CHAPTER 6

ATTITUDES AND PERCEPTIONS OF PRACTICE AND PROCEDURES RELATED TO AFFIRMATIVE ACTION (AA) AND EMPLOYMENT EQUITY (EE) IN HIGHER EDUCATION INSTITUTIONS IN KWAZULU-NATAL (KZN): FINDINGS OF THE PRESENT STUDY

6.1   INTRODUCTION

The successful implementation of Affirmative Action/Employment Equity programmes in institutions of Higher Education in South Africa is becoming increasingly vital to redress the plight of the previously disadvantaged academics of colour in the country. The literature on the implementation of Affirmative Action/Employment Equity programmes in six countries was reviewed by the researcher with a view to using their expertise and experiences to make recommendations to the relevant authorities, that would contribute to the successful implementation of Affirmative Action/Employment Equity programmes in Higher Education institutions in South Africa. While studies have been conducted in the aforementioned countries and information is available there, the need for local data to substantiate local needs is imperative. Hence, the reason for conducting the present research.

In attempting to derive an insight into the attitudes towards and perceptions of practices and procedures related to Affirmative Action/Employment Equity in Higher Education this empirical investigation was undertaken with the object of collecting local data and feedback on various aspects of Affirmative Action and Employment Equity. A detailed questionnaire (refer to Appendix 1) and an interview schedule (refer to Appendix 2) were used as vehicles to elicit relevant information.

6.2   CHOICE OF LOCALE

The present survey was conducted among all full-time, permanent academic staff (faculty) at six Higher Education institutions located in the province of Kwa Zulu-Natal (refer to Figure 8), one of the nine provinces of South Africa. As illustrated in Figure 8 these institutions are the University of Zululand (UNIZUL) located in rural Ngoya, the University of Durban-Westville (UDW), the Durban and Pietermaritzburg campuses of the University of Natal (UN), Technikon Natal, M L Sultan Technikon and Mangosuthu Technikon located in the eThekwini Municipality. The Durban Institute of Technology comprising the former Natal Technikon and M L Sultan Technikon now called the Steve Biko Campus and M L Sultan Campus respectively was included in this study. However, for purposes of this research reference will be made to the Natal Technikon and M L Sultan Technikon separately as the distribution and collection of questionnaires and the personal interviews were conducted before the merger took place.

6.3   INSTRUMENTS USED IN THE SURVEY

The instruments used in the survey were:

- a seven-part semi-structured questionnaire prefaced with a covering letter; and,
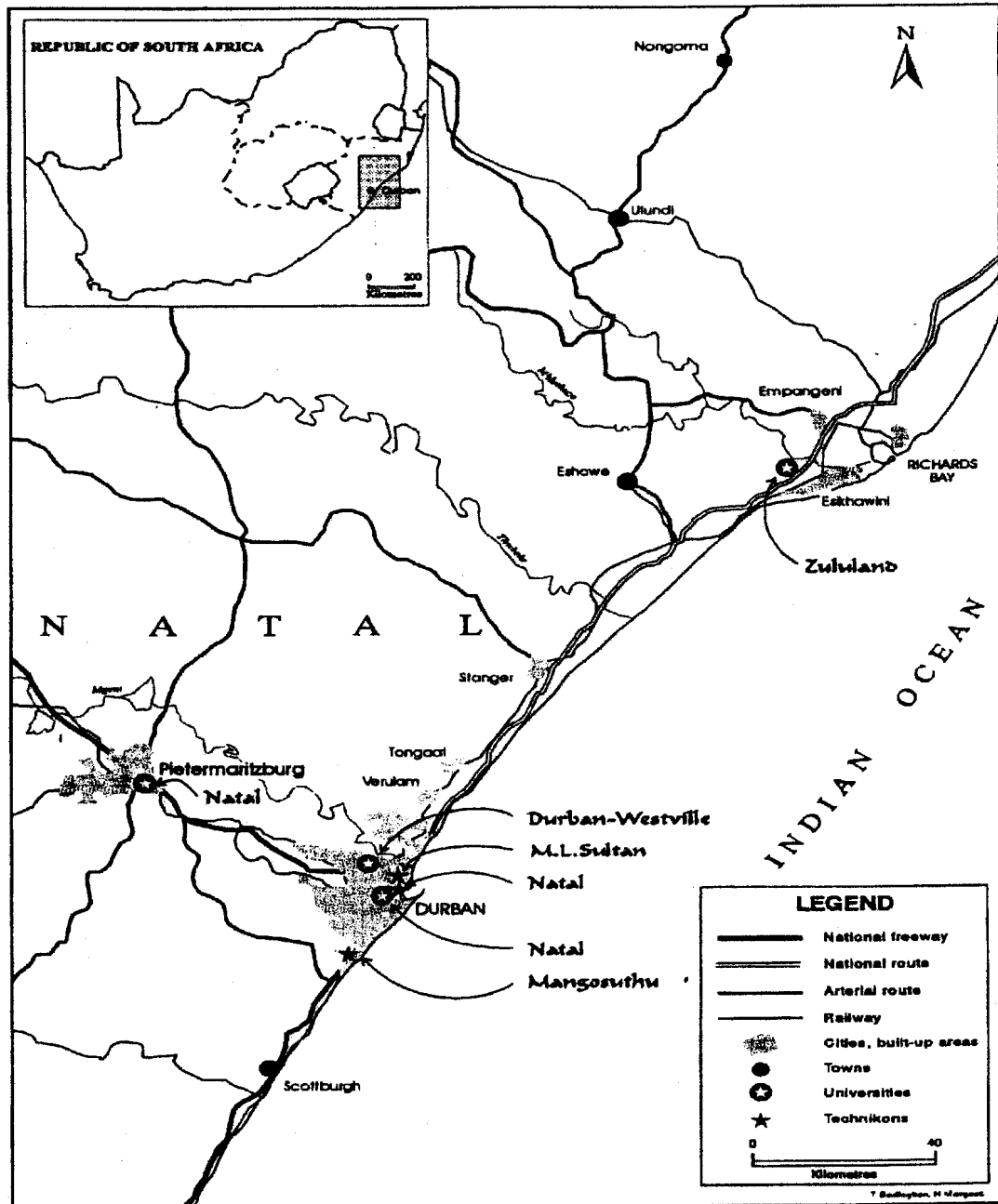
- an in-depth personal interview schedule.

FIGURE 8 : LOCATION OF HIGHER EDUCATION INSTITUTIONS IN KWAZULU-NATAL IN THE PRESENT STUDY (RICP REGIONAL NEWS, 1994 : 6)

6.3.1 Development of the Questionnaire

The questionnaire was designed to assess the attitudes and perceptions of respondents to the practice and procedures of implementing Affirmative Action/ Employment Equity at their respective institutions. The original draft questionnaire was pre-tested in a pilot study at two institutions of Higher Education in KZN : a university and a technikon. As pre-testing is a vital part of questionnaire construction a pilot study was conducted, utilizing three White, three Indian and three African academics from these two institutions. The Coloured academics were not available to participate at the time of the pre-test, hence, their exclusion from the pre-test.

It was evident from the pre-test that the questionnaire was too long as it took approximately twenty four minutes to complete and some respondents candidly pointed out that, had they not known the researcher personally or had the questionnaire been mailed to them, they would not have taken the trouble to complete it. Van Dalen (1966 : 88) contends that a long questionnaire has the following disadvantages:

- it is difficult to hold the respondent's interest and attention; and,
- it may cause reluctance and indifference on the respondent's part to complete the questionnaire.

In view of Van Dalen's recommendation, the criticism of the respondents in the pilot study and consultation with the promoter of the research the questionnaire was reviewed and condensed to accommodate the criticism without affecting the main focus under investigation.

The amended questionnaire was then re-tested in a second pilot study using a new group of eight academics from another institution and two respondents from the previous pilot test. The reason for including the two previous respondents

was to enable a comparison of the two versions. The average time taken to complete the amended questionnaire was fifteen minutes .

Because of the sensitive nature of the responses to the questionnaire respondents expressed fears that they may be victimized by management if they were privy to their responses. To circumvent this fear of victimization the researcher assured them that their responses will be treated confidentially and therefore supplied them with a self-addressed return envelope so that the questionnaires could be returned directly to the researcher. This ensured confidentiality and thus secured the willing co-operation of the respondents.

During the first pilot study some respondents indicated to the researcher that there were terminology and abbreviated terms in the questionnaire that they were not clear about. Therefore, a brief glossary of the abbreviated terms and terminology were included with the questionnaire to clarify these concepts for the respondents.

In order to encourage the respondents to answer the questions and to do so as accurately as possible the following precautions were taken in the construction of the questionnaire:

- special attention was given to constructing the questions in unambiguous terms;
- double-barrelled and leading questions were avoided;
- the questionnaire began with non-threatening questions to motivate responses; and,
- the questions were varied to avoid monotony.

In keeping with Van Dalen's (1966 : 85-86) other recommendations special attention was paid to ensure that the questionnaire satisfied two important objectives:

- to focus on the aims of the research; and,
- to elicit accurate information on the topic being surveyed.

6.3.2 Structure of the Questionnaire

The questionnaire is semi-structured and divided into sections A to G. The content validation of the questionnaire is explained in the introduction to the analysis of the respective questions. Section A required personal and biographical information (questions 1-4) that are essential for meaningful interpretation of findings. The researcher was mindful of the fact that the responses could, perhaps, vary according to the biographical details of the respondents.

Section B focused on the respondents' knowledge, understanding and perception of the basic principles/concepts related to Affirmative Action and Employment Equity (questions 5 –6.8). A combination of open-ended and Likert-type questions were used to elicit agreement/disagreement responses.

Section C tested how well informed the academic staff (faculty) were about the Employment Equity Act and the Affirmative Action/Employment Equity policy at their respective institutions (questions 7-8.1). Direct-response and Likert-type questions were employed.

In Section D Likert-type questions probed the extent of satisfaction/ dissatisfaction of the respondents with the success, communication and the manner in which Affirmative Action/Employment Equity is implemented at their respective institutions. This consisted of a set of four questions (questions 9.1-9.4)

Section E focused on provisions made by the respective institutions to ensure the success of Affirmative Action/Employment Equity policies and procedures (questions 10.1-12) at their institutions. The questions included a mixture of open-ended and direct-response type. The qualitative method with open-ended questions was used here and elsewhere in the questionnaire to **"... render rich and descriptive data that is otherwise neglected in a purely quantitative endeavour"** (Luyt and Foster, 2001 : 1).

Section F, comprising a set of fifteen questions, tapped the feelings of the respondents about institutional issues with regard to the implementation of Affirmative Action/Employment Equity, which from the review of the literature, appear to be particularly contentious. Likert-type questions (13.1 - 13.5) were employed to assess agreement/disagreement of respondents.

Section G comprised a set of ten questions (questions 14.1-15) to identify the constraints, barriers and challenges facing Employment Equity at the respective institutions. The questions consisted of a mixture of open-ended and Likert-type questions.

The plan rendered the questionnaire an effective instrument to obtain information on current practices and procedures and the attitudes and perceptions of respondents to Affirmative Action/Employment Equity at their institutions. It also afforded respondents the opportunity to express without inhibition their gut feelings about Affirmative Action/Employment Equity. This was enhanced by the fact that they were protected by complete anonymity.

6.3.3 The Personal Interview

The personal interview was conducted with the respondents at their respective institutions approximately two weeks after the questionnaires were collected. This gave the researcher time to review the responses and determine what needed clarification or deeper analysis. The interview with each respondent was

of one hour duration and was conducted at a time that was convenient to them. The personal interview was conducted for the following reasons :

- it served to supplement the findings of the quantitative survey ;
- it afforded the researcher an opportunity to gain clarity on ambiguous answers in the questionnaire;
- the interviewer was able to observe the non-verbal behaviour of the respondents that helped to assess the validity of the interviewees' answers; and,
- it assisted the researcher to gain a better understanding of the respondents' attitudes and perceptions of Affirmative Action/Employment Equity.

An interview schedule (refer to Appendix 2) was used as a guide to ensure that the same questions were explored with all the respondents. Questions were kept as open–ended as possible to encourage spontaneous answers. Respondents were encouraged to communicate their responses freely. Data from the interviews were analysed using the qualitative technique of noting themes and patterns and clustering as proposed by Miles and Huberman (1984:10-15)

6.3.4 Covering Letter

A covering letter (refer to Appendix 1) was attached to each questionnaire with the following information:

- permission granted by the institution to conduct the research;
- aims, objectives and importance of the study;
- an appeal for co-operation in completing the questionnaire within a week of despatch;
- assured confidentiality of the responses;

- researcher's contact details, should the respondents have any queries;
- procedure for enclosing questionnaires and sealing them in envelopes provided; and,
- the return of completed questionnaires to the registry at their respective institutions.

The above information was also circulated via the internal e-mail at four of the six institutions. The other two institutions refused the use of this media.

6.4 SAMPLING PROCEDURE

6.4.1 Selection of Institutions

All six Higher Education institutions in Kwa Zulu-Natal were selected to form the sampling frame, namely universities and technikons that were referred to as Historically Advantaged Institutions and Historically Disadvantaged Institutions. These are located in urban , semi-urban and rural areas. A probability sampling technique was used. Hence, the data are representative of the types of Higher Education institutions in the Republic of South Africa.

6.4.2 Selection of Respondents

To ensure that the simple random sample was representative of the broad spectrum of the academic staff at the chosen six Higher Education institutions all full-time, permanent line/middle management and instructional staff were identified to participate in this research. The data for all full-time permanent staff was obtained through the Human Resources Department of the respective institutions. The sample was not controlled for gender, race or qualification but was selected instead according to category of employment (rank) and declared permanency.

6.5 CONTROL OF QUESTIONNAIRES – DESPATCH AND RETURN

Prior to despatching the questionnaires the total number of permanent full-time academic staff at the respective institutions was obtained from the Human Resources Managers. A directory of staff at the respective institutions with their contact telephone numbers, etc., was also obtained. Further, the Heads of the respective Departments were addressed personally and, where this was not possible, either the Head of Department or the secretary of the department was contacted by telephone and informed about the despatch and collection procedures. They were also informed that permission was granted by their respective institutions to conduct the survey. This was done to win their willing co-operation.

