigma, attitude of employers. These assumptions about performance and competence are barriers that need to be removed. As legislature provide, performance appraisal should be fair and not based on subjective biases, and employers should promote career advancement opportunities for PWD.

3.7.3 Ways To Deal With Performance Appraisal Of PWD

The previous discussion covered factors impacting on performance management and career advancement of PWD in the workplace. Various factors have been identified ranging from individual and organizational factors which have been negatively influencing the provision of true picture of

performance of PWD in the workplace. It is therefore imperative to look at suggested ways to deal with performance management of PWD, which would assist in providing a true reflection of performance of PWD as an employee.

New Zealand State Services Commission (2002:29) provides guidelines for performance management for PWD:

- Effective performance management is not an annual or biannual event. It is supposed to be an everyday management. Employees with disabilities need to be informed of the performance management policy.
- Managers must ensure that work is sufficiently challenging as boredom leads to poor performance.
- Managers should not make assumptions about what PWD can or cannot do. They must find out.
- Ensure that supervisors provide at least monthly feedback and support and if appropriate, including the disability employment placement agency.
- When appraising performance give recognition and value to different ways of doing things.
- Provide clear and honest and constructive feedback to promote clear guidelines of communication.
- Let PWD gain confidence before asking them to learn new skills.

3.8 Summary

The above discussion has addressed in detail regarding the employment of PWD. It is clear that the successful employment of PWD is based on the contribution of both the PWD as an employee and the employer. The PWD as the employees, has to make own contributions by showing their abilities and motivation to work. Despite the fact that they are physically impaired does not mean that they are unable.

The employer on the other hand is supposed to make provision of reasonable accommodations to enhance a conducive working environment for the PWD.

These can be done by identifying what barriers are there that impede the PWD to perform their duties and what actions can be taken to remove these barriers.

3.9 Conclusion

Employment of PWD in the open labour market has been very critical in ensuring that the gap between the unemployment rates of able-bodied is being addressed. The launch of the Job Access Programme by the Department of Public Services and Administration, with the aim of meeting the target of 2% in employing PWD in the Government Departments, is another developed strategy that tries to address the issue of employment of PWD by 2010 (Dr. Fraser-Moleketi 2006).

Literature has indicated many factors that are to be considered when trying to address the employment of PWD in the workplace.

Under the discussion regarding the employed PWD, we have seen how they still experience various barriers categorized as internal and external; the ways the PWD are treated contribute negatively on how they view themselves. Some lack confidence and have a low self-esteem, which can contribute negatively in their work life.

The external barriers such as physical environment, attitudes of employers, colleagues, supervisors, policies, etc., also contribute negatively in the lives of PWD. External barriers are even more devastating, because it is always difficult to try and influence something outside one's control. It would take much work, through education, awareness and diversity management workshops, to try and facilitate change of attitudes of supervisors, managers and even colleagues to make the workplace environment of PWD more conducive.

It is therefore not only important to remove those barriers, but to make the society a barrier-free society. In the workplace, it has been highlighted that

the need for reasonable accommodation is very crucial, as a way to remove barriers experienced by PWD. The provision of reasonable accommodation has proved to be the current way to enable the PWD to perform their duties and address their needs in the workplace.

It is however, not appealing to realize that the provision of the accommodation is based on the discretion of the employer, who might decide to or not to provide such accommodation based on the costs.

The researcher is of the opinion that it is crucial that employers have to develop effective disability management strategies or systems in their workplaces to address the success of the employment of the PWD in the labour system. The way the PWD experience their workplace is highly also influenced by their working environment. Therefore, employers should establish policies, structures and measures that would ensure a beneficial working environment for PWD. This should facilitate job satisfaction and positive working experiences for the PWD within the workplaces.

CHAPTER 4

EMPERICAL STUDY ON BARRIERS AND NEEDS, AS EXPERIENCED BY EMPLOYEES WITH PHYSICAL DISABILITIES, IN FOUR GOVERNMENT DEPARTMENTS IN THE NORTH WEST PROVINCE.

4.1 Introduction

The two previous Chapters discussed theoretical perspectives regarding issues of disability and employment. Chapter 4 is aimed at discussing the empirical part of this study, which would include the research methodology, ethical aspects of the study and the detailed presentation of the empirical data collected. The research findings will be discussed based on the themes that emerged from data collected and are common to all respondents.

4.2 Research Procedure

In this section, the researcher will be looking at the choice of the research methodology, whether the objectives and the research question have been answered by the empirical study, the choice of the sample, and the data collection method used and some of the problems encountered during the collection of data.

4.2.1 Research Methodology Or Design

Within the qualitative research design, the collective case study was used to explore the working experiences of the employees with physical disabilities in the workplace. The choice of the research design is based on the fact that

the study focuses on the subjective experiences of the employees with physical disabilities. The aim was to get in-depth description of their personal experiences and understand those from their own perspective, and how they view their world of work.

The qualitative research design allowed the researcher the opportunity to interview employees with physical disabilities, as qualitative studies rely more on people interviewed and things observed. The qualitative research approach attempts to study human action from the perspective of the social actors themselves (Babbie & Mouton 2001:270).

4.2.2 Objectives And Research Question

The objectives of this study were identified as follows:

- To gain insight and in-depth understanding of the working experiences of people with disabilities in the workplace;
- To identify the needs and barriers within the workplace as experienced by employees with physical disabilities; and
- To make recommendations that will assist employers to understand and address the needs of employees with physical disabilities in the workplace.

The attainment of these objectives relied more on what the people with disabilities shared regarding their working experiences. These objectives were guided by the research question of, “What are the needs and barriers of people with disabilities in the workplace?” The research question was used, because this is an exploratory study and Fouché (2002:106) concludes that if a qualitative study was opted for, the researcher would formulate the research question as part of formal formulations.

4.2.3 The Sample

Because the study is qualitative in nature, the researcher used non-probability–purposive sampling to decide on her sample. Non-probability–

purposive sampling is based on the judgement of the researcher regarding characteristics of the sample (Bless and Higson-Smith 1995:95).

It is a fact that people with disabilities are a minority in the workplace; this guided the researcher in making the choice of sampling method. The researcher was able to interview twelve respondents within the Government sector.

Owing to the fact that the researcher chose non-probability–purposive sampling method, the following criteria was used to select the sample:

- An employee with a physical disability. Physical disabilities can be grouped into various categories of impairments that affect bodily function. The researcher used the description provided by the Employment Equity Act (Act 55 of 1998) to determine the sample of the respondents.

The definition as provided by the Code of Good Practice of the Employment Equity Act (Act no. 55 of 1998) would be more applicable for this study, which is any person who has:

- long-term or recurring disability
- having physical or (mental impairment was excluded in this study)
- which substantially limits his or her abilities in the workplace.
- Must be employed in a Government Department. Government can be seen as the custodian of the Acts and Laws that regulate how employees with disabilities should be treated in the workplace. It is also expected that Government Departments should employ at least 2% of PWD in the workplace, which they failed to do (ODSP 2000).
- Must be employed for the period of one year or more. The reason being that through the length of service the PWD will be able to share a more accurate picture regarding his/her own experiences.

To arrive at the sample the researcher was given a list of PWD from the Office Of The Status Of Disability (OSDP) Premier's office, with contact numbers. A telephonic screening was used to see which employees would fit in with the set criteria. The researcher also explained the purpose of the study to them to see who was willing to be part of the study, as not everyone was interested. Individual appointments were arranged with the twelve respondents, in terms of date and time.

4.2.4 Data Collection Method

Due to the fact that this is a qualitative study, the researcher used semi-structured interviewing as a data collection method. The interview schedule (see Annexure A) served as a guide for the interviews. The one on one interviews were used for the following reasons:

- To obtain qualitative data regarding experiences of the PWD in the workplace. According to Greef (2002:302) one-on-one interviews enable the researcher to gain more detailed picture of the respondents' beliefs or perceptions or accounts of a particular topic;
- The sample was also minimal enough to conduct individual interviews. Only up to twelve respondents were interviewed; and
- The use of an interview was also crucial as the issue of disability is a very sensitive research topic. The researcher was able to observe even the non-verbal expressions from the respondents.

The researcher used the interview schedule of open-ended questions and was also able to make follow-up questions on some of the topics emerged from the answers of the respondents. The respondents spoke in Setswana mostly. Only two spoke in English and others mixed Setswana and English. The researcher did not impose her ideas on the respondents.

4.2.5 Pilot Study

Before finalizing the interview schedule, the researcher conducted the pilot study with two PWD who are employed, with the reason to test the adequacy and appropriateness of the methodology, sampling and the instruments. The results of respondents used as pilot study, are however, not included in the presentation of the data. Based on the results of the pilot study the interview schedule was adjusted accordingly and the instrument seemed appropriate and adequate for the study.

In terms of the feasibility of the study, the researcher received permission from the OSDP office, in the Office of the Premier (see Annexure B).

The empirical study was conducted for a period of 2 months.

4.2.6 Data Analysis

The analysis process attempts to bring into order and structure meanings to the mass of collected data. Qualitative research searches for general statements about the relationships amongst categories of data (De Vos 2002:340). The researcher will discuss it as follows:

- Collection and recording data.
- The researcher used a tape recorder to record all data collected, and has coded the cassettes by using numbers in order of respondents. The cassettes are only accessible to the researcher.
- Reading and writing memos. The researcher made use of memos to make notes of important information gathered.
- Describing, classifying and interpreting data.

Transcripts were used to describe and classify data. Data was classified in themes, meanings, recurring ideas and common experiences. Data interpretation entailed structural description of how the phenomenon was experienced.

4.2.7 Problems Encountered

During the collection of data, the following problems were experienced:

Time factor

The researcher was hoping that it would take a month to collect data. It however, took two months, as the appointments were far apart and dependent on the availability of the respondents.