The required number of questionnaires with the corresponding number of self-addressed envelopes bearing the name and address of the researcher was despatched in a packet to the Heads of Departments via the registry at the respective institutions. Another covering letter addressed to those who were required to distribute the questionnaires was attached to the packet (Refer to Appendix 5). This letter, apart from reiterating the appeal for co-operation, also contained a grid for monitoring despatch and return of the questionnaires from the respective departments. The personnel at the registry were also informed about the procedure of despatch and return of the questionnaires. To avoid the questionnaires being mislaid a special box was set aside for the collection of these questionnaires at the respective institutions. To ensure that the respondents received the questionnaires the researcher contacted the respective Heads of Departments and/or secretaries of these departments to ascertain whether they had received them and also to answer any queries on despatch and return of questionnaires.

From time to time the Heads of Departments or the person/s entrusted with the task of distribution of the questionnaires were reminded by telephone about

the due date. Where respondents did not receive the questionnaires a second packet was despatched to them.

The respondents enclosed the completed questionnaires in sealed envelopes and left them at the registry as instructed. This process helped to confirm anonomity. The researcher collected the questionnaires personally from the registry.

The total number of questionnaires despatched was 2 322 and the total number received was 1 464 (63%).

6.6 LIMITATIONS OF THE STUDY

The following are the limitations of the study:

- It does not deal with the physically challenged or Disabled which is beyond the scope of this study. This group had also been previously disadvantaged in South Africa and forms part of the designated group in the Employment Equity Act No. 55 of 1998.

- Although Higher Education institutions in Kwa Zulu-Natal are representative of those in South Africa in general, they may have their own peculiarities despite being located in the same province.

- It deals with only the permanent academic staff at Higher Education institutions and does not include other staff because this was considered beyond the scope of the study.

- A large percentage of the questions in the questionnaire was on self-assessment. However, the researcher attempted to verify certain responses through personal interviews.

6.7 CONTROL PRECAUTION

In order to extract as frank and truthful answers as possible addressed envelopes were supplied to the respondents to ensure confidentiality. Further, because of the sensitive nature of the study, names of respondents or their institutions were not required on the questionnaire or during the interview. The covering letters (Refer to Appendix 1 and Appendix 5), also assured the respondents that confidentiality will be strictly maintained.

6. 8 ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

Each questionnaire was meticulously scrutinized to ensure that it was completed fully before capturing the data on the computer. Incomplete questionnaires, of which there were eighteen, were disregarded. In the analysis of data a combined qualitative and quantitative approach was used, the one supplementing the other.

The Statistical Package for Social Sciences (SPSS) Computer Programme, Version 9, was used to capture and analyse the data. The analysis included the use of both descriptive and inferential statistics. Cronbach's Alpha coefficient was computed to determine the degree of internal consistency and reliability. The Cronbach's Alpha value of 0,7435 for responses of members of the designated group, 0,7219 for the non-designated group and 0,7318 for the entire sample was obtained. This indicated a high degree of internal consistency.

Descriptive statistics were used to calculate Means and Standard Deviations of responses for certain questions while Frequencies and Percentages were used to calculate others. The following inferential statistics were used: Chi-Square Tests, T-Tests and Anova Tests. Cross-tabulation and Chi-Square Tests were used to determine significance of difference between the responses of the

designated and non-designated groups. The level of satisfaction of respondents with the way AA/EE was implemented at the institutions was calculated using T-Tests and Analysis of Variance (Anova).

Table 1 : Distribution of sample according to biographical details

Position/Rank	Gender		Race				Group Type (EEA)		Race and Gender				Institutional Type		Race and Institutional Type				Qualification	
									Designated group		Non-designated				Designated group		Non-designated			
	Male	Female	African	Indian	Coloured	White	Designated group (African, Indian, Coloured)	Non-designated group(White)	African, Indian, Coloured Male	African, Indian, Coloured Female	White Male	White Female	HBI	HWI	African, Indian, Coloured in HBI	African, Indian, Coloured in HWI	Whites in HBI	Whites in HWI	Masters & below	PhD
Management																				
Dean	2,2%	0,3%	0,5%	0,8%	0,0%	1,1%	1,4%	1,1%	1,1%	0,3%	1,1%	0,0%	1,1%	1,4%	0,8%	0,5%	0,3%	0,8%	1,1%	1,4%
HoD	13,9%	9,0%	2,5%	4,9%	0,0%	15,5%	7,4%	15,6%	4,1%	3,3%	9,8%	5,7%	8,5%	14,5%	4,6%	2,7%	3,8%	11,7%	13,1%	9,8%
Academic																				
Senior lecturer or Director	23,5%	10,9%	3,6%	7,4%	0,5%	23,0%	11,5%	23,0%	7,1%	4,4%	16,4%	6,6%	13,1%	21,3%	8,2%	3,3%	4,9%	18,%	19,9%	14,5%
Lecturer or Associate lecturer	20,8%	19,4%	10,9%	8,7%	1,9%	18,6%	21,6%	18,6%	12,0%	9,6%	8,7%	9,8%	16,1%	24,0%	11,5%	10,1%	4,6%	13,9%	37,2%	3,0%
Total	60,4%	39,6%	17,5%	21,8%	2,4%	58,2%	41,9%	58,3%	24,3%	17,6%	36,0%	22,1%	38,8%	61,2%	25,1%	16,6%	13,6%	44,4%	71,3%	28,7%

6.8.1 BIOGRAPHICAL DETAILS OF RESPONDENTS

The data in Table 1 reveal the spread of respondents with regard to position/rank, gender, race, institutional type, race and gender, race and institutional type, personnel categories and designated and non-designated groups. Evident in Table 1 is the representativeness of the sample of all ranks, ranging from Associate Lecturer to Dean as is generally found in institutions of Higher Education in South Africa. Line management staff (which in this study includes Deans and Heads of Departments) comprise 25,4% of the respondents. Academic staff in the Senior Lecturer category comprise 34,4%. The majority (40,2%) of the respondents are from the lower ranks of Associate Lecturer/Lecturer. In total the instructional staff which comprise the majority of the respondents (74,6%), i.e., including the Senior lecturers reflects the position of staff which is generally the trend in all institutions of Higher Education in South Africa.

The broad representation of respondents across the classification level of rank for KZN is indicative of the trend in Higher Education institutions in South Africa as a whole. Lending support to this finding, Cooper and Subotsky (2001 : 227-228) found that university and technikon staff headcounts by rank for 1999 revealed that 28% of the academic staff occupied Senior Lecturer positions and 43% occupied the positions of Lecturer and below.

The sample comprises 58,2% Whites, 21,8% Indians, 17,5% Africans and 2,4% Coloureds. The approximate proportion of professional staff at institutions of Higher Education in South Africa as a whole for 1999 was 77% Whites, 19% Africans, 3% Indians and 1% Coloureds (Subotsky, 2001:24). In the present survey while the percentage of Whites, Africans and Coloureds conform in rank order to the national statistics there is an unusually high percentage of Indians (21,8%) in KZN in comparison with the national average of 3%. The high percentage of Indian academics in KZN can be attributed to the fact that the

greatest concentration of Indians in South Africa is in KZN. Another reason for the high percentage of Indian representation in this study, is that the two Higher Education institutions, M L Sultan Technikon and the University of Durban-Westville, established exclusively for Indians in the country in terms of the apartheid laws, are both located in KZN.

The gender representation in the sample in KZN was 39,6% female and 60,4% male. The sample in this regard is also representative of the national average which in 1999 was 36% women at Universities and 38% at Technikons (Subotsky 2001:36-37). Women academics from the designated group comprised 17,6% and those from the non-designated group 22,1%. Male academics from the designated group (Africans, Indians and Coloureds) according to the Employment Equity Act No. 55 of 1998, on the other hand, comprised 24,3% while those from the non-designated group comprised 36%. This makes the sample valid and reliable in that there is a fair representation of both male and female academics from both the designated and the non-designated groups in comparison with the national average.

The representation of respondents from the designated group in the present study is 41,9%, while that of the non-designated group (Whites) is 58,1%. Subotsky (2001 : 24), in his study of the statistical profile of staff Equity in Higher Education institutions in South Africa, found that the non-designated group (Whites) comprised 77% of the total population of academics in South Africa, whilst the designated group comprised 23%. In the present study the higher percentage of respondents from the designated group (41,9%) in comparison with the national average (23%) is probably due to the fact that four out of the six Higher Education institutions in KwaZulu-Natal (KZN) are Historically Black. Further, according to the apartheid legislation of the past Black lecturers could only be employed in Black Higher Education institutions. Nevertheless the designated-non-designated divide indicates a fair representation in the sample of academics from both groups in terms of the national average making the sample valid and reliable.

The sample also reveals that the representation of academics from the HBIs is 38,8% and those from HWIs 61,2%. Further the respondents from the designated group at Historically White Institutions (HWIs) is 16,6% and those from the non-designated is 44,4%. At Historically Black Institutions (HBIs) the designated group comprises 25,1% while the non-designated group comprises 13,6%. This sample characteristic is also, to a large extent, representative of the national average and offers a fair representation which, once again, makes it valid and reliable.

The biographical details of the academic staff in the sample (Table 1) in general match the finding by Subotsky (2001 : 36), that the Higher Education workforce in South Africa is highly stratified by race and gender. Thus, the sample in the present study is, by and large, representative of trends in the province of KZN and is also representative of the Black/White and gender divide in South Africa. This makes the sample frame significant, reliable and valid.

6.8.2 ACADEMIC STAFF PERCEPTIONS OF THE PRINCIPLES/CONCEPTS RELATED TO AFFIRMATIVE ACTION(AA)/EMPLOYMENT EQUITY(EE)

A knowledge of the principles/concepts related to Affirmative Action and Employment Equity among academics is vital for the planning and implementation of programmes for the previously disadvantaged. Such knowledge is also essential for 'buy in' of the spirit of Affirmative Action/ Employment Equity by stakeholders especially from the academic sector. This will invariably contribute to its success, given the claim of the USCCR from the experiences in the USA that good-faith efforts and Affirmative Action plans that lack the support of the White male employees have been found to be generally unsuccessful (USCCR,1981 : 49).

Much of the controversy about Affirmative Action results from a misunderstanding of the concept (Fleming *et al.*,1978:4; Human, 1991:15; Shubane, 1995:3). Questions 5 - 6.8 were, therefore, introduced to establish to what extent academics in KZN have a knowledge and understanding of the principles/concepts related to Affirmative Action and Employment Equity. A further reason for this query was motivated by the claim of Nell and van Staden (1988 :19) that the principles and methods of Affirmative Action were not well-known to South Africans. They also claimed that **"...this ignorance readily becomes rejection"** (Nell and van Staden, 1988 : 19). Therefore, this enquiry is crucial.

6.8.2.1   **Composition of the 'Designated Group' in Affirmative Action/ Employment Equity Programmes**

In question 5 which was an open-ended question respondents were asked ' Which race/s and/or others should comprise the designated group?' Their responses were grouped into seven categories as illustrated in Figures 9,10, & 11. For convenience in interpretation of data percentage responses were rounded off to the nearest whole number in the study.

FIGURE 9 :   ILLUSTRATING THE RESPONSES OF THE TOTAL SAMPLE TO THE COMPOSITION OF THE 'DESIGNATED GROUP'
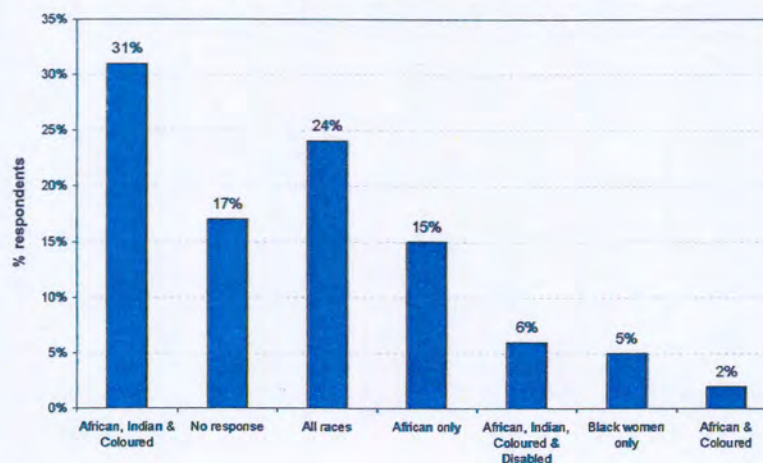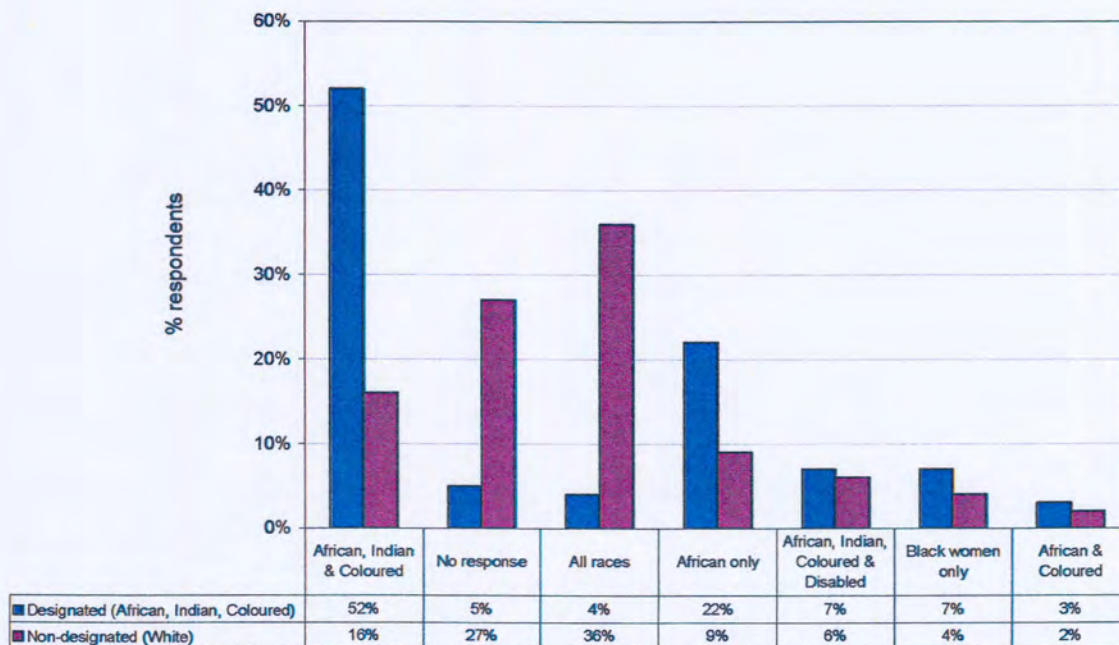
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Figure 9 above reveals that the majority (31%) of the total sample indicated that Africans, Coloureds and Indians should comprise the designated group in Affirmative Action/Employment Equity programmes at South African institutions of Higher Education. This response satisfies to a large extent the requirements of the Employment Equity Act No. 55 of 1998. This was followed by 24% of the respondents who felt that all races should be included in the designated group. This calls for further in-depth analysis.

FIGURE 10 : **ILLUSTRATING RESPONSES OF DESIGNATED AND NON-DESIGNATED GROUPS TO THE COMPOSITION OF THE 'DESIGNATED GROUP'**

	African, Indian & Coloured	No response	All races	African only	African, Indian, Coloured & Disabled	Black women only	African & Coloured
Designated (African, Indian, Coloured)	52%	5%	4%	22%	7%	7%	3%
Non-designated (White)	16%	27%	36%	9%	6%	4%	2%

Hence, the Chi-Square test was used to test the level of difference in the responses of the designated group and the non-designated group concerning which race and/or others should comprise the 'designated group' in Affirmative Action /Employment Equity programmes (refer to Figure 10). The following

result was obtained : x^2 = 67,86; df = 6; p< 0,05 which indicates a significant difference in the responses between the two groups. The majority of the respondents from the designated group (52%) opted for Africans, Coloureds and Indians to be included in the 'designated group' while a small minority (16 %) from the non- designated (White academics) offered the same response. The response of the designated group is more or less in line with the definition of 'designated group' as set out in the Employment Equity Act No. 55 of 1998, while that of the non-designated group is significantly different. The rationale for this response is, perhaps, Africans, Coloureds and Indians felt that since they were unfairly disadvantaged in the past they should be the beneficiaries of Affirmative Action/Employment Equity programmes to rectify these injustices.

FIGURE 11   ILLUSTRATING THE RESPONSES OF THE DIFFERENT RACIAL GROUPS TO THE COMPOSITION OF THE `DESIGNATED GROUP'

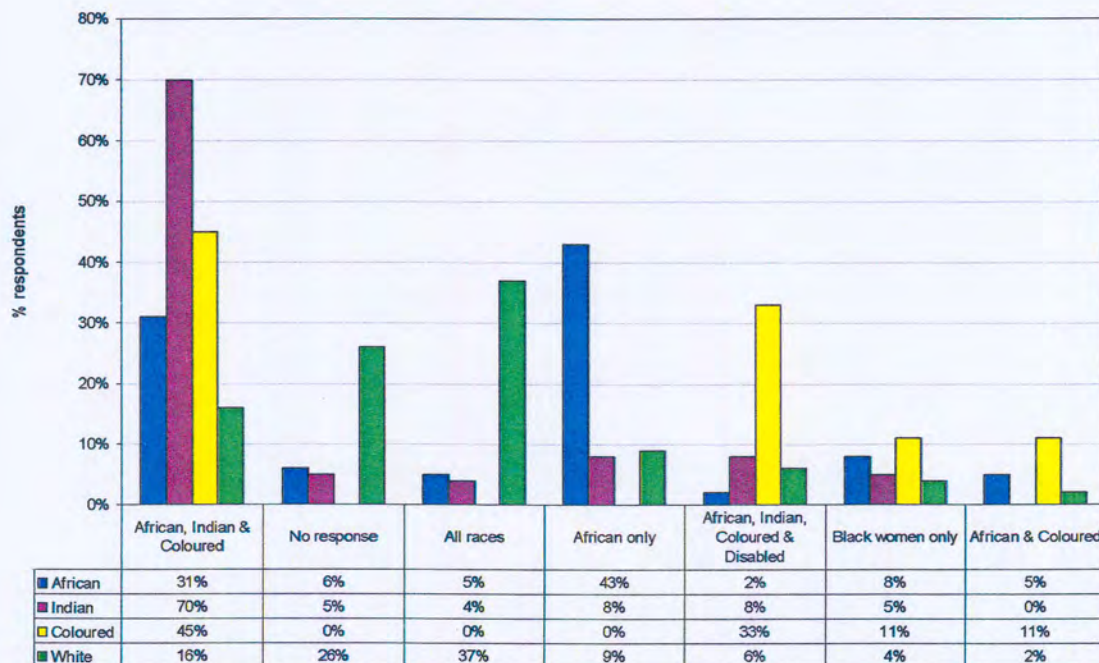|	African, Indian & Coloured	No response	All races	African only	African, Indian, Coloured & Disabled	Black women only	African & Coloured
African	31%	6%	5%	43%	2%	8%	5%
Indian	70%	5%	4%	8%	8%	5%	0%
Coloured	45%	0%	0%	0%	33%	11%	11%
White	16%	26%	37%	9%	6%	4%	2%

Figure 11 which illustrates the responses in terms of specific race groups indicates that the majority of Indian academics (70%) opted for the definition presented by the Employment Equity Act. They argue that they were also

disadvantaged and marginalized in the past and, therefore, should be included in this category which will give consideration to their plight. The following remark made by an Indian female academic during the personal interview bears testimony to this :

> **"During the apartheid era we were discriminated against because we were not White enough...Today we are not Black enough."**

This is consistent with trends internationally that allege that people intentionally organize themselves in order to qualify as beneficiaries once preferences/goals are established. For example, a very similar response prevailed in India where the Other Backward Classes sought to include themselves as beneficiaries of Reservation (Affirmative Action), a status that Thompson (1993 : 36) described as one that was **"heavily prized"** by the previously disadvantaged.

Interestingly the data also reveals that 26% of respondents from the non-designated group declined to respond to the question despite the fact that those who should comprise the 'designated group' is spelt out clearly in the Employment Equity Act No. 55 of 1998 and indirectly in the glossary of terms enclosed with the questionnaire. The probable reasons for this may be that :

- some members of the academic staff genuinely did not know who should comprise the designated group. However, what lies in contradiction to the assumption is the fact that 71% of the respondents indicated that they were moderately to well informed about the Employment Equity Act in Question 7 (refer to Figure 26);

- the respondents felt that there was no need for the concept 'designated group' to be introduced and were against preference being given to any such group on the basis of race or gender. In this regard the following comments were made in the questionnaire and during personal interviews by some of the respondents:

> **"I do not agree that there should be a designated group. AA/EE should be limited to all deserving candidates."**
> (White male Head of Department employed at a Historically White Institution(HWI)

> **" There should not be a designated group."**
> (White male Senior Lecturer employed at a Historically Black Institution (HBI).

> **"I would prefer that it [the designated group] was based on merit irrespective of race or gender ."**
> (White female lecturer employed at HWI)

- they objected to the use of racial descriptors in the new democracy with the following comments:

> **" I have a problem in our perpetuating racial labels and grouping in the hope of achieving EE."**
> (White female Head of Department employed at HWI)

> **"None! The definition of a designated group requires the re-introduction of a system of race relations - such a system in my view is thoroughly odious."**
> (White male Senior Lecturer employed at HWI)

Worthy of note is that only 6% of the total sample (Refer to Figure 9) included the Disabled and 5% included women specifically in their concept of the 'designated' group. A fuller discussion on the Disabled is beyond the scope of this study. However, what stands out is that the knowledge of the Employment Equity Act among the majority is open to question for, as illustrated in this case, more than 90% of the respondents excluded the Disabled in their proposed concept of the 'designated group' although it is categorically spelt out in the Employment Equity Act.

The data in Figure 10 also reveals that more than a third (36%) of the non-designated group claimed that the 'designated group' should include all race groups. In addition, some of the respondents answered 'none' while others answered 'South African' which implies that all races should be included. For the purpose of analysis these responses were placed in the 'all races' category. The following were some of the responses:

"None anymore."
(White female lecturer employed at HWI)

"Nil- Think it does cover all."
(White female lecturer employed at HWI)

"None. There should be no AA or EE."
(Indian male Dean employed at HBI)

"All race groups proportionately."
(White female Head of Department employed at HBI)

"None. The best person should get the job , irrespective of race or religion, etc."

(White female Dean employed at HWI)

There were yet others who requested the inclusion of the 'innocent White males' who, they believe, were not involved in the discriminatory behaviour of Whites in the past. In this regard the following comment on who should be included in the 'designated group' was extracted from the questionnaire:

"Indians, Coloureds, Africans, White South Africans who were not of voting age during the apartheid rule."

(White male Lecturer employed at HWI)

During the personal interview, an African academic from an HBI claimed that, while these young White adults did not participate in the abuses of the past they still enjoyed the spoils of their parents' past actions such as good education, etc. On the other hand people of colour, during the apartheid regime which their White parents supported, were subject to poverty, poor education, psychological, emotional and financial burdens, especially in the townships and, therefore, their children are struggling to extricate themselves from the oppression their parents experienced.

If the 'no responses' illustrated in Figure 10 (27%) are interpreted to mean disagreeing with any particular race group being identified as members of the 'designated group' and combined with 'all or no races' responses (36%) an interesting finding emerges. It suggests that an overwhelming majority (63%) of respondents from the non-designated group (White academics) were reluctant to accept Africans, Coloureds and Indians to be the only beneficiaries of Affirmative Action/Employment Equity programmes.

Another interesting finding, illustrated in Figure 10, is that the second largest percentage of respondents (22%) from the designated group opted for only Africans to be included in the 'designated group'. Viewing the same scenario in terms of individual racial group responses (refer Figure 11), the majority (43%) of Africans wanted only Africans as against 31% who opted for Indians and Coloureds to be included with them. This suggests that African academics feel that greater preference should be given to them with regard to Affirmative Action/Employment Equity programmes rather than being cast together with Indians and Coloureds in the 'designated group'. From the interview data it was evident that Africans feel that they were more severely disadvantaged than Indians and Coloureds during the apartheid era and, therefore, only they should be the beneficiaries of the Affirmative Action/Employment Equity programmes. The following comment by a Black female lecturer at a Historically Indian institution of Higher Education reinforces this perception:

" Primary , Secondary and Tertiary education for us Africans was of a lower standard than that of Indians and Coloureds let alone Whites...We also had much inferior resources."

As indicated in Figure 11 Coloureds (0,0%) and Indians (8)% do not support the view that only Africans should be the sole members of the 'designated group'

In summary, therefore, it is evident that :

- the majority of respondents perceive Africans, Coloureds and Indians as legitimately comprising the 'designated group' for Affirmative Action/Employment Equity programmes in institutions

of Higher Education. Indian academics supported this proposal to the greatest extent;

- the majority of respondents from the non-designated group (White academics) are reluctant to accept Africans, Indians and Coloureds as the only beneficiaries of Affirmative Action/Employment Equity. They contend that Affirmative Action/Employment Equity programmes should cater for all races and oppose the use of racial descriptors as criteria for membership to the 'designated group'. Naidoo *et al.* (2001 : 50) observed the same reason for resistance to Affirmative Action/ Employment Equity in their study of thirty one Higher Education institutions in South Africa; and,

- while a large percentage of the African academics agreed with the proposal to include Indians and Coloureds with them as members of the 'designated group', a significant majority of them perceive themselves as being more deserving and, therefore, only they should be included in the 'designated group'.

Contrary to the view of the White academics in the study, Nell and van Staden (1988 : 19) view the use of racial descriptors as important for redressing previous racial inequities. They believe that :

> **"Redressing racial inequities in a society requires free use of racial labels; polite avoidance of such labels in scientific inquiry or academic debate is not neutral, but tacitly supportive of the status quo."**

This polite academic behaviour which is typified by staying out of politics and avoiding racial descriptors can be construed as a way of evading personal accountability for failure to engage with the moral demands made by the South African society.

Regarding the criticism that race is a morally irrelevant characteristic in a democratic society, proponents of Affirmative Action/Employment Equity in the literature argue that this very characteristic had been made morally relevant and was used as the main criterion for discrimination in South African Higher Education in the past. They argue that to eliminate such discrimination it is necessary to consider one's race because it was the very factor that was responsible for discrimination in the first place. As indicated in the literature review, among others, three judges from abroad, viz.,Blackmun(1978:ace-webset.nche.edu/bookstore/ descriptions/making_the_case/critics/counter.html), Vierdag cited by Ronalds (1988 : 15) and Powell (1978 : 324) ruled in favour of race as one of the considerations for the implementation of Affirmative Action. Powell ruled that, in engaging Affirmative Action, race may be considered when necessary to eliminate what the Court referred to as manifest racial or gender imbalances. Given the aforementioned analysis the findings in this research would provide a major challenge for South African institutions of Higher Education and also a useful area for further research.