Resistance And Denial From The Respondents

Some of the respondents felt that they are being used as instruments to help the researcher reach her studying goals, whilst others questioned the issue of confidentiality, as they feared victimization. Other PWD who were contacted had totally refused to speak to the researcher and shared that “they are not disabled”.

The researcher had to explain the importance of the study, as not only to benefit her, but it will benefit them as they will be voicing out their needs as PWD. The researcher explained further that the final report of what they shared and her recommendations will be given to the OSDP in charge to monitor Disability issues in the Province, with the hope that action will be taken.

In terms of confidentiality, the researcher ensured the respondents that confidentiality and anonymity will be maintained. Their names would also not appear even on the report and no-one would have access to the recordings.

On the issue of denial, the researcher respected and accepted their point of view. She did not want to coerce anyone in accepting their own disability nor being part of the study.

The researcher understood that disability is a sensitive research topic, so as HIV and AIDS, and Child Abuse. This has confirmed what theory suggest, that sensitive research topics have a potential of direct or indirect implications either on the respondents or class of individuals represented in the research. The research questions which are sensitive in nature may also result into non-response or refusal to participate (Mouton 2003:104) .

Logistics

As the researcher was at mercy of the respondents, she had to be patient and even had to go to one of the respondent's house to conduct an interview.

4.3 Ethical Aspects Of The Study

Ethics are an integral part of the research process (Neuman 2000:90). Therefore the researcher has a moral and professional obligation to be ethical. To deal with the ethical aspects of the research, the researcher offered proper explanation of the research, its purpose and how it will benefit the respondents, so that the respondents know what they committed themselves into.

The researcher explained the process of the interview, and that there would be a tape recorder used to record the interviews. Respondents were given the informed consent form to sign after an explanation (Annexure C).

Confidentiality and anonymity were explained to the respondents. As mentioned earlier, the interviews were conducted privately, and only the researcher has access to the recordings. The researcher further used codes 1-12 to name the respondents.

The respondents were informed that the final document would be sent to the OSDP- North-West Premiers' office.

As the researcher mentioned the sensitivity of the research topic, one of the respondents was referred back to the Employee Assistance Programme in their Department, due to the emotional impact the interview had on her, though she had mentioned that she has used their services before. No costs are attached to the said service.

4.4 Conclusion

The above section have addressed the justification of the research methodology, the way the sample has been chosen, the method of data collection as well as the way data was analyzed.

The ethical impact of the research was also highlighted and how the researcher dealt with these. The following discussion covers the presentation of the data collected.

4.5 Presentation Of Empirical Data

The current section serves the purpose of analyzing and interpreting the data collected from the respondents. As this study followed the qualitative research methodology, data was analyzed with the aim of extracting common themes, experiences, meanings as well as recurring ideas. The researcher drew conclusions that reflected the research problem initiated by the study.

As mentioned earlier most respondents spoke in Setswana, and some mixed with English, therefore, data presented in verbatim will be in Setswana and interpreted into English.

4.5.1 General Information

This first question of the interview schedule represents the profile of the respondents who were involved in the study. The researcher requested the respondents to provide certain biographic information about themselves. The request for biographic data also served the purpose to verify whether the

respondents comply with the sampling criteria. The profile of the respondents will be presented in a table form.

Table 4.1: Profile of the respondents

No of respondent	Age	Gender	Years of experience	Nature of Disability
Respondent 1	38	Male	5	Spinal Cord Injury (uses crutches)
Respondent 2	38	Male	10	Post-Polio Malysis (wheelchair user)
Respondent 3	42	Male	5	Paraplegic (wheelchair user)
Respondent 4	37	Male	10	Visual impairment (uses a guiding stick)
Respondent 5	44	Female	9	Spinal cord injuries (uses crutches)
Respondent 6	37	Female	12	Spinal cord injuries
Respondent 7	42	Female	7	Spinal cord injuries (use crutches)
Respondent 8	37	Male	5	Limping on the left foot
Respondent 9	43	Male	10	Limping of the right foot
Respondent 10	40	Male	2	Post-polio – Limping on right foot
Respondent 11	38	Male	5	Cerebral Palsy – Limping on the right leg.
Respondent 12	56	Female	30	Imputed left leg

Discussion Of Data

Table 4.1, indicates that the ages of the respondents range from 37-56. Most of the respondents are males. The women with disabilities who are employed are still in the minority. This is confirmed by theory that both male and female with disabilities experience prejudice and discrimination, however, WWD encounter more interpersonal barriers than do their male counterparts (Taub et al 2003:171).

Lee and White (1999:2) add that statistics indicate that Women With Disabilities (WWD) rarely obtain high levels of education. Therefore, with little education WWD have little chance of participating in open labour market employment.

The years of experience ranges from two years, and the longest being thirty. It is interesting to note that respondent 12 has been employed before the development of the Integrated National Disability Strategy and the Employment Equity Act of 1998, and she has mentioned that she has been disabled since the age of 15 years.

4.5.2 Job Experience

The respondents were requested to share the information about two things:

- “What does your job entail?”; and
- “How you experienced your workplace?”.

Prior to analyzing the data collected, the following table outlines the job positions of the respondents as covered under question of what their job entailed.

Table 4. 2: Job positions of respondents

No of respondents	Job position
Respondent 1	Receptionist/Switchboard Operator
Respondent 2	Senior Accounting Clerk
Respondent 3	Assistant Director Project Registry
Respondent 4	Customer Care Service - IT
Respondent 5	Administration Clerk
Respondent 6	Senior Environmental Officer
Respondent 7	Administration Clerk
Respondent 8	Assistant Director – Youth & Elderly
Respondent 9	Administration Clerk
Respondent 10	Acting Personnel Officer
Respondent 11	Assistant Director- Disability
Respondent 12	Administration Clerk

Discussion Of Data

This table indicates that the highest job level of appointments of respondents is Assistant Director, whilst most of them are at lower levels. This is confirmed by OSDP (2000:10) and findings by Wordsworth (2004:117) that PWD tend to occupy very low-level positions. The Government Departments where OSDP study was conducted had not employed any PWD in senior management position.

The researcher is of opinion that the negative attitude, and low expectations from employers' side tend to deny employees with disabilities access to jobs with substantial responsibility, leaving them in generally lower-paying jobs that do not allow them much opportunity to develop their skills.

“What Does Your Job Entail?”

This question was not only about the job position of the PWD, the respondents had shared a detailed picture of what it is that they do in the workplace. Under this question the following themes were identified:

Theme 1: Job Dissatisfaction

The following excerpts came out of the interview:

(Respondent 2)

“Ga go kgonega, ke nyaka gore ba add mosebetsi wa ka, o monnyane. Ke dira selo se se one everyday.”

(Translated: If possible, I need them to add my job description, my work is small, I am doing one thing everyday).

(Respondent 3)

“I have been misplaced and I have said it many times to my managers. I don't enjoy what I am doing”.

(Respondent 4)

“Ka dithuto ke dirile National Diploma in Public administration and Management. Ke tlhoka go follow-up career ya ka.”

(Translated: I studied National Diploma in Public Administration and Management , I want to follow-up my career).

(Respondent 10)

“Ga ke na mmereko wa nnete, nka nore ke bereka miscellaneous work, se sengwe le se sengwe ge ba re ke se dire ka se dira.”

(Translated: I don't have proper job, I can say I do miscellaneous work. Whatever they say I must do I do).

Discussion Of Data

The researcher is of the opinion that due to the fact that PWD look for work for a long time, they end up taking any other position available for them. This is due to the fact that there is lack of opportunities for them to find work, even if they have qualifications. As a result, they become dissatisfied and unhappy with the work they do. This is confirmed by Trupin & Yelin's study of experiences of employees with severe disabilities (1996:28) that experience less autonomy and dissatisfaction in their jobs.

Theme 2: Personal Or Individual Challenges In Relation To Work

The researcher identified that in some instances the respondents admitted to have been experiencing personal challenges in relation to the work they do, due to their disability status.

(Respondent 1)

“Matsatsi a mang ke a lapa, wa itse ge o nale disability ga o feel fresh everyday.”

(Translated: Other days I get tired, you know when you have disability you don't feel fresh everyday.)

(Respondents 5, 6 & 7)

“Ga ke kgone go dula more than 2hrs mo fatshe, ke tshwanetse go phela ke emelela.”

(Translated: I cannot sit for more than two hours on my chair I sometimes need to stand up.)

(Respondent 6)

“Mosebetsi wa ka o batla gore ke tsamaye thata and ke challenge for nna.”

(Translated: My work requires me to travel a lot, sometimes it’s a challenge for me.)

(Respondent 1 & 2)

“Ga ke kgone go tsamaya ka taxi go tla mmerekong, ke slow.”

(Translated: I can’t use a taxi to come to work I am very slow.)

(Respondent ; 11)

“O tshwanetse ke go itse makowa a gago.”

(Translated: You must know your weaknesses.)

Discussion of data

The researcher is of the opinion that not all challenges in the workplace are because of lack of reasonable accommodation. Disability in itself is limiting, it might be due to the severity and the progression of the disability or health condition. Barlow et al (2002:37) state that living with a disability can involve pain, fatigue, limited physical functioning, uncertainty, coping with treatment demands and vulnerability to psychological distress.

Trupin & Yelin’s findings also confirm what Locker (1983:99) also shared, that limited mobility, an inability to lift and carry, the inability to sit for long periods and the inability to accomplish tasks quickly is disadvantageous to the individuals with disabilities.

“How Do You Experience Your Working Environment?”

This is the question where respondents shared vast of information about their personal experiences in the workplace. The following themes were identified:

Theme 1: Barriers

The working environment seems to have many barriers that are not user friendly for the PWD. The two common expected barriers identified by the respondents were the physical and social barriers.

Physical Barriers

Most respondents experience problems with accessibility within the buildings. It might be where they work and where they have to go as part of performing their duties.

(Respondents 1, 2, 5, 6, 7, 9 & 10)

“Ke na le problem le disteps, ga dilifti di sa bereke ke mathata.”