6.8.2.2   Affirmative Action and Reverse Discrimination

Reverse discrimination is often viewed as being synonymous with Affirmative Action and has consequently given Affirmative Action/Employment Equity a negative connotation. Many South Africans high-mindedly reject Affirmative Action as a new kind of racial discrimination (Nell and van Staden, 1988:19). What they are perhaps not aware of is that, if correctly applied, Affirmative Action is a value-

governed and morally principled way of redressing social wrongs. However, little or no empirical evidence is available locally to support the view that Affirmative Action is regarded as reverse discrimination by academics at institutions of Higher Education in South Africa. Question 6.1 required respondents to state their level of agreement/disagreement with whether they perceived Affirmative Action as a form of reverse discrimination. The responses of those from the designated and non-designated groups are illustrated in Figure 12 below:
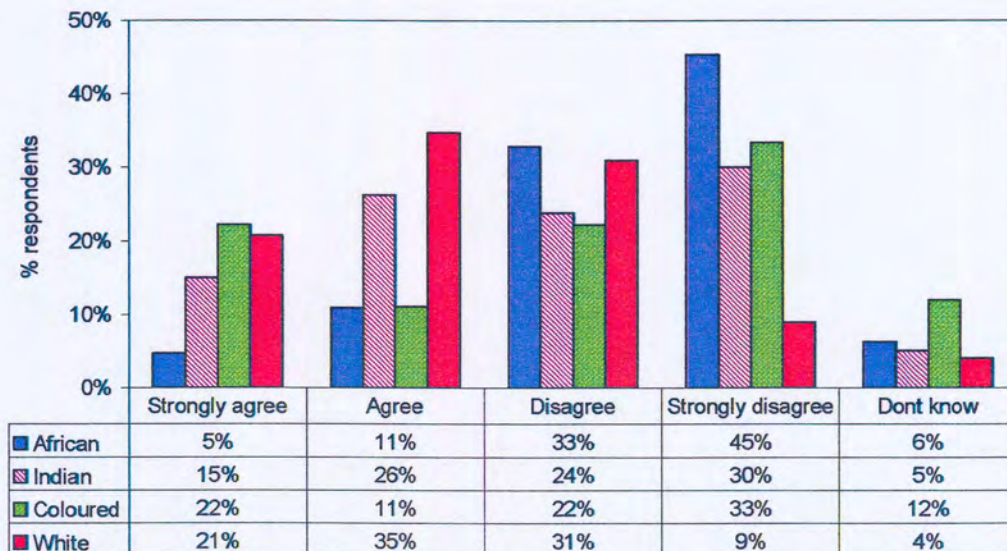
FIGURE 12 : ILLUSTRATING ACADEMIC STAFF RESPONSE TO WHETHER AFFIRMATIVE ACTION IS PERCEIVED AS REVERSE DISCRIMINATION
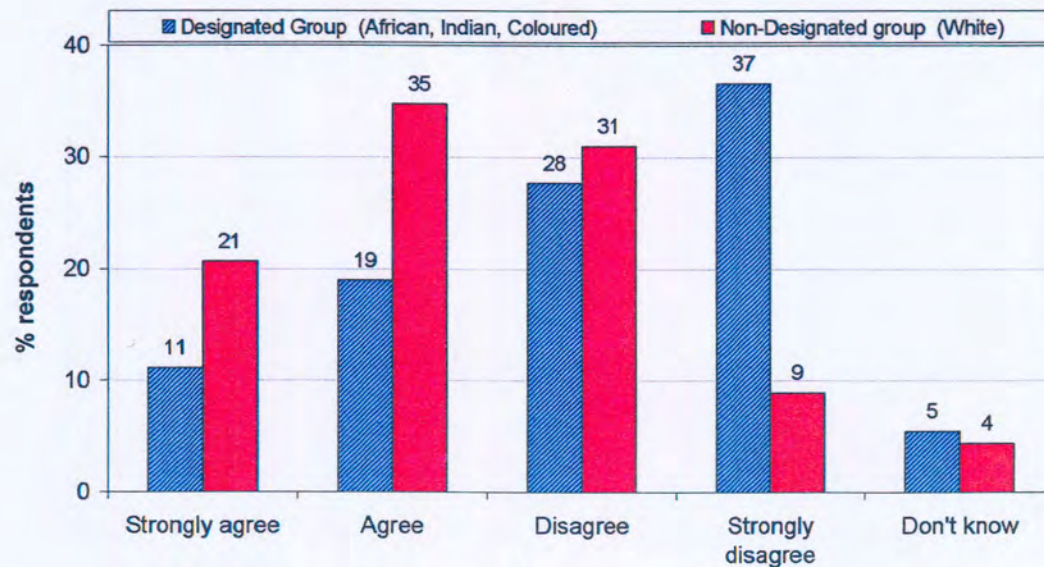
A comparison of the responses of the designated group and the non-designated group shows that there is a significant difference (x^2 = 23,378; df = 2; p < 0,05). The majority (56%) of the respondents from the non-designated group agreed/strongly agreed that Affirmative Action is a form of reverse discrimination. Naidoo *et al.* (2001: 50), in a national survey of Higher Education institutions in South Africa, made a similar

finding where it was argued that the principle of Affirmative Action perpetuates racial classification and amounts to racism in reverse. This view is consistent with the findings in the USA where, in the initial years of Affirmative Action implementation, it was challenged as a form of reverse discrimination by academics. Benokraitis and Feagin (1978 : 51) maintain that this was due to a large extent to the lack of understanding of the concept.

FIGURE 13 : ILLUSTRATING THE RESPONSES OF THE VARIOUS RACIAL GROUPS TO WHETHER AFFIRMATIVE ACTION IS PERCEIVED AS REVERSE DISCRIMINATION

	Strongly agree	Agree	Disagree	Strongly disagree	Dont know
African	5%	11%	33%	45%	6%
Indian	15%	26%	24%	30%	5%
Coloured	22%	11%	22%	33%	12%
White	21%	35%	31%	9%	4%

On the other hand the majority (65%) of the respondents from the designated group disagreed/strongly disagreed with this perception. This is expected given that they are classified as beneficiaries of Affirmative Action/Employment Equity and have more to gain from it being not regarded as reverse discrimination. Given this argument it is surprising that 30% of the designated group agreed. On further in-depth analysis (refer to Figure 13) it was noted that of the thirty percent that agreed a

large percentage of the responses came from Indian (41%) and Coloured (33%) academics. During the personal interviews some Indian and Coloured academics articulated that they are being side-lined in Affirmative Action/Employment Equity programmes in so far as recruitment and promotion were concerned.

What is significant is that the majority of respondents from the non-designated group perceived Affirmation Action as a form of reverse discrimination. This has major implications for attaining Employment Equity in Higher Education in South Africa, given that 77% of the academics in Higher Education are from the non-designated group and most of them holding decision-making and managerial posts (Subotsky, 2001 : 24).

## 6.8.2.3   Affirmative Action and Tokenism

Some of the practices with regard to recruitment and promotion of persons of colour are allegedly undertaken under the guise of Affirmative Action merely to create a better staff profile or for socio-political expediency rather than a genuine attempt to transform the human resources practices at institutions. In such instances members of the disadvantaged group are given token positions which have little or no important functions within the institution or they are deliberately recruited or promoted to positions that are beyond their level of competence so that Affirmative Action fails. Much of such practices arise from a failure to understand the principles of Affirmative Action. In this regard Nell and van Staden (1988:19) maintain that many South Africans reject Affirmative Action on the basis that it is a form of tokenism. However, little or no empirical data is available to justify this claim among academics in Higher Education. The responses are indicated in Figures 14 and 15.

FIGURE 14: ILLUSTRATING RESPONSES OF THE TOTAL SAMPLE TO WHETHER AFFIRMATIVE ACTION IS PERCEIVED AS TOKENISM
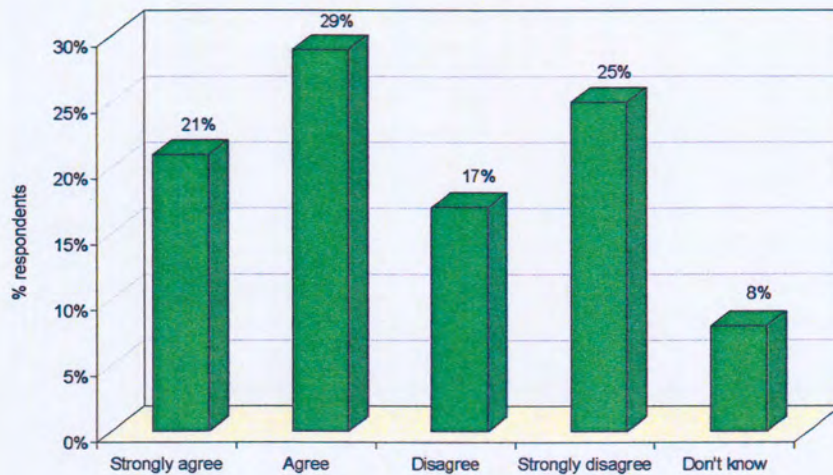
The majority of the total sample agreed/strongly agreed (50%) that Affirmative Action and tokenism are the same. Forty two percent disagreed/strongly disagreed with this view.

FIGURE 15: ILLUSTRATING RESPONSES OF DESIGNATED AND NON-DESIGNATED GROUPS TO WHETHER AFFIRMATIVE ACTION IS PERCEIVED AS TOKENISM
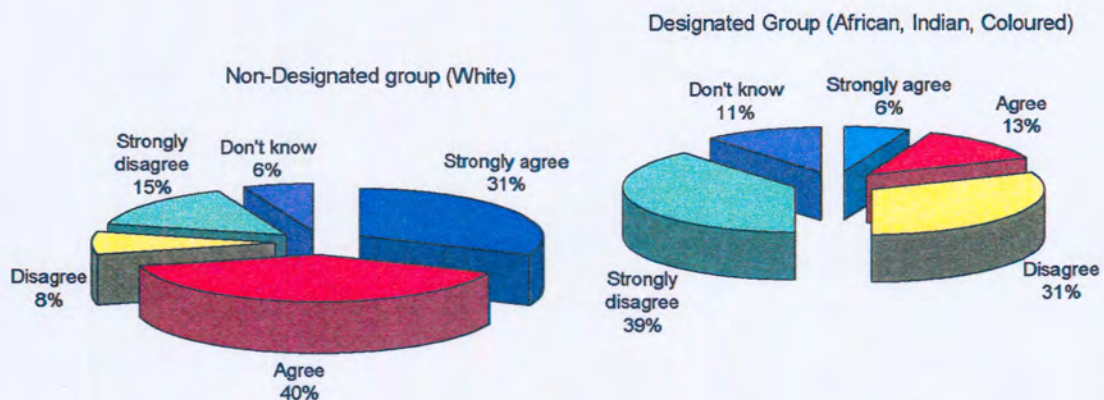
On further in-depth analysis the Chi-Square Test result (X^2=31,6 ; df=4; p> 0,05) based on the responses in Figure 15 revealed that a significant difference between the responses of the designated group and the non-

designated group regarding their perceptions of Affirmative Action as being tokenism with a majority (70%) of the designated group disagreeing/strongly disagreeing with this view and the majority of the non-designated group (71%) agreeing. The responses of the designated group is consistent with the general consensus of proponents in the literature abroad and with the views of Sarakinsky (1993 :7) and Maphai (1992 : 7) locally.

The responses of the total sample of which the non-designated group formed the majority support the claim of Nell and van Staden mentioned earlier. It is also consistent with the views of Innes (1993 (a) :15), Human (1991 :16) and Ramphele (1994 : 12) whose generalisation about tokenism being often misconstrued as a form of Affirmation Action was based on their studies predominantly in the private sector.

The perception of the majority that Affirmative Action subscribes to tokenism, again suggests that they do not understand the basic principles that underline Affirmative Action, the proponents of which frown against token appointments. If this is true it has severe repercussions for Higher Education in that the literature is replete with evidence that token appointments result in inefficiency and drop in standards (Sarakinsky, 1993 : 7; Innes, 1993(a) : 15, Ramphele, 1994 : 12) among others.

6.8.2.4   Affirmative Action and Entitlement

Entitlement is yet another concept associated with Affirmative Action by its opponents in an attempt to discredit it. In terms of entitlement an individual is appointed merely on the basis of the fact that he/she belongs to the designated group which is considered as the main factor entitling him/her to the job and not because of his/her ability and potential to succeed in the job. The literature reveals that such practice has led to the failure of the so-called Affirmative Action beneficiaries at their jobs.

Figure 16 below reveals the responses of those from the designated and non-designated groups related to their perception of entitlement as a form of Affirmative Action.

FIGURE 16: ILLUSTRATING RESPONSES TO WHETHER AFFIRMATIVE ACTION IS PERCEIVED AS A FORM OF ENTITLEMENT
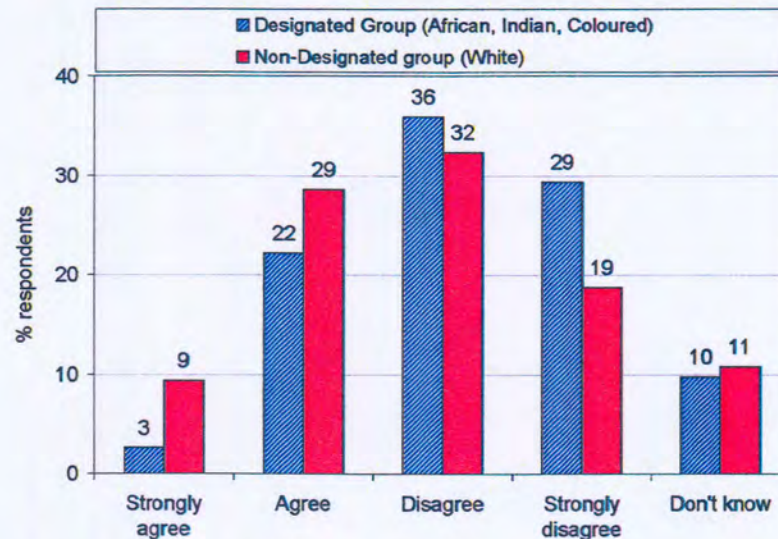

As indicated in Figure 16 the majority of both the designated group (65 %) and the non-designated group (51%) disagree/strongly disagree that Affirmative Action is a form of entitlement for the previously disadvantaged. This finding is consistent with the view of the Carnegie Council on Policy Studies in Higher Education in the USA (1975 :1-2) which categorically declared that Affirmative Action **"does not mean entitlement to proportionate representation"** and also dispels Sowell's (1990 :123-124) claim that this **"sense of entitlement ... independent of skills or performance ... has long been an accompaniment of preferential policies".** The value of such a perception by academics in institutions of Higher Education in South Africa is that it is a positive signal that academics will refrain from such practices or object to such practices being implemented under the guise of Affirmative Action. Also given the finding that entitlement is not perceived to be associated with Affirmative Action/ Employment Equity supporters of it will ensure that quality individuals from the designated group will be recruited because of their

ability and potential rather than merely because of their skin colour or because they fall into the designated group.

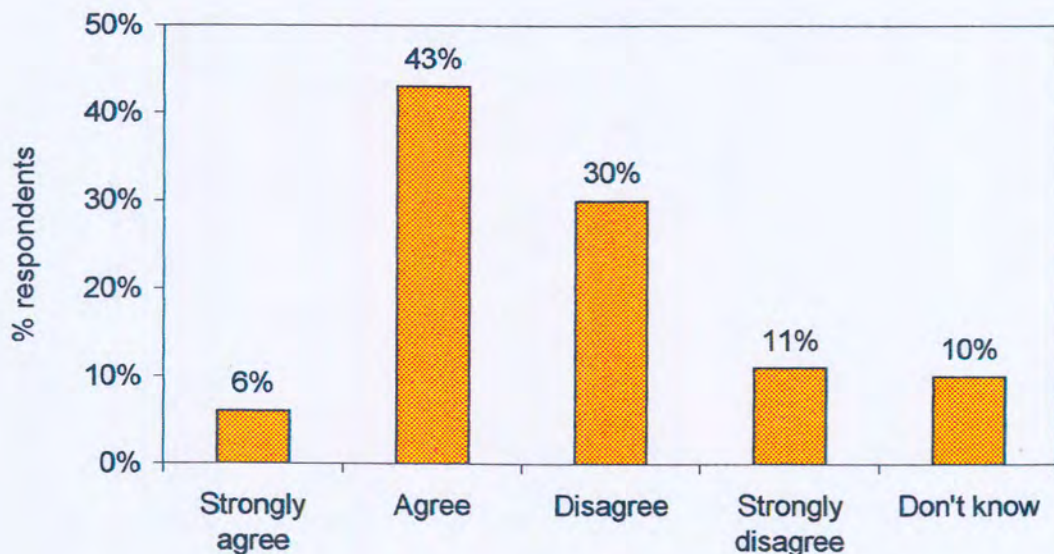**6.8.2.5** **Equality of Opportunity vs Equity in the Context of Affirmative Action/ Employment Equity**

The principle of equality of opportunity is the central tenet of Affirmative Action/Employment Equity and is viewed as a crucial mechanism to overcome inequalities experienced by those who were discriminated against in the past. However, the experiences in the various countries reviewed reveal that prohibition of discrimination by merely introducing a policy of formal equality of opportunity on its own is a necessary condition but not a sufficient one to remedy the profound social effects of past discrimination. Given this background respondents were asked whether they perceived Equity and equality of opportunity as meaning the same in the context of Affirmative Action and Employment Equity. Figures 17 and 18 show the responses of the academic staff

FIGURE 17 : ILLUSTRATING RESPONSES TO WHETHER EQUALITY OF OPPORTUNITY AND EQUITY ARE PERCEIVED AS THE SAME IN THE CONTEXT OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY
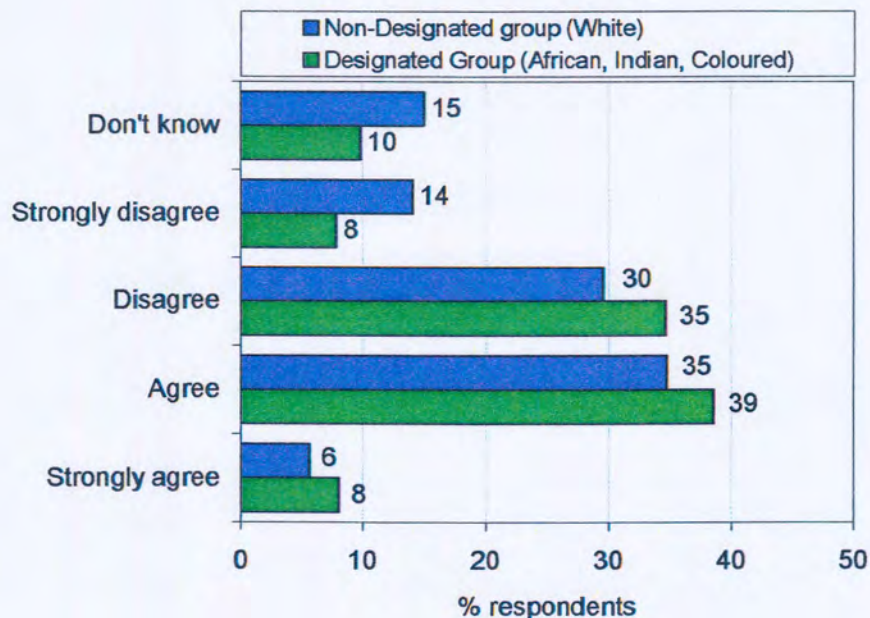
The Chi-Square test was used to analyse the data illustrated in Figure 17.The responses of the designated group compared with that of the non-designated group indicate that there is no significant difference (x^2 = 3,654; df =2; p < 0,05) in their perception of equality of opportunity and Equity. The majority (44%)of the respondents from the non-designated group disagreed/strongly disagreed and 41% agreed/strongly agreed that equality of opportunity and Equity mean the same in the context of Affirmative Action/Employment Equity. In the case of the designated group the majority 47% agreed/strongly agreed and 43% disagreed/ strongly disagreed. What is also significant is that fifteen percent of the respondents from the non-designated group and ten percent from the designated group indicated that they did not know the difference between equality of opportunity and Equity.

FIGURE 18 :   **ILLUSTRATING RESPONSES OF MANAGEMENT STAFF TO WHETHER EQUALITY OF OPPORTUNITY AND EQUITY MEAN THE SAME IN THE CONTEXT OF AFFIRMATIVE ACTION/ EMPLOYMENT EQUITY**

If the percentage of respondents agreeing that equality of opportunity and Equity mean the same in the context of Affirmative Action/Employment Equity is interpreted as that percentage of respondents who do not know the difference between the concepts, then combining these responses with the responses of those who indicated that they do not know the difference, reveals that more than half of the respondents from the non-designated (56%) and designated group (58%) are unaware of the crucial difference between Equity and equality of opportunity that is so important to the successful implementation of Affirmative Action/Employment Equity. What makes the situation even more precarious is that almost half of the managers in the study (49%) believed that the concepts Equity and equality of opportunity mean the same and in addition approximately 10% of them did not know the difference at all (refer to Figure 18).

This has serious implication for the acceptance and, more importantly, the implementation of Affirmative Action/Employment Equity programmes at institutions of Higher Education because it is on the concept Equity (complex equality) that Affirmative Action and Employment Equity are 'parasitic'. The implications are that managers as well as others with supervisory duties will be comfortable applying the same rules and practices to all academics equally under the guise of equality of opportunity in a society already ridden with discriminatory legacies. This is contrary to the view of the plethora of research in this field which overwhelmingly supports the application of the principle of Equity as against formal equality of opportunity for all in order to expedite Employment Equity for those who were previously disadvantaged (Van Dyke, 1990 : 22; Singh, 1996 : 55-56; Subotsky, 1998 (a) : 3; Burton, 1997 : 180-181; Young, 1990 : 26; Ramphele, 1994 : 8 and Cunningham, 1999 : 2). Cunningham (1999 : 2), referring to The Mandal Commission in India succinctly encapsulates the view of supporters in the

literature in the following words:

> **"People who start their lives at a disadvantage rarely benefit significantly from equality of opportunity ... Equality of opportunity is an asocial principle, because it ignores the many invisible and cumulative hindrances in the way of the disadvantaged ."**
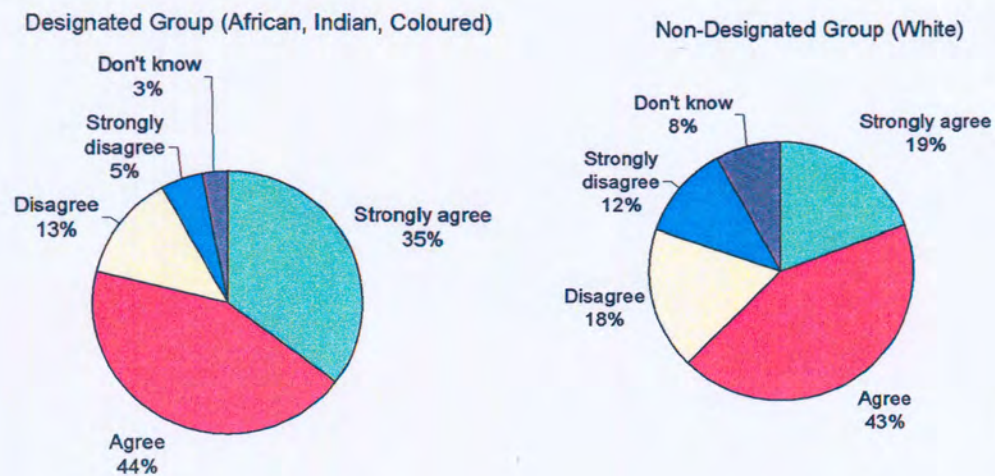
For it to be a sufficient condition true, real or substantive equality of opportunity (termed Equity in the literature) must be employed so that additional enabling conditions (special measures, opportunities and institutional practices) are provided to help overcome the many visible, invisible and cumulative hindrances, obstacles and barriers that confront the already disadvantaged. Therefore, understanding the crucial difference between Equity and formal equality of opportunity and implementing the principles of Equity, especially in South Africa, are essential for the successful implementation of Affirmative Action/ Employment Equity.

This lack of understanding of the essential difference between Equity and equality of opportunity will have an adverse effect on the previously disadvantaged academics if formal equality of opportunity is applied to all uniformly. Although the new South African Constitution's guarantee of equal opportunity is a significant one, by itself it would be little more than a symbolic gesture in that indirect discrimination would still occur even though the rules and practices may appear neutral. By this is meant that the rules and practices might appear fair in form and intention but would be discriminatory in impact and outcome. This would not be reasonable under the circumstances in South African Higher Education institutions given its legacy of apartheid. Affirmative Action/Employment Equity in South African institutions of Higher Education cannot be neutral; it is a response to a system that is not neutral.

6.8.2.6   Affirmative   Action/Employment   Equity   and   'Degrees   of Disadvantage'

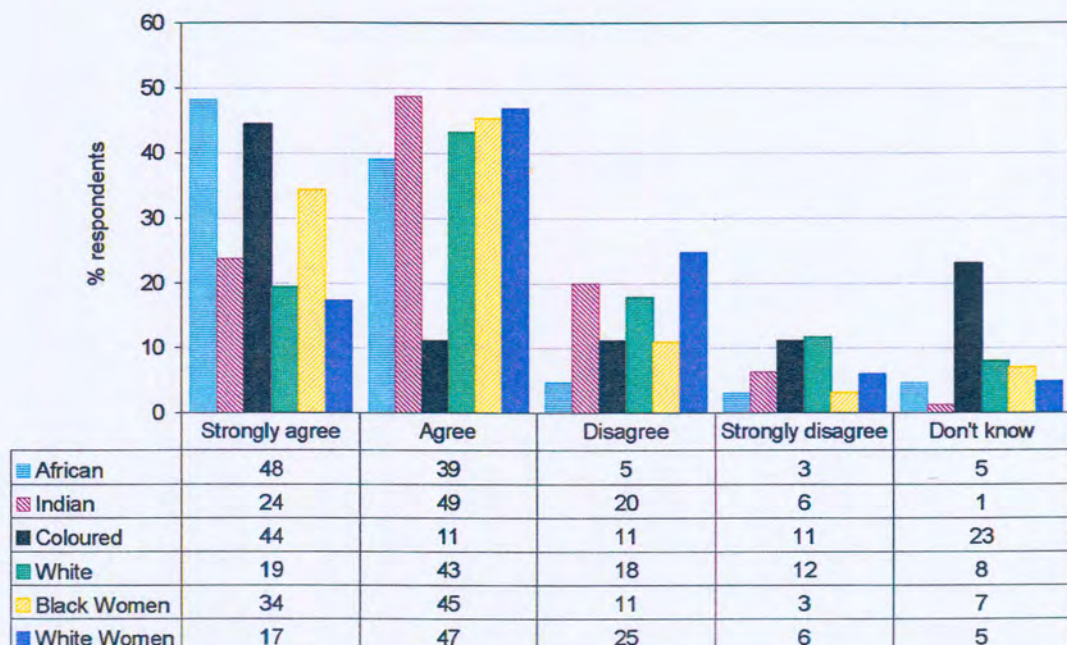The responses to the question on 'degrees of disadvantage' are indicated in Figures 19 and 20.

FIGURE 19 :   ILLUSTRATING RESPONSES OF DESIGNATED AND NON-DESIGNATED GROUPS TO WHETHER 'DEGREES OF DISADVANTAGE' SHOULD BE CONSIDERED IN AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS

Designated Group (African, Indian, Coloured)

Don't know 3%
Strongly disagree 5%
Disagree 13%
Strongly agree 35%
Agree 44%

Non-Designated Group (White)

Don't know 8%
Strongly disagree 12%
Strongly agree 19%
Disagree 18%
Agree 43%

The analysis of the data in Figure 19 reveals that the majority of the respondents in the designated group (79%) and non-designated group (62%) contend that 'degrees of disadvantage' should be taken into account when identifying Affirmative Action/Employment Equity beneficiaries. The results of the Chi-Square test reveal that there is a significant difference in the responses of the designated group compared to the non-designated group (x^2 =9,931; df =2; p< 0,05) with 17% more respondents from the designated group agreeing.

This indicates that there is overwhelming support that 'degrees of disadvantage' should be considered for Affirmative Action/Employment Equity programmes in Higher Education. According to the CHET Report (1999 : 12) this is the answer often sought in Higher Education workshops.

FIGURE 20 :   **ILLUSTRATING RESPONSES OF THE DIFFERENT RACE GROUPS AND WOMEN TO WHETHER 'DEGREES OF DISADVANTAGE' SHOULD BE CONSIDERED IN AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS**

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
African	48	39	5	3	5
Indian	24	49	20	6	1
Coloured	44	11	11	11	23
White	19	43	18	12	8
Black Women	34	45	11	3	7
White Women	17	47	25	6	5

Evident in the data in Figure 20 is that the African race group felt the strongest (87%) about 'degrees of disadvantage' being considered in Affirmative Action/Employment Equity programmes in Higher Education. The reason for this response as elicited during the personal interviews is that Africans in general are considered to have suffered more severely socially, economically, politically and educationally than Indians and Coloureds under apartheid rule. With regard to education, in particular, Africans had a more under-resourced and poor education. Also very few

African academics were appointed at Higher Education institutions although, in many cases, the institutions were only for Africans. Therefore, in view of the severe disadvantages experienced by Africans in the past and the lingering effects that continue to persist, many Africans feel that they should be given greater preference in Affirmative Action/Employment Equity programmes over Indians and Coloureds.

Also evident in Figure 20 is the greater support for consideration of 'degrees of disadvantage' as a criteria in Affirmative Action/Employment Equity programmes by Black women (79%) over White women (62%). What emerged during the personal interview is that Black women felt that they should be given preference over and above men and White women. The rationale for this assertion is that the injustices levelled against Black women in the past were of greater magnitude than that inflicted on others in South Africa as they were subjected to the 'double indignity' of race and gender discrimination. This view is also supported in the literature, *inter alia,* by Mjoli (1990 : 19-20), and Moore and Wagstaff (1974 : 92).