(Translated: I have problems with using the stairs, if the lifts are not working it's a problem for me.)

(Respondent 4).

“Di lifti ga di a diriwa ka Braille, ga ke kgone go tobetsa floor e ke yang ko go yone.”

(Translated: The lifts are not in Braille, I can't press the number of the floor I am going to.)

Discussion Of Data

Physical barriers were identified as the most common barrier PWD experiences. Buildings are not user friendly or accessible. Wordsworth (2004: 122) in his findings also identified physical barriers as one of common barrier among PWD. He mentioned the issues of infrastructure, mobility

issues, and the toilet facilities. Physical environment as a barrier is also dependent on the nature of disability. As mentioned earlier, respondents with spinal cord injury have problems using stairs, whereas the respondent with visual impairment need Braille.

Social barriers

Social barriers are divided into sub-themes.

Stigma and stereotyping

(Respondent 2).

“Ba teng batho ba ba nyakang go mpoella gore ke dire mmereko wa ka bjang.”

(Translated: There are people who want to tell me how I should do my job.)

(Respondent 3)

“Society look at me as being disabled, they normally associate disability with handouts, dumb and stupid.”

(Respondent 2 & 7)

“Ba nagana gore ge o gobetse matsogo kgotsa maoto ga ona tlhaloganyo.”

(Translated: They think when your hands and legs are not working your mind is also not working.)

(Respondent 11) “The biggest challenge e re na leng yona ke attitude ya batho.”

(Translated: The biggest challenge we have is people’s attitude.)

Discrimination

(Respondent 6)

“Re stats fela, gore ba tletle bare Department ya rona e nale batho ba ba disabled.”

(Translated: We are only stats so that it can be said that our Department has employed PWD.)

(Respondent 1)

“Ke dutse 2 years ka ofela ke sa fiwe mmereko.”

(Translated: I stayed for two years without being given any work to do.)

(Respondent 12)

“Ga ke bereke mmereko o disabled. I work normal work.”

(Translated: I don't do disabled work I do normal work.)

Lack Of Knowledge

(Respondent 1)

“Batho ba ba organizang diseminars le bone ga ba itse sepe ka ditaba tsa disability.”

(Translated: People who organize the seminars they do not know anything about disability issues.)

(Respondents 3, 4, 8)

“Batho ga ba rutiwa gore ba reacte bjang mo mothong o a sa itekanelang.”

(Translated: People were never taught how to react towards a disabled person.)

(Respondents 5, 6, 7 & 9)

“Our managers must be trained, o ka re ga ba itse sepe ka dilo tsa disability.”

(Translated: Our managers must be trained, it seems as if they know nothing about issues of disability.)

Discussion Of Data

The social barriers are deemed the most difficult barrier the PWD experience. They have to deal mostly with the attitudes the society have towards disability. It is confirmed that the stigma and stereotyping the people have towards PWD can be very detrimental. It leads to discrimination of PWD in terms of denying them opportunities to receive education and become employed. This is sometimes related to the lack of knowledge the society has towards issues of disability (Naudé 2002: 57 and Wordsworth 2004: 122).

Theme 2: Reasonable Accommodation

Reasonable accommodation is also one of the common themes that the respondents identified.

(Respondents 1,5,6,7)

“Ne ke tlhoka setulo se se tshwanetseng gore ke kgone go bereka.”

(Translated: I needed the right chair for me to be able to sit and work.)

(Respondent 4)

“Mo Departmenteng ba ntheketse Braille e ne ke etlhoka gore ke bereke.”

(Translated: My Department bought me a Braille, which I needed to assist me to do my work.)

(Respondents 3 &11)

“I need the right tools or resources to do my job.”

(Respondent 1)

“Ga ke kgone go tsamaya sebaka ke tlhoka wheelchair e standby.”

(Translated: I can't walk a long distance, I need a standby wheelchair.)

(Respondents 5 & 7)

“Ga ke fetsa go nwa ditlhare ke tlhoka go ikgutsa metsotsonyana ese mekae.”

(Translated: After I drank my medication I need some few minutes to lie down.)

(Respondent 2)

“Ditoilet ke tse nnyane ga ke kgone go tswalla monyako ka baka la wheelchair.”

(Translated: Toilets are very small I can't close the door because of the wheelchair.)

Discussion Of Data

The issue of reasonable accommodation is very critical in order to enhance productivity and service-delivery. Once again reasonable accommodation depends on the type of disability. Reasonable accommodation also seems dependent on the employer, who is the one who has the monetary responsibility. The decisions the employer makes to accommodate PWD are very crucial. It appears that employers, while viewing costs, use their discretion whether or not to accommodate PWD. PWD seem to be at the mercy of the employer to receive such accommodation.

Cleveland, Farrell and Ratz (2001:79-83) adds that employers would make accommodations for variety of reasons. However, there are 3 identifiable underlying reasons which are:

- Legal mandates (we must accommodate);
- Social /moral mandate (we should accommodate); and
- Business or economic considerations (accommodation as an economic benefit).

The researcher is of the opinion that whatever decision the employer makes, should take into serious consideration the interests and needs of PWD, and further consider how reasonable accommodation will enhance service delivery, instead of considering costs more.

Theme 3: Feelings Of Anger And Frustration

Though there was no specific question about feelings, however some of the emotional experience that came out of the data is feelings of anger and frustration.

(Respondent 2)

“Ke lwa le bona, ga ba tshwanna gore ba mpotse gore ke direng.”

(Translated: I fight with them, they are not supposed to tell me how to do my work.)

(Respondent 5)

“Ke a le cursa letsatsi le ke bileng disabled ka lona.”

(Translated: I curse the day I became disabled.)

(Respondent 3)

“I think where I am now I feel ‘disillusioned’, I am in a process of looking for anything else outside this office.”

(Respondent 11)

“I get frustrated sometimes”

Theme 4: Feelings of hopelessness

(Respondents 1, 4, 6 & 7)

“Ga o le ko posting ya ko tlase, le ga o ka bua ga gona ope o a go utlwelelang.”

(Translated: When you occupy a lower level post there is no one who will listen to you.)

(Respondent 2)

“Ke sa emetse decision ya supervisor ya ka le kajeno since July 2006.”

(Translated: I am still waiting for my supervisor’s decision even today, since July 2006)

(Respondent 2)

“I have said it again and again...”

(Respondents 1 & 5)

“One day I felt like resigning.”

Discussion Of Data

The feelings of anger, frustration and hopelessness are somewhat common among PWD. The researcher is of the opinion that these feelings emerge from the fact that PWD feel that they are being treated unfairly and are not being heard. The fact that they struggled to find jobs, and when they do get jobs the working environment is not conducive, which leaves them frustrated and unhappy. Wordsworth (2004:43) however, adds that sometimes the anger and frustration the PWD feels is in relation to the limitations resulting from having a disability, for example the inability to walk, or see. Once again this can be attributed to the fact of accepting ones disability.

Theme 5: Costs Adhered To Reasonable Accommodation

(Respondents 1, 5, &7)

“Ba tla go bolella gore Department ga ena madi.”

(Translated: You will be told that the Department does not have money.)

(Respondent 6)

“Ko disability desk ba mpoletse gore ga gona budget, madi a go nthekele setulo a tshwanetse go tswa ko directorating ya ka.”

(Translated: Disability desk told me that there is no budget, the money to buy me a chair should come out of my Directorate’s budget.)

(Respondent 12)

“Ga o proposa dilo they will tell you its expensive.”

(Translated: When you propose things they will tell you it’s expensive.)

Discussion of data

Costs for reasonable accommodation is seen as one of the reason why employers are reluctant to hire PWD.

Some of the respondents indicated that when they requested reasonable accommodation were told of the limited budget, therefore their requests would not be processed.

This has been confirmed by previous studies of Baladakis (2001), Naudé (2002:149) and Wordsworth (2004:123), that the barriers to employing PWD are also attributed to the costs related to making changes to buildings, provision of assistive devices to accommodate the PWD in the workplace. The researcher is of the opinion that employers either do not budget enough or have any budget allocated for disability.

4.5.3 Relationships At Work

This question addressed the issues of relationships within the workplace. Most of the respondents seem to have developed good relationships with their colleagues. Several themes were identified:

Theme 1: Sense Of Belonging

(Respondents 1,2,8,9, 10 &12)

“ Re a utlwana nna le di colleague tsa ka.”

(Translated: I get along with my colleagues.)

(Respondent 4)

“Re a tshega, re etsa dijokes.., ba ira joke ka disability ya ka ene ga ke na bothata.”

(Translated: We laugh, we pass jokes, they even make jokes about my disability and I don't have a problem.)

(Respondent 3)

“I am the most popular person in our office.”

Discussion Of Data

Most of the respondents have shared their experiences of a sense of belonging, especially with their colleagues. This is contrary to what the theory has shared that PWD do not possess good interpersonal skills, due to the fact that they have low-self-esteem and are less assertive. This indicates that these are stereotypes and stigma attached by society towards PWD, which once again are proven to be wrong.

Interestingly, what came out of the data was the fact that in forming those relationships, PWD have to make the first move. The following excerpts confirmed that:

(Respondents 2, 3, 4, & 8)

“People don’t know how to treat the PWD, you as a disabled person have to tell them how they should treat you.”

Respondents 10, 12)

“Ka mokgwa o itshwarang ka teng ko mosebetsing le batho batla go tshwara jalo.”

(Translated: The way you conduct yourself at work people will treat you like that.)

The researcher is of the opinion that it cannot be concluded or generalized that PWD are unable to form relationships. Relationships are reciprocal and it is as much the responsibility of the able-bodied as it is of the PWD, to make PWD to feel welcomed, and enjoy healthy working relationships.

Theme 2: Impatience Or Rejection By Colleagues

Contrary to the above theme, there are instances where some of the PWD experienced impatience or rejection from their colleagues:

(Respondent 5)

“Ge dilifti di sa bereke ga gona o a nkgathalelang gore ke fitlha jang ko godimo.”

(Translated: Sometimes when the lifts are not working, no one cares how I arrive at the top?)

(Respondent 2)

“Ka nako engwe di driver di fela pelo, ga ke fitlha late gape supervisor ya ka e fela pelo gape.”

(Translated: Sometimes the drivers get impatient with me when I arrive late my supervisor also get impatient with me.)

(Respondent 7)

“Nako engwe dicolleague di fila gore manager o go direla difavour thata, tsa gore o se ke wa tla mmerekong ge o sa ikutlwe sentle.”

(Translated: Sometimes my colleagues feel that our manager gives me too many favours that I should not come to work when I am not feeling well.)

Discussion Of Data

According to Schur et al (2005:11) negative attitudes and stereotypes also lead to the unwillingness of co-workers to work with the PWD. This however, depends on the kind of job and nature of rewards. It was found that there is bias against choosing a co-worker with a disability when the job is viewed as a poor fit for the PWD for there is interdependency of rewards, where for example, reward of co-worker would be affected by the performance of PWD.

The relationship the PWD develops with their co-workers is very crucial, as in some instances the PWD are dependent on their colleagues for support in executing their tasks. Butterworth and Kiernan (1996:266) support this by stating that the PWD needs natural sources of support in process of finding and maintaining employment. Such natural sources of support include

network of family, friends and co-workers as well as supervisors. Therefore, the negative attitude of not having a desire to work with the PWD will be detrimental to the PWD's need to have a support system.

4.5.4 Legislation And Policies

The respondents were asked two questions, under this section. "What role does legislation and policies play in dealing with issues of disability in the workplace?" The following themes were identified:

Theme 1: Non-Compliance

All respondents' views indicated non-compliance by their Departments in terms of implementing and complying with legislation and policies mandating the issues of disability.

Discussion Of Data

It was mentioned that there is a Provincial Integrated Disability Strategy of 2000-2004, which was derived from the National Integrated Disability Strategy. However, only three respondents knew about that. The said Provincial Strategy was supposed to be reviewed in 2004, however, that was not done.

There are many legislative measures that were introduced to address issues of Disability in the workplace; however, the issue of compliance by employers is still a problem. Legislation has been criticized as a barrier, as it is still lenient to these employers who do not comply. Wordsworth (2004:80) quotes Thomas and Hlahla (2002), who state that the employment legislation enacted in South Africa to achieve equitable opportunities has not brought in major changes anticipated.

The researcher is of the opinion that legislation often fails when those who are suppose to do not implement it. Therefore, strict measures to monitor the

implementation and administration of penalty to those who do not comply will assist in enhancing the importance of implementing the law.

Theme 2: Disclosure Versus Confidentiality

Disclosure of one's disability status or maintaining of confidentiality about it has always brought on debates. This was one of the themes that emerged from the question on legislation and policies.

(Respondent: 1).

“Ba rile ke tle le letter from ngakeng ya ka, gore ke tletle ke thole setulo, ke ganne, because information eo e teng mo fileng, le gona disability ya ka e visible.”

(Translated: They said I should bring a letter from my Doctor to indicate whether I should get a chair. I refused, because that information is there on my personnel file, and further my disability is visible.)

(Respondent 5)

“Ke ba file makwalo a a tswang ko ngakeng gore e re ke se ke ka tsamaya lobaka lo lo telele.”

(Translated: I gave them letters from my Doctor, to say that I am not supposed to walk for longer periods.)

(Respondent 7)

“O ka se disclose to everybody ka disability ya gago.”

(Translated: You cannot disclose to everybody about your disability.)

Discussion Of Data

The researcher is of the opinion that as long as legislature stresses the issue of reasonable accommodation, the real issue of disclosure or concealing one's disability is still a dilemma. Though it is obvious that in order for the employer to provide reasonable accommodation to the PWD there should be strict measures of how the information is handled. The above respondents

seem to have problems with the way information about their disability is handled in their Departments. It seems not clear who should get what information, and what to do with such information.

4.5.5 Training And Support

This section addressed two questions about training and support the Departments provide to the PWD.

Training

Theme 1: Discrimination Versus Non-Discrimination

The way training is structured within Departments is highly crucial. Hence the origin of abovementioned theme came about. To some respondents discrimination meant exclusion from training or lack of training opportunities, whilst for others discrimination meant having training for PWD only, instead of including them in the same training as other staff.

(Respondents 1, 3)

“Ga ke gopole gore ke ile training neng la bofelo.”

(Translated: I cannot remember when was the last time I went to training.)

(Respondent 5)

“Ke utlwa ka mongwe ko training and transformation are o ne a ngwadile leina la ka for training, manager ya ka a le phumula.”

(Translated: I heard someone from training and transformation saying she had put my name down for training, but my manager erased it.)

(Respondent 2)

“Ke kgale ke kgopela gore ba nkise training, le kajeno ke sa eme

(Translated: I requested to be taken for training, I am still waiting even today)

(Respondents 7, 8, 10, 11 &12)

“I go to training when everyone in our directorate goes”

(Respondent 9)

“Wow training is normal, there is no training for the disabled people, but for everyone.

Discussion Of Data

What came out of the responses were themes of both discrimination and non-discrimination. Most respondents felt that training provided, was non-discriminatory, and it did not single them out to say training is for PWD or for able-bodied staff. However, those who experience discrimination are those who are not taken to training at all.

The researcher is of the opinion that this is highly dependent on the discretion of the supervisor or the employer to empower the PWD in his or her section. This is confirmed by Butterworth and Kiernan (1996:266) that sometimes managers' attitude to empower PWD plays a crucial role in terms of empowering PWD, through opportunities of training. Thus, the researcher agrees that when training is provided it should be for everyone, including the PWD in the same section. This will eliminate issues of discrimination against PWD.

Theme 2: Accessibility To Venues And Training Material

Once again the issue of accessibility came out. This brings back the issue of reasonable accommodation for PWD to attend training.

(Respondents 1, 7, 8, 9, 11 &12)

“Divenue tse reyang ko tsona for training sometimes ga di conducive.
(Translated: The venues identified for training are sometimes not conducive.)

(Respondent 4)

“Sometimes ga ba bolelle facilitator gore go nale motho o blind, o ke reye ele gore ga gona material ka Braille”

(Translated: Sometimes they do not inform the facilitator that there is someone who is blind, you find that there is no material in Braille.)

Discussion Of Data

The researcher is of the opinion that if PWD are not consulted in any matter that concerns them there will always be a problem in terms of any planning. The employer will always fall short to accommodate the PWD.

Reasonable accommodation does not only apply in the work-setting only but everywhere the PWD has to be as part of executing his duties in the workplace. It is unfortunate that they cannot influence what happens in external organizations, however, if all employers were serious about issues of disability and there was uniformity in compliance, the results would be that no matter where the PWD would be going all buildings would be accessible.

Theme 3: Lack Of Public Education And Training For Managers

All respondents shared the similar view of the need for public education on issues of disability. They also felt that managers are sufficiently informed either on issues of disability. The respondents put emphasis on training for managers and other relevant stakeholders within the workplace as well as outside the workplace.

Public education and training (employers and managers included) would be aimed at trying to change the attitudes of society towards disability (INDS 1997:33 and Jefferson Area of Disability Services board 2003:1).

Support

Theme 1: Lack Of Support From Managers

(Respondents 1, 2, 6 & 8)

“Dimanager ga di tsee issues tsa disability serious.”

(Translated: Managers do not take the issues of disability seriously.)

(Respondent 4)

“If I disagree with him he takes things personal.”

(Respondents 5, 7)

“Sometimes ga ke tlhoka go resta ka gore ga ke kgone go dula mo setulong more than 2 hrs, manager ya ka o fila gore ga ke nyake go bereka.”

(Translated: when I need to rest because I cant sit in a chair for more than 2 hours, my manager feels that I do not want to work.)

(Respondent 11)

“If I need to have something in my office the manager uses his own discretion whether I should get it or not.”

Discussion Of Data

Lack of management support is one of the negative experiences of PWD in the workplace. Managers seem to be ignorant on issues of disability. This is confirmed by Wordsworth (2004: 123) that managers do not have skills and knowledge to deal with issues of disability in the workplace. Some are resistant and see it as a time constrain to have PWD within their section, as that would imply teaching the PWD skills required for the job and having productivity slowed down.

Theme 2: Nature Of Disability And Support

Disabilities thus differ in terms of their progression, the age of PWD, and the length of having a disability, which would therefore determine the type of support the PWD would need.

(Respondent 4)

“Ga ke tlhoka thuso ke a bua, like now, re movetse ko diofising tse ntsha, ke tlhoka mongwe a tsamaye le nna for 2 weeks go fitlhela ke itse tsela.”
(Translated: When I need help I talk, like now, we have relocated to new offices, I need someone to guide me for 2 weeks until I get used to it.)

(Respondent 12)

“Ga ke tlhoka go dira dicopy, supervisor ya ka e kopa bangwe gore ba ntirele.”

(Translated: When I need copies my supervisor will ask one of my colleagues to do that for me.)

(Respondent 2)

“Driver ga e fitlha e tshwanetse gore a nkuke, a mpege, ge a fetsa a beye wheelchair ya ka mo butung”

(Translated: When the driver arrives he must carry me, put me in the car, put my wheelchair in the boot.)

(Respondent 8)

“We know each other’s weaknesses; I would wait for him in the car because he walks slowly”.

Discussion Of Data

The kinds of problems the individuals with disabilities encounter in relation to their work and would need support thereof are dependent upon their disability, the nature of their task at work, and the nature of the physical and social environment in which they work at.

This can also mean that individuals with disabilities will, in some cases, be dependent upon their colleagues to perform their duties in the workplace, whilst on the other hand they strive to be independent. Hence, Butterworth and Kiernan (1996:244) stress the need for the employer to provide support to employed PWD.