6.8.2.7 Affirmative Action/Employment Equity Efforts based on Potential to Succeed and not Academic Merit alone

Critics of Affirmative Action claim that it violates the merit system. Proponents of Affirmative Action, on the other hand, assert that the traditional criteria are culturally biased and should, therefore, be reviewed to cater for the changing circumstances at institutions of Higher Education in South Africa. They claim that this criteria is often not totally relevant to the actual performance or efficiency required in the job and that the overemphasis on academic merit, such as advanced degrees, which Blacks were denied in the past, is often used to exclude women and Blacks from certain positions of privilege and power at Higher Education institutions. Therefore, those characteristics that directly impact on job performance should be identified rather than academic qualifications only. This would enable members from the 'designated group' who have the

ability and potential to succeed but do not possess high qualifications to qualify for appointment at institutions of Higher Education. Given the aforementioned item 6.6 was included in the questionnaire to gauge the perceptions and attitudes of academics towards basing Affirmative Action/Employment Equity efforts on potential to succeed as well rather than academic merit alone. The responses of the academic staff are indicated in Figure 21 below :

FIGURE 21 :   ILLUSTRATING RESPONSES TO BASING AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS ON POTENTIAL TO SUCCEED AND NOT ON ACADEMIC MERIT ALONE
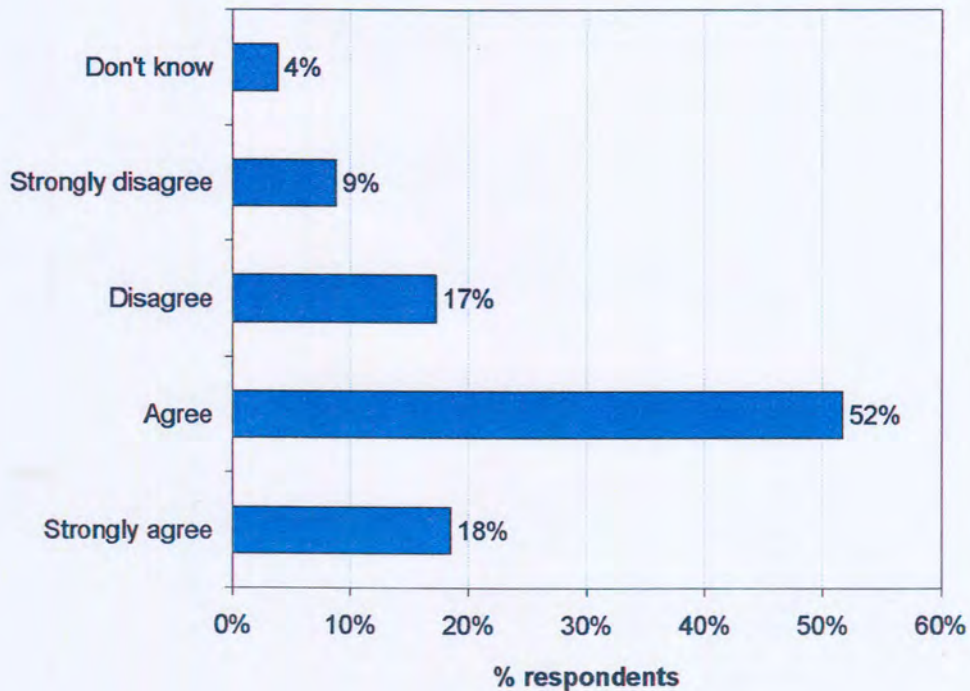
The data in Figure 21 reveal that the majority (70%) of the total sample agree/strongly agree that Affirmative Action/Employment Equity efforts should be based on the potential to succeed as well and not only on academic merit. The Chi-Square Test result (=4,975; df=2; p > o,05) shows that there is no significant difference in the responses between the designated and non-designated groups towards basing Affirmative Action/Employment Equity efforts on the potential to succeed as well

rather than on academic merit alone. Both the designated group (76%) and the non-designated group (66%) agreed with this viewpoint. This finding is supported in the literature, *inter alia,* by Ezorsky (1991 : 88) and Praeger (1986 : 32).

This augurs well for the implementation of Affirmative Action/Employment Equity programmes in Higher Education institutions. It suggests that there is a willingness on the part of academicians to redefine or reconceptualise the criteria for hiring to accommodate the previously disadvantaged Blacks and women in institutions of Higher Education. Hence, Affirmative Action and Employment Equity, by introducing measures to over-ride the traditional criteria for appointment, enshrine rather than displace the merit principle. By agreeing that appointments should not be made on the basis of academic qualifications alone removes its past exclusionary racial impact thereby making way for a larger number of the previously disadvantaged Blacks and women to be included in the pool of applicants.

Traditional criteria for hiring generally limited the supply pool to White males who were part of the 'old boy' network. The reconceptualising of appointment criteria seeks to correct this exclusionary practice by increasing the supply pool to include Blacks and women to compete for jobs. Affirmative Action/Employment Equity, therefore, does not violate the merit system. Instead it provides an opportunity for more qualified candidates from the previously disadvantaged group to compete for jobs.

6.8.2.8   **Affirmative Action/Employment Equity and Rigid Quotas**

The literature on the subject reveals that quotas imply a rigid, inflexible, mandatory requirement of institutions of Higher Education to appoint fixed numbers of academics from the designated group onto their staff irrespective of whether they are adequately qualified for the respective positions or not. Question 6.7 in the questionnaire was introduced to test

the perceptions and attitudes of the academic staff towards the issue of rigid quotas as a mechanism for the appointment of persons from the designated group. The data on the responses to the above question are indicated in Figures 22, 23 and 24.

FIGURE 22 : **ILLUSTRATING RESPONSES OF THE TOTAL ACADEMIC STAFF TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY APPOINTMENTS BASED ON RIGID QUOTAS**
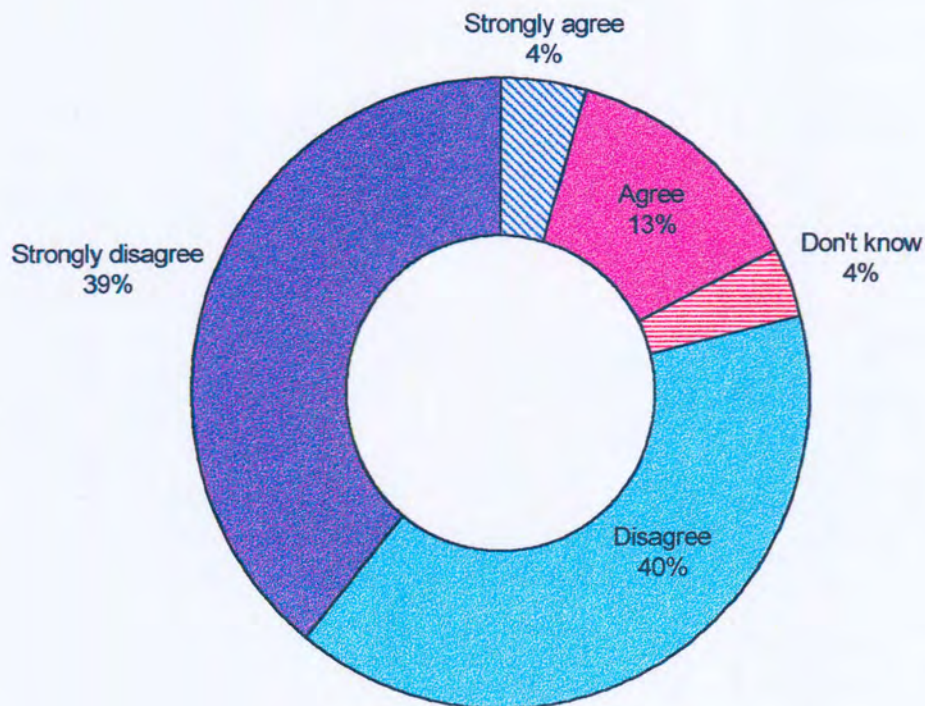
According to Figure 22 an overwhelming majority (79%) of the total sample disagreed/ strongly disagreed with the use of rigid quotas as a means of ensuring the appointment of persons from the designated group. A relatively small minority of 17% agreed that rigid quotas should be adopted. Notable also is the finding that a large majority of the management staff (84%), who are usually responsible (with others) for setting targets/goals related to Affirmative Action/Employment Equity programmes, also disagreed with the use of rigid quotas.

FIGURE 23 :   **ILLUSTRATING THE RESPONSES OF THE DESIGNATED AND NON-DESIGNATED GROUPS TO THE USE OF RIGID QUOTAS IN AFFIRMATIVE ACTION/EMPLOYMENT EQUITY APPOINTMENTS**
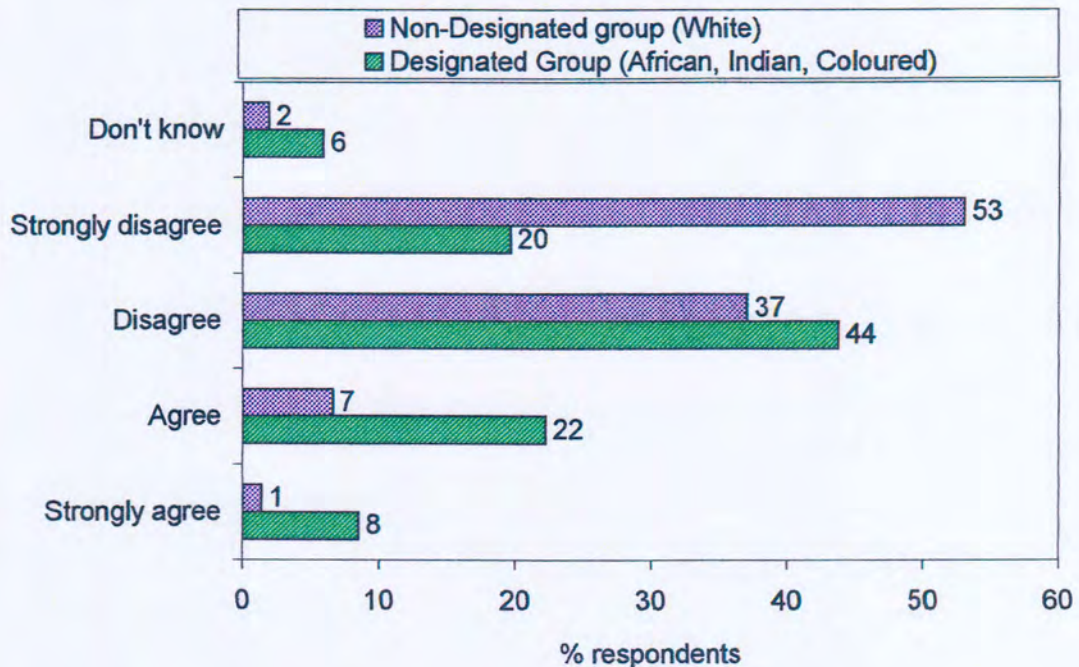
The Chi-Square test applied to the responses of the designated and non-designated groups (refer to figure 23) reveals a significant difference in the responses between both groups. (x^2 = 35,410; df = 2; p< 0,05) with regard to the adoption of rigid quotas in Affirmative Action/ Employment Equity appointments. The majority of the respondents from the non-designated group (90%) and the designated group (64%) opposed the use of quotas. This is supported in the literature by a host of critics from abroad, viz., Bunzel (1972(a) : 8), Rachels (1993 : 217), Fleming *et al.* (1978 : 86), Pottinger (1972(a) : 29) and Fullinwider (1980: 162). In addition, this view is also supported locally by Ramphele (1994: 28), Innes (1993(a) : 12), Maphai (1992 : 7), Human (1991 : 16) and Sachs (1993(a) : 141).

FIGURE 24 :   **ILLUSTRATING THE RESPONSES OF THE DIFFERENT RACIAL GROUPS TO THE USE OF QUOTAS IN AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS**

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
White	4%	13%	40%	39%	4%
African	13%	27%	41%	9%	10%
Indian	5%	20%	49%	24%	2%
Coloured	11%	11%	22%	56%	0%
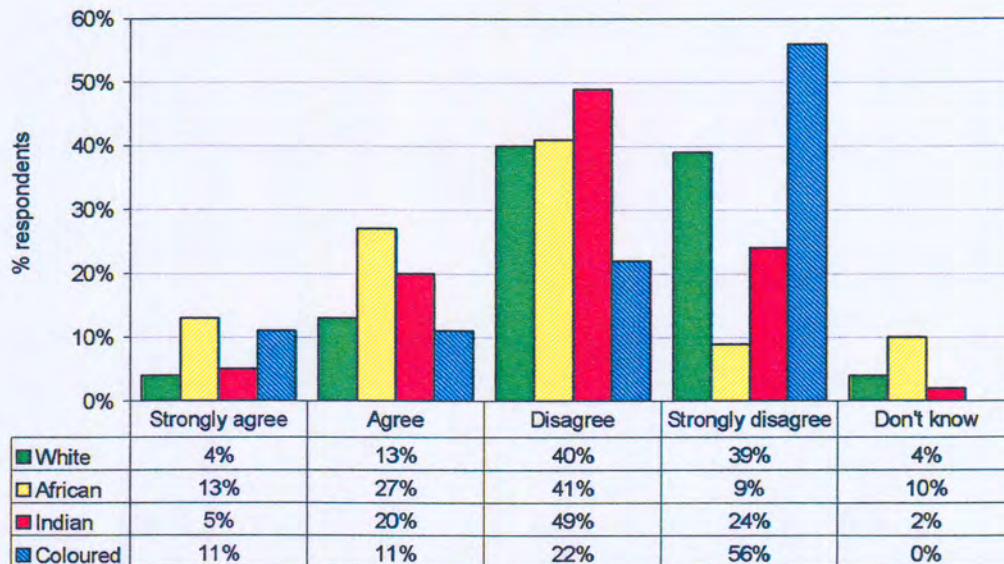
Q6.7

According to the data in Figure 23 almost a third of the respondents from the designated group (30%) agreed that a rigid quota system is the only means of ensuring the appointment of persons from the designated group. The data in Figure 24 indicates that the majority (40%) from the designated group who agreed were African academics. This view may be attributed to the limited and slow change in the African staff profile of Higher Education institutions over the last few years, as described by Subotsky (2001 : 37). During the personal interviews some African academics stated in strong terms that mandatory rigid quotas need to be introduced to speed up the process. One African female academic from HWI said :

> " the process of Employment Equity is moving at a snail's pace ... it is taking too long ... I think we should kick-start the process with compulsory quotas and when there is visible progress we can revert to setting targets for the future."