Theme 3: Disclosure

Once again the issue of disclosure was discussed by the respondents.

(Respondents 3, 8)

“Like I tell my disabled colleagues if you need support you have to disclose what kind of support you need.”

(Respondent 3)

“To make things easier for me its imperative that I tell that I am paraplegic.”

(Respondent 11)

“You feel like some things di obvious, ga di tlhoke gore o ditlhalose.”
(Translated: You feel some things are obvious, there is no need to mention them.)

Discussion Of Data

The respondents have shared that sometimes disclosure is needed to get the kind of support you need. The researcher thus agrees that the employer can never guess the kind of support the PWD needs in the workplace, unless the PWD discloses. However, one should be careful about, when to disclose, what information to disclose, and why the disclosure and to whom should the information be disclosed.

This is confirmed by Thomas and Hlahla (2002) as quoted by Wordsworth (2004:49) that the Code of Good Practice encourages reasonable accommodation once the PWD voluntarily disclose about their disability.

Thus, the Code of Good Practice (2001) provides guidelines on how such disclosed information should be handled.

4.5.6 Performance Management

This was one of the sensitive questions the respondents were reluctant to answer. The question was about what were their experiences on how their performances were measured. The following themes were highlighted:

Theme 1: Need For Recognition

(Respondent 1)

“Ga ise ke tsamaye ke assesive.”

(Translated: I have never been assessed.)

(Respondent 3)

“I don’t want to sound like a devil’s advocate, but I am an AD (Assistant Director) for five years, there must be something wrong.”

(Respondent 6)

“Di appraisals ga dire nna.”

(Translated: Appraisals don’t mean me.)

(Respondent 9).

“Ga ba ng’ asese sentle, ke occupy di renke tse pedi, ga ke itse ge ba asesa ba di dira ka bobedi ga tsona.”

(Translated: I am not assessed properly, I occupy two ranks, I don’t know whether I am assessed for both.)

(Respondent 11)

“I am not measured correctly.”

Theme 2: Powerlessness And Fear Of Loosing Employment.

(Respondent 2)

“Ke siame ka discore tse ba mphang tsona, se sengwe le se sengwe ke no amogela.”

(Translated: I am ok with the scores given to me, whatever they give me I just accept.)

(Respondent 3)

“Now you can imagine it took me 10 years to get this job, I would hang on to my job”.)

(Respondent 5)

“Se se nkutlwisang botlhoko ke gore ge ba mpha mmereko ke a o dira ke o fetse ka lunch or before ke chaise.”

(Translated: What breaks my heart is that when they give me a job to do I make sure it's done by lunch or before I knock off.)

(Respondent 6)

“Ga ba bolele ka yona... Ke a leka, le ga ke sa ikutlwe pila ke fila guilty ga ke tshwanetse go tseya off.”

(Translated : They don't talk about it.. I try even if I don't feel ok I feel guilty when I am supposed to take off.)

(Respondent 7)

Go dependa gore manager ya ka e nreita bjang” (Translated: It depends how my manager rates me.)

(Respondent 5)

“Le ga ke sa ikutlwe pila ke no tla mmerekong gore ke safe mmereko wa ka”

(Translated: When I am in pain I just come to work to secure my job)

(Respondent 10)

“O utlwa fela diresults ge committee e fetsa go tlhakana.”

(Translated: You only hear the results after the committee met.)

Theme 3: Prejudice Versus Objectivity

(Respondent 2)

“Ga o asesiwa manager ya gao o tla go bolella gore neng neng o tile llata, ga o fetsa wa tsamaya early, whereas ke ka baka la didriver.”

(Translated: When you are assessed your manager will tell you that you once came in late and knocked off early, whereas it was because of the drivers.)

(Respondent 5)

“Supervisor ya ka e nkgopotsa gore I am in and out of the office, keya sepetlela.”

(Translated: My supervisor reminds me that I am in and out of office being hospitalized.)

(Respondent 10)

“Ba re direla difavour, especially rona balower levels.”

(Translated: They are just doing us favours especially us at lower levels.)

(Respondent 9)

“Appraisal is normal, my disability is not included.”

(Respondent 12)

“Ke asesiwa according to performance ya ka.”

(Translated: I get assessed according to my performance.)

(Respondent 8)

“We set standards; I make sure I achieve those standards.”

Theme 4: Lack Of Promotion And Career Advancement

(Respondent 3)

“I would like some answer why I was never promoted.”

(Respondent 4)

“Ke tlhokometse gore ga o le disabled ba nagana gore o ka se nne manager.”

(Translated: I have realized that when you are disabled they think you cannot be a manager.)

(Respondent 5)

“Ga e sa le ke le mo level 4 for 9 years, ke thuswa ke increase ya `Moleketi`.”

(Translated: Ever since I have been at level 4 for 9 years, I only get increase when `Moleketi` give to everyone.)

(Respondent 10)

“Ga ke sure gore ke tla kereya post e ke e berekang.”

(Translated: I am not sure I will be given this post I am acting.)

Discussion Of Data

Performance Management Evaluations serve as a motivational tool to every employee and thus can contribute positively or negatively to employee's career advancement. Performance is also supposed to serve purpose of developing all employees, however, in the case of the respondents it does not appear like that.

According to the ILO Code of Good Practice (2001:22) on managing disability in the workplace, the performance appraisal of PWD should take place according to the same criteria applied to the same jobholders. However this is usually not the case. Jones (1997:55) and Colella, De Nisi and Varma (1997:27-28), confirm that there are biases in relation to performance appraisals of PWD.

Jones (1997:55) adds that discrimination encountered on the job by PWD, result in negative consequences such as fewer training opportunities, slower rate of promotions, dead-end position assignments and negatively based performance appraisals. Furthermore, according to Chima (2002:86) PWD are more likely to be absent due to ill health which in turn impact on their

productivity. This has been indicated by some of the respondents that they are sometimes being victimized by their managers during their assessment due to their health.

Naudé (2002:220) in her research findings has however, identified that South African employers assume that PWD are unable to cope with the workload and there will be lack of productivity. This raises the question of whether one's health should be an obstacle when measuring ones' performance or to check whether the employee has met the standards and objectives set for the post.

It was, however, also interesting to note that some respondents experienced objectivity when their performance was measured. This also shows the kind of attitude the manager had developed to empower PWD under his or her section. Managers who value diversity can be seen as the ones who emphasize objectivity, have accepted PWD as part of their staff, and are willing to indulge in further development of PWD.

4.5.7 General View

This was an open question where respondents were asked to add their view regarding disability in the workplace. All respondents shared the same sentiments that PWD are still not recognized, and there is little progress being made in relation to the employment of PWD. This question was used to address the issue of overcoming these barriers as experienced by PWD in the workplace. The following themes emerged from the respondents:

Theme 1: Need For Recognition

(Respondents 1, 2, 3)

“It does not mean that when you have disabilities you don't have abilities”

(Respondents 5,10,12)

“Ba se ke bare `ag shame' ge ba re bona.”

(Translated: They should not say `ag shame' when they see us.)

(Respondent 7)

“Ga ke itse gore re tshwanetse go nna disabled bjang gore ba re recognize.”

(Translated: I don't know how disabled we should be to be recognized.)

Theme 2: Need For Empowerment

(Respondents 1 & 2)

“I need to see more PWD employed.”

(Respondent 11)

“I once made a suggestion that if they can't take disability seriously, then let them take diversity serious.”

(Respondent 4)

“Ge ba ka appointa PWD mo learnership programmes”

(Translated: If they can appoint more PWD in learnership programmes.)

(Respondent 11)

“Ga o lebelela now, you can't find batho ba ba leng disabled ko ofising ya DG or CFO.”

(Translated: When you look now you cant find PWD working in the office of the DG or the CFO.)

(Respondent 3)

“I say we can be managers.”

Discussion Of Data

The need for recognition can be seen as a way to deal with the attitude the PWD experience in the society or equivalently to the workplace. The PWD had always a plight to be accepted and included as part of the society and not excluded and marginalized (INDS 1997: 20).

Legislations and Laws passed cannot bring about changes on their own, unless they are being implemented by the same people who have created them. The researcher is of the opinion that if we deal with the stigma and stereotypes that exist amongst us, and accept the PWD as part of us, treat them as 'human', it will also be easier to deal with all other areas of barriers.

The society is responsible for providing opportunities for PWD and it is for PWD to grab those opportunities and utilize them to their benefit.

Empowerment also depends on the assertiveness, the self-esteem and well-developed self-concept. Naudé (2002:132-133) adds that empowerment should be defined as a process in which PWD become stronger in realizing their strengths and rights, when they are enabled to make decisions and choices in their lives. Empowering PWD when integrated into the labour market would also mean where they will make choices about a career area they wish to follow and the choice of keeping or resigning a job.

Theme 3: Need For Advocacy

(Respondent 1)

“Re tshwanetse go bereka as a team.”

(Translated: We are supposed to work as a team.)

(Respondent 4)

“Batho ba ba sa itekanelang ba tshwanetse ke go ba part ya management, batsee ditshweetso, dilo di tla change.”

(Translated: PWD should be part of management, make decisions and things will change.)

(Respondent 6)

“Ga re le minority ge go tla mo didisions, ba tsea o kare re a tshwenya.”

(Translated: Because we are a minority, when decisions are taken they feel we are demanding.)

(Respondent 7)

“O ka se kgone go n’representa o se disabled.”

(Translated: You cannot represent me when you are not disabled)

Discussion Of Data

Advocacy encourages negotiations with decision makers and is very crucial in trying to change the situation of the PWD, not only in the workplace but also other sectors. However, the researcher would like to highlight what the respondents have shared that advocacy without them being included, do not bring much impact. This is true in a fact that we have to acknowledge that abled-bodies do not know exactly what is going on in the lives of PWD. This confirms the statement of “nothing about us without us” (Conference on Democracy & Vulnerable Groups 2005:4).

Because PWD are hardly included in the part of decision-making, where for example, they are not Senior Managers, many mistakes are made by employers in trying to accommodate PWD. The researcher, feels close consultation with PWD will enable employers to employ more PWD and also correctly accommodate them in the workplace.

Theme 4: Need For Reasonable Accommodation

(Respondents 1, 5, 7, 10)

“If Department ya rone e ka thusa ka transport.”

(Translated: If our Department can help by providing transport.)

(Respondents 2, 4, 8, 9)

“Make building, toilets accessible.”

(Respondents 5, 6, & 7)

“They must understand when I need to rest.”

(Respondent 11)

“If they put a ramp, it will enhance service delivery.”

Discussion Of Data

The need for reasonable accommodation suffices again. Whether employers like it or not, three provisions of reasonable accommodation is unavoidable and very crucial to enable PWD to perform their duties. A barrier in lack of provision of reasonable accommodation is attributed to costs. Legislation gives employers a scapegoat to say that they are not obliged to make reasonable accommodation under unjustifiable hardships (Code of Good Practice 2002:4). Unjustifiable hardships mean that the provision of reasonable accommodation should not hamper the organization’s finances. The researcher is of the opinion that this might influence employers’ decision to accommodate PWD and become an easy way out for not even hiring PWD.

Thomas and Hlahla (2002) quoted by Wordsworth (2004:47) confirm that legislation allows employers to pay fines for not employing PWD as those fines are less costly than the costs of reasonable accommodation. The researcher is of the opinion that legislation should be reviewed about the issue of reasonable accommodation to see what other measures can be taken to prevent employers from not providing reasonable accommodation to PWD.

4.6 Conclusion

The empirical data collected has proved that the employees with disabilities experience barriers in the workplace. Some of the barriers highlighted were physical as well as social barriers. Social barriers are the most difficult ones to address, as they are not easy to eliminate. Despite the legislation passed to try to protect their rights as employees, they are still discriminated against in the workplace. Non-compliance in terms of legislation and policies was highlighted.

The respondents have also highlighted their needs in the workplace. The following needs were identified: the need to be recognized; the need for reasonable accommodation; and the need for empowerment and advocacy. It is therefore; clear that provision of reasonable accommodation is very crucial to allow PWD to perform their duties. However, it appears that the employers have no allocated budgets to provide such accommodation.

The respondents also indicated clearly what employment means to the PWD and they strive to do as much as they could to perform. They however, need support from their managers and supervisors, which they hardly receive.

The researcher is of the opinion that successful employment of PWD and positive experiences of employees within the workplace is dependent on many factors. One of the factors is elimination of barriers experienced by PWD in creating an enabling working environment. It became clear that there is still a great need for advocacy with the decision-makers in the workplace on issues of disability. Therefore, continuous consultation with PWD to address their needs in the workplace is required. It is therefore imperative to involve all stakeholders, from employers, senior management, staff and the PWD themselves in ensuring conducive working environment for the PWD.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous Chapter, the research results were presented according to the structure of the interview schedule. The focus in Chapter 5 will be on the conclusions drawn regarding the research findings and the attainment of the research objectives. The researcher's recommendations also form part of this chapter.

5.2 Objective 1: To Gain Insight And An In-Depth Understanding Of The Working Experiences Of Employees With Physical Disabilities

The first objective was to gain understanding about peoples experiences with disabilities within their working environment. The following conclusions were drawn from the findings:

5.2.1 Job Dissatisfaction

The research findings have indicated that some of the respondents experience job dissatisfaction especially related to job placement, or their job descriptions.

The respondents are in positions which are different from their qualifications or what they are trained for and some feel that their work is more routine and therefore not challenging anymore. These findings are confirmed by the previous studies of OSDP (2000:10) and Schur (2005:11) that PWD are often misplaced and as a result end up being frustrated.

The researcher would like to conclude that job satisfaction is the need for PWD as is the need for every employee. Job satisfaction should include proper job placements, enjoying the job that one does, a conducive working

environment, and PWD's contributions in the decision-making that relates to their work.

Unless, PWD are hired for their abilities and what they are qualified for, and not hired just to comply with the law, the issue of job dissatisfaction would continue. This also indicates that employers need to revisit the existing recruitment and selection procedures within their workplaces.

5.2.2 Lack Of Support By Management

Middle and Senior Managers are expected to be the driving force, both strategically and operationally in mainstreaming disability in the workplace. It has, however, come out very clearly from the findings that the respondents strongly feel that there is lack of management support.

These findings correlate with the findings of Wordsworth (2004:143) where those managers are resistant to have PWD under their supervision and hardly show any initiative to support employment of PWD.

It can be concluded that managers seem to be not committed in driving the issues of disability in the workplace. Lack of support can be attributed to the fact that managers do not have knowledge and skills to manage PWD. Others are simply ignorant and not even willing to learn.

The researcher is of the opinion that managers are the decision-makers within the workplace and their commitment could bring out enough change within the labour market. If managing disability in the workplace were part of their key performance area, they would be forced to commit themselves. Change will occur once PWD are part of management within the workplace.

5.2.3 Relationships Within The Workplace

Most respondents indicated that they have developed good working relationships, especially with their co-workers. They seem to feel accepted by

their colleagues and experience a sense of belonging. Only few respondents reported rejection by their colleagues.

These findings contradict what theory has said that most PWD are socially incompetent. Meaning that when compared with their able-bodied colleagues they tend to be shy, aloof, quiet and distant (Wordsworth 2004: 75 quoting Stone and Colella 1996).

Rejection by fellow co-workers has been attributed to the attitude and perceptions able-bodied have towards PWD. This leads to feelings of isolation and withdrawal (Dube 2005:55).

It can therefore be concluded that PWD are socially competent and have good interpersonal skills to fit in their working environment. This could also be seen as a two-way process where co-workers also become welcoming and friendly towards the PWD making it easier for them to fit in.

5.2.4 Feelings Of Hopelessness, Anger And Frustration

The way PWD are treated in the workplace plays a very crucial role. Some respondents conveyed feelings of being frustrated, angry and hopelessness at the same time. This came as a result that they are not being heard or taken seriously as individuals, and being part of the mainstream.

One of the respondent mentioned “We are just ‘stats’ so that it could be said the Department has employed PWD and as a minority in the workplace even if when they speak their voices are not been heard.”

It can therefore be concluded that the working environment can somehow be frustrating and in conducive for the PWD. This happens when the needs of PWD are not met through reasonable accommodations by the employer, which makes it difficult for the PWD to meet the job requirements. The result becomes that PWD are incompetent, whereas it is sometime not a true picture as there are other contributing factors.

5.2.5 Performance Management

This came out to be a very sensitive topic for the respondents. Most of the respondents did indicate the importance of them performing their duties and meeting the job requirements standards.

Most respondents mentioned that their performance is not measured correctly. This leaves them demotivated and frustrated. Some of the respondents attributed poor performance management on the side of their assessment to the prejudice managers have against their disability and health condition, others to poor relationships with their managers or supervisors, whilst one mentioned the external factors which impact on his work.

Some respondents also seem powerless over the way their performance is being managed and would tolerate the situation with the fear, in case they would lose their jobs. Only three respondents reported fair performance evaluations.

Studies by Jones (1997:55) and Colella et al (1997:27-28), confirm that there are biases in relation to performance appraisals of PWD. This is influenced by attitude of managers and supervisors toward the PWD. Low performance expectations from supervisors, given the fact that supervisors are judgemental and associate disability with inability to meet the job demands, clouds their objectivity in measuring the performance of PWD.

The researcher concludes that performance management of PWD is influenced by some biases from the side of the supervisors and managers. This does not give a true reflection of whether PWD are or not able to perform. It is clear that PWD have proved themselves that they can produce, and have set themselves highest standards to meet their job requirements. Supervisors and managers need to change their attitudes towards viewing disability as inability to perform and start to provide objective performance evaluations. Inclusion of PWD in the process of evaluations and setting

performance standards would also assist to overcome performance management problems.

5.2.6 Lack Of Promotion And Career Advancement

It was clear from some of the respondents that they do not see any chance of being promoted. Most of them have occupied their posts for a long time without having had any promotion.

The findings correlates with Schur et al (2005:11) who state that due to the stereotypes attached regarding how well the PWD is likely to perform, the future performance or promotional potential of the PWD are inhibited. Employers, supervisors and co-workers already formed their own perceptions that the PWD will not be able to cope with their workload, therefore promotion to a higher level would even be unrealistic.

The researcher would like to conclude that as long as PWD's performance is not measured correctly the prospects of their promotion or career advancements become limited. Lack of promotion however, is also attributed to the attitudes of supervisors and managers towards disability. There should be clearly defined procedures and policies which govern performance management in the workplace.

In conclusion, the first objective was achieved by understanding the way PWD experience their workplace. Though each PWD is unique, there were some of the commonly shared experiences from which one can draw conclusions. It should also be mentioned that the contributing factor to such experiences is the issue of being disabled in the workplace. The first objective has led to the second objective of trying to identify factors (barriers and needs) which could contribute to the way PWD experience their working environment.

5.3 Objective 2: To Identify Needs And Barriers Within The Workplace As Experienced By Employees With Physical Disabilities.

As mentioned, the second objective was to identify those barriers that employees with physical disabilities experience within the workplace, and also identify the needs which are usually not catered for within the workplace.

A number of barriers and needs were identified during the data collection. Therefore, the research question of what the barriers and needs of people with physical disability in the workplace were was answered by the study.

Based on the data gathered the following conclusions could be drawn:

5.3.1 Physical Barriers

This is the most common barrier identified by respondents. The physical barriers are often associated with buildings or the physical environment in the workplace. It is clear that most of the respondents cannot access the buildings within their workplace. This barrier is the common experience associated with physical disabilities.