In this regard it must be noted that the countries that adopted rigid quotas (reviewed in Chapter 4) were most unsuccessful in realizing the objective of redressing past inequities. However, there was support against the use of quotas, both in the survey and in the personal interviews. Nevertheless, cognisance must be taken of the fact that thus far the system employed to bring about Employment Equity in Higher Education has not been effective enough. In conclusion, therefore, the objection to implementing rigid quotas by academics at institutions of Higher Education in KZN should be treated seriously by the government of the day if Affirmative Action /Employment Equity programmes are to succeed.

6.8.2.9   **Affirmative Action/Employment Equity and the 'Goals and Timetable Strategy'**

Goals and timetables are realistically attainable, flexible, numerical targets or objectives. It is one of the strategies used to expedite Employment Equity in Higher Education and is a very important management tool to enable the institution to assess its level of progress in attaining Employment Equity. In view of the confusion and controversy in the literature (refer to Chapter 2) that surround the concepts 'goals and timetables' and 'quotas' and the continued equating of goals with quotas by those who vehemently reject the distinction between them, question 6.8 was introduced in the questionnaire to test the attitudes and perceptions of academics towards the use of 'goals and timetables' as a means of ensuring progress in Affirmative Action/Employment Equity efforts. The responses to this question are indicated in Table 2 and Figure 25.

TABLE 2 : RESPONSES TO THE 'GOALS AND TIMETABLE STRATEGY' IN AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS

RESPONSE	% OF TOTAL SAMPLE
Strongly agree	19
Agree	53
Disagree	14
Strongly Disagree	6
Don't Know	8
TOTAL	100

The data in Table 2 reveal that the majority (72 %) of the total sample agree/strongly agree with the perception that the 'goals and timetable strategy' is a more acceptable strategy of ensuring progress in Affirmative Action/Employment Equity efforts while 20% disagreed/strongly disagreed. A probable reason for this high degree of support is the non-rigidity, flexibility and usefulness of goals as a tool to assess the progress of the institution in its attempt to achieve Employment Equity and more importantly it is not mandatory.

FIGURE 25 :   **ILLUSTRATING RESPONSES OF THE DESIGNATED AND NON-DESIGNATED GROUPS TO THE 'GOALS AND TIMETABLE STRATEGY'**

Non-Designated group (White)

Designated Group (African, Indian, Coloured)
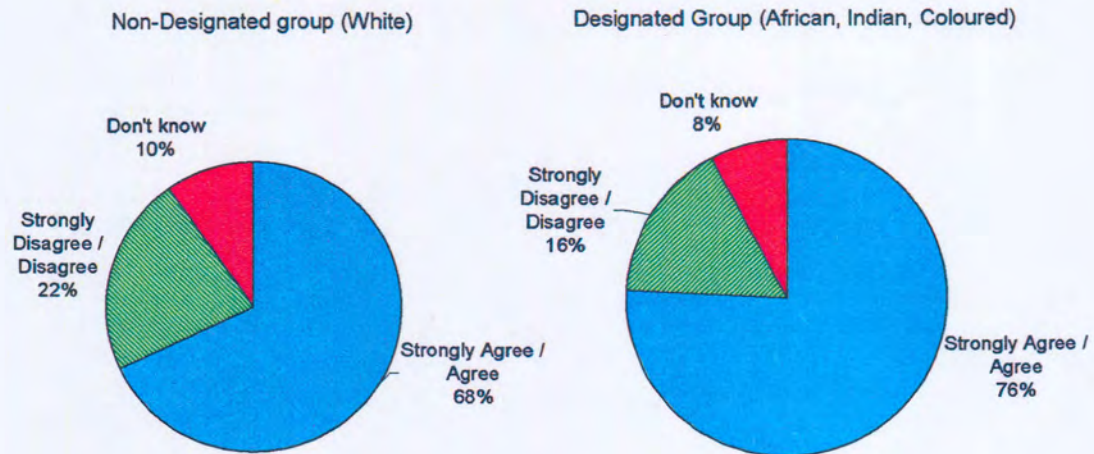
In comparing the responses of the designated group with the non-designated group the Chi-Square Test result (=2,634; df=2; p >0,05) reveals that there is no significant difference. The majority from the designated group (76%) and the non-designated group (68%) favour the 'goals and timetable' approach as a strategy of ensuring progress in Affirmative Action/Employment Equity efforts (refer to Figure 25).

This finding is consistent with the views of Pottinger (1972 (b) : 24), Holmes (1974 : 4), Human (1995 : 55), Faundez (1994 : 60) and Fullinwider (1980: 160). In fact Human (1995 : 55) in strong support, claims that **"The setting of numerical targets is indispensable to any Affirmative Action programme".**

6.8.3 KNOWLEDGE, AWARENESS AND DISSEMINATION OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY POLICY

The importance of cascading information through an organization and monitoring it to ensure that it is disseminated effectively and on time, all the time, cannot be underestimated. The importance of adequate publicity of the Employment Equity Act is imperative. Without this, *inter alia*, the process of setting up of a representative consultative body could not be successfully achieved (Naidoo *et al.*, 2001 : 42). A detailed communication strategy is, therefore, necessary. Questions 7 - 8.1 in the questionnaire test the knowledge of the academic staff on the Employment Equity Act and related Affirmative Action/Employment Equity programmes. The responses to the question of how well informed academic staff are of the Employment Equity Act is indicated in Figures 26 and 27.

FIGURE 26 : ILLUSTRATING THE RESPONSES TO HOW WELL INFORMED ACADEMIC STAFF ARE OF THE EMPLOYMENT EQUITY ACT

Not at all
4%

Very well
10%

Not well
25%

Well
21%
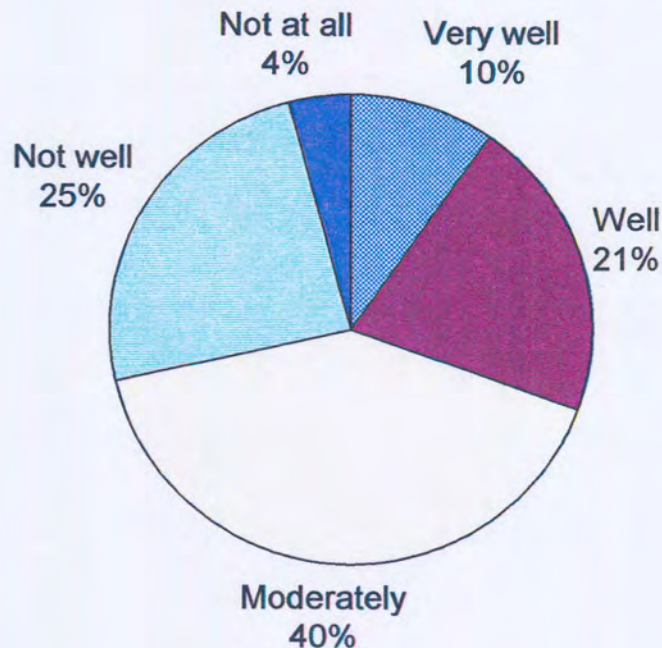
Moderately
40%

Forty percent of the total sample indicated that they were moderately aware of the Employment Equity Act while almost a third (31%) indicated that they had a good knowledge (well to very well). This means that 71% of the academics at institutions of Higher Education in KZN confirm that they have some knowledge and awareness of the Employment Equity Act. If this is a true reflection it will be a positive sign for Higher Education in KZN because, without adequate knowledge of the EEA, it is not possible to inculcate a sufficiently nuanced understanding of the principles, intention and process of the Act. In the absence of such understanding, adequate acceptance and compliance among staff could not be achieved.

At the personal interview the majority (90%) stated that they had a moderate knowledge of the Act and ten percent indicated that they had a good knowledge of the Employment Equity Act. These (10%) were mainly managers of Higher Education institutions. In order to verify the respondents' self-assessment of their level of awareness they were asked to identify any five aspects of the Employment Equity Act that they are most familiar with. There was little correlation between respondents self-assessment of their level of awareness and the number of Employment Equity aspects they identified. Only thirty percent of the respondents who claimed that they had a moderate level of awareness were able to identify five aspects of the Employment Equity Act. This suggests that although 71% of the total sample indicated that they had some knowledge/awareness of the Employment Equity Act the depth of their knowledge is questionable.

What was disconcerting , however, was that almost a third of the respondents (29%) claimed that they were either not well informed or not at all informed which implies that there is still room for better dissemination of information on Affirmative Action/Employment Equity. Also of concern is the finding that only 41% of the respondents with supervisory responsibilities (middle/line management staff) had a good knowledge (well to very well) of the Employment

Equity Act and in addition 17% of them were not well informed or not at all informed.

Although the Affirmative Action/Employment Equity Office is responsible for the dissemination of information on the Employment Equity Act managers and administrators of departments also have a major role to play in disseminating this information. Since hiring is generally a bottom up process the managerial staff (Heads of Departments and Deans) are responsible to a large extent for indentifying the pool of candidates and assessing whether they qualify. If they are not *au fait* with the Employment Equity Act the programmes and procedures related to it would not be successful. It is for this reason that managerial staff in institution of Higher Education should be thoroughly acquainted with the Employment Equity Act.

FIGURE 27 : **ILLUSTRATING RESPONSES OF THE DESIGNATED AND NON-DESIGNATED GROUPS TO HOW WELL INFORMED THEY ARE OF THE EMPLOYMENT EQUITY ACT**

	Very well	Well	Moderately	Not well	Not at all
Designated	12%	27%	41%	15%	5%
Non-Designated	8%	16%	41%	32%	3%
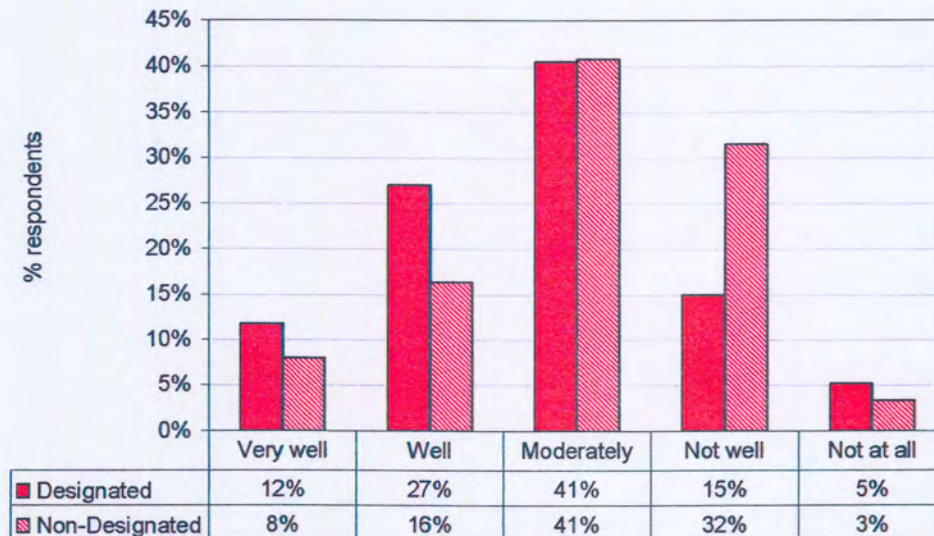
The Chi-Square Test revealed a significant difference between how well informed members of the designated group are about the Employment Equity Act compared with those from the non-designated group (x^2 = 17,060; df = 4; p <0,05). According to Figure 27 the majority of the designated group (80%) indicated that they were moderately to well informed while 20% indicated they were not. Among the non-designated group 65% indicated that they were moderately to well informed while about a third (35%) were not. A probable reason for this is that the designated group perhaps made an effort to know about the Employment Equity Act because it affected them (the previously disadvantaged) more directly.

The fact that more than a third of the non-designated group (White academics) indicated that they were not well informed or not at all informed is also cause for concern, given the view of Naidoo et al. (2001: 42) who were part of a task team that undertook 'A National Survey of the Progress of Institutions in the Formulation of Employment Equity Plans' in South Africa. They claim that **"in the absence of such understanding, [of the principles, intention and process of the Act] adequate acceptance and compliance among staff could not be achieved"**, while Nell and van Staden (1988 :18) claim that **"ignorance readily becomes rejection"**. Benokraitis and Feagin (1978 : 51) found that in the USA those who were ignorant of what Affirmative Action/Employment Equity entailed, were obsessed with the belief that hordes of less-qualified women and others from disadvantaged groups would displace qualified White males and, therefore, developed a resentment for such a policy. This mindset could also apply to those in supervisory positions who did not have a thorough knowledge of the Employment Equity Act.

Further, there is no reason for ignorance of the EEA on the part of the academic staff because it is laid down in the Employment Equity Act No. 55 of 1998 that the designated employer must familiarise employees with it (DOL,1998 : section 19). Either the respondents did not attend meetings set up by their respective institutions or they were not consulted at all or they formed part of the group to whom information related to the Employment Equity Act was not disseminated.

When asked whether the respective institutions had an Affirmative Action/Employment Equity policy (question 7.1 in the questionnaire) the majority of the respondents (83 %) were aware of this while a small minority of 5% were not and 13% were unsure. However, while a large majority were aware that an Affirmative Action/Employment Equity policy existed at their respective institutions only 59% agreed that the institution disseminated such information to the academic staff while 41% disagreed or were unsure. The lack of knowledge of Affirmative Action/Employment Equity policies by 41% of the academic staff at institutions of Higher Education is cause for concern as indicated by the Equity 2000 Survey by Queensland University of Technology (Queensland University of Technology, 2000 :1) which conducted regular Equity surveys among their staff. They maintain that for Affirmative Action/ Employment Equity programmes to be successful there needs to be strong support for Equity goals from the individual staff so that Equity ideas influence the day-to-day work at the institution. This is only possible if the staff have the relevant knowledge and accept the goals. Dissemination of information to staff on the institution's Affirmative Action/Employment Equity policy is, therefore, vital so that they see the relevance and importance of Equity.

The responses to the methods of dissemination of information about the Affirmative Action/Employment Equity policy are indicated in Table 3. These responses were ranked from the commonly used to the less used.