The researcher is of the opinion that the employer is not prioritizing the maintenance of accessibility of buildings. The accessibility of buildings is also related to the costs adhered to it, hence the reluctance from the employers. The removal of the physical barriers is important in accelerating productivity and service delivery by employees with physical disabilities.

5.3.2 Social Barriers

This barrier has been identified as the difficult barrier experienced by people with disabilities. This is associated with the attitudes, the stigma and stereotyping, as well as the discrimination of PWD by the society, in this case colleagues and managers.

Social barriers have a tremendous negative impact on the working experiences of PWD. It is clear that most of the respondents experience such social barriers in their workplace and the impact thereof is negative.

Social barriers are associated with the lack of knowledge regarding issues of disability. This is confirmed by Wordsworth finding (2004: 122) and Dube (2005), that the ignorance and lack of knowledge by able-bodied colleagues and managers has resulted into stereotyping and incorrect preconceived notions regarding PWD.

5.3.3 Implementation Of Legislation As A Barrier

Non-compliance of legislation by employers and managers was a common experience by the respondents. All respondents have confirmed that legislation is there, however, the implementation is not visible.

Thus legislation is also seen as a barrier as it is seen as a 'nice to have' on paper but hard to implement. The researcher's findings are confirmed by Wordsworth (2004:142) and Dube (2005:7) in that legislation inhibits employment opportunities for PWD. The researcher is of the opinion that legislation does not only inhibit employment opportunities of PWD, in addition to that it does provide enough protection to those who are employed.

The researcher is also of the opinion that implementation of legislation should also include enough education and dissemination of information about such legislation to PWD, as this will empower them to know their rights. Managers will also commit to the implementation of legislation if the mainstreaming of disability is linked to their key performance areas.

5.3.4 Barrier To Disclosure Of Information Regarding Disability

To disclose or conceal information about one's disability condition has been seen as a dilemma. In the case of the respondents they seem to promote disclosure of information about their disability in case where they would need

reasonable accommodation. However, it appears that the way the information is handled by the relevant people is a problem.

Some of the respondents felt violated, as they have disclosed beforehand and are still required to disclose repeatedly. Some respondents felt that their disability is visible therefore, no need for disclosure should be asked for.

Unlike Wordsworth's (2004: 141) findings, which find PWD, are reluctant to disclose their disabilities due to the fear of social barrier. On contrary findings from this study, it can be shared that PWD are reluctant to disclose because of the way their information is handled, possibly as a result that they see mishandling of their information as a social barrier (attitude) from their able-bodied colleagues.

5.3.5 Barrier: Related Type Of Disability And The Nature Of Work

Some of the respondents have indicated that their disability brings some challenges or barriers in relation to their work. This is mainly related to their health condition more than other factors, mentioned by Wordsworth (2004:141), which are lack of skills and experience relating to the work.

The researcher is of the opinion that this calls for reasonable accommodation in terms of providing resting times, job modification and restructuring. This once again depends on each individual and what the employer can arrange.

5.3.6 Barrier Related To Training

Training should be part of each employee's development in the workplace. Some reported inaccessibility to training venues and their needs not being catered for.

The researcher would like to conclude that unless PWD are consulted about their training needs, facilitators would remain at fault. Training should be seen

as part of developing the skills of PWD and bringing improvement into service delivery.

5.3.7 Costs As A Barrier

About five of the respondents reported costs as a barrier. The OSDP (2000) Wordsworth (2004:142) and Dube (2005:58) that there are no allocated resources and budget confirm these findings for disability in the workplace.

Therefore costs are often seen as a barrier especially in accommodating PWD and making changes in the buildings.

In conclusion, the findings have confirmed that PWD experience different barriers in relation to their workplace. This indicates that employers are doing very little to make the working environment of PWD more accommodative and conducive. The following discussion would be on main findings about the needs identified:

5.3.8 Need For Recognition

All respondents shouted the need for recognition as PWD. The respondents felt that they should be treated as “humans” before their disability. They need to be recognized on their ‘abilities’ as employees and not on their physical appearance.

This need has come as a result from the stigma and stereotyping towards PWD by able-bodied colleagues and managers. Dube’s findings (2005:55) add that able-bodied employees and managers frequently have a judgemental and rejecting attitude towards PWD.

It can be concluded that society have created a wall between themselves and the PWD. The PWD has been long marginalized and discriminated against. This has therefore resulted in them feeling unrecognized and isolated.

Since the fight to include them in the mainstream, opportunities are developing for them to be employed. However, due to the stigma which is hard to eliminate, they are still not recognized by some employers. This has therefore, led to some of them having to work harder in order to gain approval and recognition.

5.3.9 Need For Empowerment

Employment is seen as one of the measures to empower PWD. Employment would contribute positively in assisting PWD not only to have an income but also to find sense of fulfilment and independence. Most respondents have identified the need for empowerment not only for themselves but for other unemployed PWD. The researcher is of the opinion that empowerment in this instance would mean more career prospects and growth, promotions and more appointments in the management positions for PWD.

5.3.10 Need For Advocacy

Few respondents have identified the need for advocacy within the workplace. The researcher draws conclusion that the need for advocacy may be deriving from the fact that the respondents' needs within the workplace are not been met adequately. The need for advocacy is to fast track the processes of decision-making and to bring about changes in the workplace.

It was through advocacy that PWD are included into the mainstream, that legislations and strategies be developed to address past balances and inequalities. The researcher is of the opinion that advocacy should continue indefinitely until the workplace is an ideal place for PWD.

5.3.11 Need For Reasonable Accommodation

All respondents shared the need for reasonable accommodation. Reasonable accommodation differs from person to person and is usually depended on the type of disability.

Some reasonable accommodation mentioned from the research findings were resting periods, job adjustments and infrastructure restructuring. These are similar to what Naudé (2002:147) and Wordsworth (2004) indicated.

It is imperative to mention that reasonable accommodation should be seen as an essential requirement in eliminating the barriers experienced by PWD to accelerate service delivery and productivity. The consideration of undue hardships in provision of reasonable accommodation should be done in a nature that PWD are taken first into consideration, instead of costs, before employers could make the decision to or not to provide accommodation.

5.4 Recommendations

Based on the above findings the researcher would like to make the following recommendations:

5.4.1 Review Of Recruitment And Selection Procedures.

In order to eliminate or minimize the possibilities of job dissatisfaction, which in the case of findings resulted from job misplacement, the researcher is of the opinion that recruitment and selection procedures from the Human Resources sections should be reviewed.

Departments tend to 'just place' PWD in positions that they feel are suitable according to their perceptions, without even taking into consideration the qualifications acquired by the PWD.

The researcher suggests that Departments develop a proactive recruitment and selection procedures. They can use existing disability agencies which are involved in the placement of PWD. Those agencies have better information regarding the profile of those PWD, their interests, skills and preferred areas of work. This will enhance proper job placement and correct job-skill match.

Again, the Department of Labour has developed a data-base system for registering PWD who received training and are ready for placement. Employers can utilize such information in cases of placement.

In the case of where PWD are already employed, transfer procedures can be considered. After a thorough interview with the PWD, to identify and remedy his/her situation, the employer should consider how it would be possible to transfer the PWD to the relevant post they are qualified for. This should also go hand in hand with provision of training to prepare the PWD for the new post.

5.4.2 Needs Assessment

During the research findings, it came very clear that PWD have different and common needs related to their working environment. Thus, Maslow's theory mentions clearly that when needs are not met one's motivation and ability to perform is affected (Kroontz 1984).

The researcher would recommend that a proper needs assessment of employed PWD needs be conducted, whether it is done individually or in a focus group. It should be taken into consideration that individual needs also differ and what may be a need for one person might not be a need for the other.

The assessment would also enable the PWD to identify barriers as experienced by them and try to address the issue of reasonable accommodation and support that can be provided for the PWD.

The following needs may suffice as highlighted by the DPSA Job Access campaign manual 2006-2010:

- An interpreter for the deaf or with a hearing impairment;
- A reader at work for someone who is blind or has a visual impairment;

- A support worker for someone who needs practical help because of disability; and
- Transport to work for someone who requires transport and cannot use taxis to work (DPSA 2006:21-22).

The researcher would like to add that there should also be an organizational baseline survey to accompany the needs assessment. It would not make sense if only needs assessment is done with PWD, without considering the workplace itself. The baseline survey would assist to identify disabling barriers, environment, and attitudes that exist within the workplace.

In that way PWD will be accommodated based on their needs and the employer would be seen as providing support towards PWD. As a result the employer would develop new strategies to deal with the barriers identified and address the needs of the PWD in the workplace.

5.4.3 Education And Training For Employers, Managers And Staff

It is clear from the previous research findings of Naudé (2002) Wordsworth (2004) and Dube (2005) that there is lot of misinformation and lack of knowledge regarding issues of disability from the employers, managers and other employees' sides.

The recommendations for education and training for them is necessary. This was recommended by the INDS (1997). Truthfully speaking this recommendation was made a long time ago, and it appears that implementation is the problem. However, training should continue, as there are still people who choose to be ignorant. Without information and education attitudes can hardly change.

The researcher is of the opinion that training on disability should be included in every Departments training programme. Education should include amongst others, sensitization and disability sensitivity topics, diversity training,

awareness workshops, training on legislation pertaining to employment of PWD.

Through continuous education attitudes and perceptions towards PWD are likely to change.

5.4.4 Managing Disability As Key Performance Area For Managers

In addition to training for managers, management of disability should be part of the manager's key performance areas in their performance agreements. This will in turn encourage commitment in implementing the Disability legislations. Usually issues of disability are being the responsibility of the HR Manager, who in my opinion, deals with many issues relating to the workplace. Therefore no special priority is given to disability.

The researcher is of the opinion that all managers have a critical role to play in influencing the decision-making processes in relation to disability issues in the workplace. In their capacity, they will be able to support the HR Manager in setting the strategic plan with measurable goals to ensure mainstreaming of PWD in employment.

5.4.5 Development Of Departmental Directive Disability Policies

It was clearly identified that there are no developed Departmental policies that deal directly with disability. Therefore, one of the recommendations would be that the Departments should embark on developing disability policies. The policies would highlight the Departmental stance and commitment towards the disability issues.

There should also be specific policies that deals with issues such as, but not limited to, reasonable accommodations and support services. It is also important to note that there should be a review of existing policies that exclude disability, which Departments should then align to include disability. Some of the polices that can be identified are, but not limited to the following:

Recruitment and Selection, Training, Employee Wellness, Occupational Health and Safety, HIV and AIDS and Performance Management Development policies. It is also imperative to note that PWD should be involved in such policy initiatives, with the aim of promoting inclusion and involvement in the decision-making processes. In addition to development of policies there should be monitoring and evaluation measures regarding the implementation of policies.

5.4.6 Allocation Of Budgets

In order for workplace to be accommodative and conducive for the employed PWD, there should be allocated funds. It was clear from the findings that there is no allocated budget specifically on disability. This was also confirmed by the OSDP (2000:6) budgetary allocations of initiatives that benefit disability are generally inadequate, and are primarily based on the medical model of disability.

Therefore one of the recommendations would be for Departments to have adequate budgets allocated for disability in the workplace. This would avoid problems with provision of reasonable accommodations to enable PWD to do their work.

5.4.7 Appointment Of Disability Focal Persons

The need of advocacy was identified from the findings and one of the recommendations would be an appointment of a disability focal person who will oversee disability issues in the workplace. According to the DPSA (2006:34) that person should be at a senior management level reporting directly to the Head of Department.

The focal person will be able to have time to speak to the employees with physical disabilities, identify their needs and present them to the Head of Department and ensure that those needs are considered and even addressed. In that case the focal person will assist the PWD to develop a

support group, where they could network and share with each other about problems they encounter in the workplace.

Other responsibilities of the focal person would include (but not limited to):

- Develop policies related to disability;
- Implement disability programs;
- Monitor and evaluate the program; and
- Liaise with other stakeholders within the Department to represent PWD.

The argument would be whether such a person should be someone with a disability or an able-bodied person. The feeling usually is PWD should be empowered and appointed at management level and the PWD focal person would be ideal to run the program effectively because she/he also has a disability. Therefore, being part of the group she/he will be able to understand the world of other PWD as she/he might be sharing similar experiences with her/his physically disabled colleagues.

5.4.8 Development Of Performance Management Procedures

One of the recommendations is to develop Performance Management procedures to address the issues of Performance Assessments. Proper Performance Management procedures would ensure that PWD are correctly assessed and according to the service, they deliver. This will also deal with the issues of biases and prejudice when assessing PWD.

Performance Management should include identification of strengths and abilities, instead of weakness and disabilities. In that way the PWD would feel motivated and more eager to achieve.

According to DPSA (2006:33), the Public Service Regulation states that an assessment of the PWD can only be done after reasonable accommodation that is required is in place. This means that the employer cannot conclude that

the PWD cannot deliver, whilst there are still barriers that are impeding him/her from performing.

The researcher is of the opinion that Performance Management Systems should also address the issues of barriers. Both PWD and manager should agree on a performance plan and standards regarding the work. The managers should ensure that existing barriers are removed, and furthermore enough resources are put in place to assist PWD in performing their duties.

Assessments should also be done on an on-going basis rather than once off. This gives both the manager and the PWD an opportunity to discuss and deal with barriers and identify the needs at earlier stage. Both manager and PWD will also be bale to identify needs for further training and career development.

5.4.9 Development Of Information Management Systems

It has been identified that there is a problem in the way information regarding disability is being handled by Human Resources. The PWD who disclose their disability do it for various reasons, one of them being for reasonable accommodation.

It appears that every time they request something they are required to provide information repeatedly. This therefore raises eyebrows about the way information is handled.

One of the recommendations would be that Departments should develop information management systems where they would keep records about the employed PWD. Standards about who should access such information and for what reason should be developed. Such information should be kept confidential to protect the right to privacy for PWD. The MISS (Minimum Information Security Standards) principle should apply in this case. MISS is an official government policy document (approved by Cabinet) dealing with information security. According to MISS, all government institutions that handle sensitive and/or classified material, as 'this will ensure that the national

interests of the Republic are protected', must maintain the security standards set out. It then proceeds to list four categories of classification (restricted, confidential, secret and top secret) that must inform the handling of 'sensitive' information. (McKinley 2003:2). Therefore, disclosure of one's disability can be classified as confidential information. The Code of Good Practice of the Employment Equity Amendment Act, 1998 (Act No. 55 of 1998) also provide guidelines on how to handle such information (refer to pg 52 of the study).

5.5 Conclusion

The employment of PWD has always been a concern in South Africa, since the newly democratic elections. Most concern has been on mainstreaming PWD to the open labour market and many researches have been done on that. The researcher however, deemed it imperative to also find out about how those who are already in the employment experience their workplace.

It has been discovered that even if the PWD have been integrated in the workplace they still experience problems or difficulties. Chapters 2 and 3 of the study has focused on literature study that relates to the employment of PWD. The literature consulted tried to address issues that PWD face within their working environment.

Chapter 4 of the research outlined the empirical part of the study. The research findings have shown that PWD thus experience barriers within their workplace, and as a result job dissatisfaction occurs. The physical and social barriers were identified from the findings. The PWD have highlighted those barriers to their managers and supervisors, and so far nothing was done about them.

The PWD also have identified various needs, the need for recognition, accommodation, empowerment and advocacy which they need their employers to address.

It was clearly identified that there are no proper programmes to manage disability within the workplace. Managers are not clued up on how to deal with issues of disability within the workplace.

Therefore, it is imperative that employers develop strategies on how to address the issues of disability in the workplace and address the needs of PWD within the workplace. Chapter 5 provides recommendations on how the employer can address some of the issues raised by the respondents. PWD, thus, spend most of their time at work, like any other able-bodied person they deserve to work in a barrier-free and conducive workplace/environment.

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Annexure A

Title : The needs and barriers as experienced by employees with physical disabilities in the workplace.

SEMI-STRUCTURED INTERVIEW SCHEDULE

1. General information

1.1 Male/Female

1.2 How old are you?

1.3 How many years have you been employed?

1.4 What is the nature of your physical disability?

2. Job Experience

2.1 What does your job entail? (include job position)

2.2 How do you experience your working environment?

3. Relationships at work

3.1 Tell me about your relationships at work.

4. Legislation and policies

4.1 According to your opinion what role does legislation play with regard to disability in the workplace?

4.2 Tell me about disability policies that are available in your Department to deal with disability.

5 Training and Support

5.1 Tell me about the training your Department provides to PWD.

5.2 Tell me about the support your Department is providing support for PWD.

6. Performance management

6.1 What is your experience in relation to how your performance is measured?

7. General

7.1 Give me your views that you would like to add regarding physical disabilities in the workplace?

Thank you for your participation.

Annexure B



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Annexure B



Office of the Premier

Special Programmes Directorate

Prof. L.S. Terblanche
Department of Social Work and Criminology
University of Pretoria

Date: 21st April 2005

**RE: REQUEST FOR PERMISSION TO PERFORM EMPIRICAL
RESEARCH BY MRS. M.L. MATHAPHUNA STUDENT NO: 23283212**

Dear Prof. Terblanche,

It is a pleasure to inform you that, permission has been granted for Mrs. M.L. Mathaphuna to conduct a research in our Directorate.

Mr. Sithembele Peter is the Deputy Director in the Office on the Status of Disabled Persons (OSDP) within the Directorate. He will assist Mrs. M.L. Mathaphuna with any information required for the research. He can be reached at the following numbers, 082 570 4786 or 018 387 4282.

Thank you for choosing North West to do the research.

Yours sincerely,

Ms Queen Zondo
Director: Special Programmes

Ground Floor, Borekelong House * Private Bag X129 * Mmabatho * 2735 * Republic of South Africa
Tel: +27 (018) 387-4322 * Fax: +27 (018) 387-3913 e mail: llebaka@mwpg.org.za

Annexure C

INFORMED CONSENT FORM

Participant's Name:

Date:

Principal Investigator: **Modiegi Lucricia Mathaphuna**
Institution : **University of Pretoria**

Informed Consent

1. Title of Study: the needs and barriers as experienced by employees with physical disabilities

in the Workplace.

2. Purpose of the Study: The purpose of the study is to explore the working experiences of employees with physical disabilities in the workplace.

3. Procedures: I will be involved in the semi-structured interview, whereby I will respond to the interview schedule. The interview will take approximately 1 to 1 and half hour. The interview schedule will be pilot tested through two respondents who will not form part of the investigations.

4. Risks and Discomforts: There are no known risks and discomforts associated with the project.

5. Benefits: The results of the study will assist my employer to gain better understanding of my world in the workplace. The recommendations made will assist my employer to address barriers identified during the investigation and also to review the disability management programmes based on the findings of the study.

6. Participant's Rights: I may withdraw from participating in the study at any time.

7. Financial Compensation: I understand that there is no financial compensation.

8. Confidentiality: In order to record exactly what I say in the tests, a tape recorder will be used. The tape will be listened to only by the Principal Investigator and authorized members of the research team at the Department of Social Work; University of Pretoria. I understand that the results of the study will be kept confidential unless I ask that they be released. The results of this study may be published in professional journals or presented at professional conferences, but my records or identity will not be revealed unless required by law.

If I have any questions of concerns, I can call **Modiegi Lucricia Mathaphuna** at 083 2188 785 at any time during the day.

I understand my rights as a research subject, and I voluntarily consent to participation in this study, I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

Subject's Signature


DATE

Annexure D

Sunday, July 15, 2007

To Whom It May Concern:

This letter serves to confirm that the attached dissertation submitted by Modiegi Mathaphuna on Wednesday, July 11, 2007, was proofread by the undersigned.



SM GROBLER (ms)
082 593 0041