TABLE 3 : METHODS OF DISSEMINATION OF INFORMATION ON AFFIRMATIVE ACTION/EMPLOYMENT EQUITY POLICY

METHODS OF DISSEMINATION	PERCENTAGE RESPONSE	RANK ORDER
Memoranda	92	1
Newsletters	85	2
Internet	79	3
Senate/Faculty	68	4
Workshops	52	5

The most common methods of dissemination of information on Affirmative Action/Employment Equity at Higher Education institutions in KZN are by memoranda (92%), Newsletters (85%) and the Internet (79%). All three methods use the print media and require little effort on the part of executive management or the Affirmative Action/Employment Equity Office to disseminate information. The common use of these methods were consistent with the findings of Naidoo *et al.* (2001 : 42) in thirty one out of thirty six institutions of Higher Education in South Africa. While these are acceptable methods of dissemination of information they do not necessarily have the greatest impact in an institution where academics are too busy with their core business of lecturing and, therefore :

- there is no guarantee that academics read them;
- even if they do read them there is no guarantee that they understand them;
- there is no follow up activity; and,
- there are no avenues to rectify misinterpretations or clarify aspects which, as mentioned earlier, can have a negative impact on the success of Affirmative Action/Employment Equity programmes .

It is unfortunate that workshops were found to be one of the least used methods of dissemination of information on Affirmative Action and Employment Equity at institutions of Higher Education in KZN yet Naidoo *et al.* (2001 : 42), through conducting telephonic interviews with the principal 'driver' of the Employment Equity planning process at thirty four Higher Education institutions in South Africa found that this method was claimed to be used in the majority of institutions. The crucial difference, however, is that the present findings are the responses of academics on the ground and middle/ line managers and not of persons who are tasked with driving the programme, who would obviously claim that they have used the most effective methods of dissemination. During the personal interviews many indicated that the workshops conducted were only for management and union members.

The low exposure to workshops and follow-up workshops among the general academic staff is a probable reason for over a third of the respondents being unaware of the institutions' efforts at dissemination of information on Affirmative Action/ Employment Equity. Although a workshop requires greater effort on the part of the institution with regard to preparation and organization it has the following advantages over print media as a means of disseminating information:

- it will serve the purpose not only of informing academics about Affirmative Action/Employment Equity but also of solving problems and training in implementation;
- it is an idea-generating strategy in which individuals' ideas are gathered and combined in a face-to-face non-threatening group situation;
- through brainstorming creative solutions to problems can be developed;
- misunderstandings can be rectified; and,
- it is more consultative and thus issues can be discussed and greater clarification on complex issues can be obtained.

6.8.4 ACADEMIC STAFF SATISFACTION WITH THE IMPLEMENTATION, COMMUNICATION AND SUCCESS OF AFFIRMATIVE ACTION/ EMPLOYMENT EQUITY EFFORTS

6.8.4.1 Satisfaction with the Success of Affirmative Action/Employment Equity Efforts

The success of Affirmative Action/Employment Equity efforts at institutions will definitely have an influence on those who originally viewed it with scepticism and suspicion. If it is successful it will allay many fears and sceptics will probably buy into the programme. This could result in Equity ideas influencing the day-to-day work of the staff. This was a goal achieved by Queensland University of Technology as a finding of its Equity 2000 Survey (Queensland University of Technology, 2000 : 1). The responses to the question to whether academics from the designated and non-designated groups were satisfied that their institutions' implementation of Affirmative Action/Employment Equity policy has been successful are indicated in Table 4.

TABLE 4 : SATISFACTION OF ACADEMIC STAFF WITH WHETHER THEIR INSTITUTION'S IMPLEMENTATION OF THE AFFIRMATIVE ACTION/EMPLOYMENT EQUITY POLICY HAS BEEN SUCCESSFUL

RESPONSES	DG*	NDG#	DG IN HBI	NDG IN HBI	DG IN HWI	NDG IN HWI	% OF TOTAL SAMPLE
To a great extent	12%	13%	14%	26%	08%	9%	12
To some extent	36%	56%	36%	58%	36%	55%	48
To a small extent	28%	22%	30%	12%	25%	26%	25
Not at all	24%	09%	20%	04%	31%	10%	15
TOTAL	100%	100%	100%	100%	100%	100%	100

*DESIGNATED GROUP (DG)
#NON-DESIGNATED GROUP (NDG)

An analysis of the data in Table 4 indicates that the majority of the total sample (48%) were satisfied to some extent with their institutions' implementation of the Affirmative Action/Employment Equity policy while the minority (15%) indicated that they were not satisfied.

When comparing the responses of the designated group with that of the non-designated it was found that the majority of both groups were satisfied. A larger percentage (56%) from the non-designated group indicated that they were satisfied to some extent. A smaller majority (36%) of the designated group indicated that they were satisfied to a small extent. What was also significant was that approximately one quarter of the designated group was not at all satisfied.

The conclusion, therefore, is that the respondents from the non-designated group were more satisfied than those from the designated group. This is probably because academics from the designated group, being the target of the Affirmative Action/Employment Equity efforts, measure the success of such programmes according to their progress and the progress of people of colour at their respective institutions while their White counterparts do so on probably what is observed as being done at their respective institutions. Satisfaction among the designated staff will probably be realized only when they are secure in the knowledge that there are prospects for their own development and advancement.

6.8.4.2   **Satisfaction with the Communication of Affirmative Action/Employment Equity Efforts**

TABLE 5 :   SATISFACTION OF ACADEMIC STAFF WITH COMMUNICATION OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS

RESPONSES	DG*	NDG#	DG IN HBI	NDG IN HBI	DG IN HWI	NDG IN HWI	% OF TOTAL SAMPLE
To a great extent	09%	15%	9%	8%	10%	17%	12
To some extent	29%	36%	26%	32%	34%	37%	33
To a small extent	28%	31%	30%	40%	25%	28%	30
Not at all	34%	18%	35%	20%	31%	18%	25
TOTAL	100%	100%	100%	100%	100%	100%	100

*DESIGNATED GROUP (DG)
#NON-DESIGNATED GROUP (NDG)

The majority of the total sample (33%) indicated that they were satisfied to some extent with the communication of Affirmative Action/Employment Equity efforts at their respective instituitons while a minority (12%) indicated that they were satisfied to a great extent. Of significance is the finding that 25% of the total sample indicated that they were not at all satisfied.

When the responses of the designated and the non-designated groups were compared it was found that the majority of the designated group (34%) were not at all satisfied while the majority of the non-designated group (36%) were satisfied to some extent.

On comparing the responses according to institutional types the following were the findings : the majority (35%) of the respondents from the designated group employed at HBIs indicated that they were not satisfied

at all while the majority (40%) of respondents from the non-designated group indicated that they were satisfied only to a small extent. The majority (34%) of those from the designated group employed at HWIs, on the other hand, indicated that they were satisfied to some extent while 31% indicated that they were not at all satisfied. The majority (37%) of the non-designated employed at HWIs also indicated that they were satisfied to some extent while 18% indicated they were not at all satisfied.

The summary of findings with regard to the above is as follows :

- the majority of the respondents in the total sample are satisfied 'to some extent' with the efficiency in the communication of Affirmative Action/Employment Equity efforts to them by their institutions;

- the majority of respondents categorized as the non-designated group (White academics) in the total sample as well as those from this group who are employed at Historically White Institutions (HWIs) are satisfied to some extent. On the other hand, the majority of the respondents from this group who are employed at Historically Black Institutions (HBIs) are satisfied only 'to a small extent' with their institutions' efficiency in communicating information on their Affirmative Action/Employment Equity efforts; and,

- the majority of the respondents categorized as the designated group (Africans, Coloureds and Indians) as well as those of them who are employed at HBIs are 'not at all' satisfied with the efficiency of communication of Affirmative Action//Employment Equity efforts at their institutions.

The above analyses reveal that the majority of the respondents in the total sample (designated and non-designated) are satisfied with the manner in which the Affirmative Action/Employment Equity policy is communicated at their institutions. On the contrary a review of the

responses from the designated group reveal that they, as a group, are not at all satisfied with it. The views of the total sample that they were satisfied may be due to the fact that the non-designated group comprised the majority in the sample. This contradiction may also be attributed, perhaps, to the fact that the communication of the Affirmative Action/Employment Equity policy is treated more seriously at HWIs than at HBIs or that HBIs believe that because they are already Black there is no need to give attention to the communication of the Affirmative Action/Employment Equity policy. The latter view is supported by Ramashala (2001 : 1), Chairperson of the Employment Equity Commission in South Africa.

6.8.4.3   Satisfaction with the Manner in which Affirmative Action/Employment Equity is Implemented

TABLE 6 : ACADEMIC STAFF SATISFACTION WITH THE MANNER IN WHICH AFFIRMATIVE ACTION/EMPLOYMENT EQUITY IS IMPLEMENTED

RESPONSES	#DG	*NDG	DG IN HBI	NDG IN HBI	DG IN HWI	NDG IN HWI	% OF TOTAL SAMPLE
To a great extent	07%	10%	05%	08%	08%	11%	9
To some extent	23%	36%	22%	42%	26%	34%	31
To a small extent	28%	30%	27%	30%	30%	30%	29
Not at all	42%	24%	46%	20%	36%	25%	31
TOTAL	100%	100%	100%	100%	100%	100%	100

#DESIGNATED GROUP (DG)
*NON-DESIGNATED GROUP (NDG)

The data in Table 6 reveal that (31%) of the total sample are satisfied to some extent with the manner in which their institutions implement

Affirmative Action/Employment Equity. An equal percentage of respondents (31%) indicated that they are not at all satisfied and 29% of the respondents indicated that they are satisfied to a small extent.

A Chi-Square analysis of the data in Table 6 indicates that there is a significant difference in the responses of the designated and non-designated groups with regard to the manner in which Affirmative Action/Employment Equity is implemented at their respective institutions (x^2 = 13,487; df = 2; p < 0,05). The majority (42%) of the respondents in the designated group indicated that they are not at all satisfied while the majority 36% of those from the non-designated group indicated that they are satisfied to some extent. It must also be noted that almost a quarter of the respondents from the non-designated group also indicated that they are not satisfied with the manner in which Affirmative Action/Employment Equity is implemented at their respective institutions.

A comparison of responses according to institutional type reveals that the majority (46%) of those respondents from the designated group employed at HBIs indicated that they are not at all satisfied while the majority (42%) from the non-designated group indicated that they are satisfied to some extent. Of those from the designated group employed at HWIs the majority (36%) indicated that they are not at all satisfied while 34% of the non-designated group indicated that they are satisfied to some extent.

In summary, the majority of the designated group in the total sample, those employed at Historically Black Institutions of Higher Education as well as those employed at Historically White Institutions of Higher Education indicated that they are not at all satisfied with the manner in which Affirmative Action/Employment Equity is implemented at their institutions. The majority of the non-designated group at Historically Black and Historically White Institutions indicated that they are satisfied to some extent.

In an attempt to delve deeper into the results a T-test was applied to the responses to all three questions together to determine if there were any significant difference between the responses of the designated and non-designated groups with regard to their level of satisfaction with the manner of implementation, communication and success of Affirmative Action/Employment Equity efforts. The analysis revealed that there is a significant difference in the level of satisfaction of the designated and non-designated groups ($t = 2,765$; $df = 1464$; $P < 0,05$). The respondents in the designated group were less satisfied than those in the non-designated group.

An Analysis of Variance Test (Anova) was also applied to determine if there were any signficant differences in the level of satisfaction among each of the four race groups in the sample. The findings revealed a significant difference in the levels of satisfaction among the four race groups with the Coloureds being the least satisfied followed by Indians, Africans and Whites ($f = 3,353$; $df = 3$; $p < 0,05$).

The danger of dissatisfaction from the academic staff at Higher Education institutions is that apart from having negative consequences within institutions, the impression of the Affirmative Action/Employment Equity efforts conveyed by dissatisfied or satisfied employees can spread by word of mouth and impact on the reputation of the institution as an Affirmative Action/Employment Equity employer internally as well as externally. In some circumstances, word may reach the media with serious consequences on the public standing of the institution.

6.8.4.4 Affirmative Action/Employment Equity and the Promotion of a New System of Inequalities

Opponents of Affirmative Action/Employment Equity often claim that its implementation creates a new system of inequalities. Question 9.4 in the
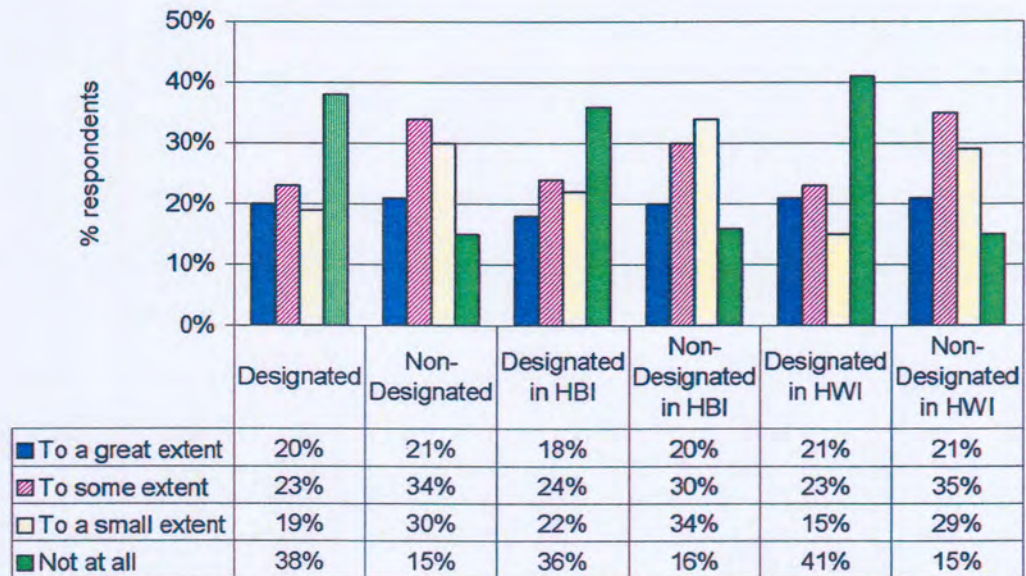
questionnaire was introduced to test the perceptions of the academic staff in this regard. The responses to this question by the total sample as well as respondents from the designated and non-designated groups are indicated in Figures 28 and 29 respectively.

FIGURE 28 :   ILLUSTRATING RESPONSES OF THE TOTAL SAMPLE TO WHETHER AFFIRMATIVE ACTION/EMPLOYMENT EQUITY CREATES A NEW SYSTEM OF INEQUALITIES
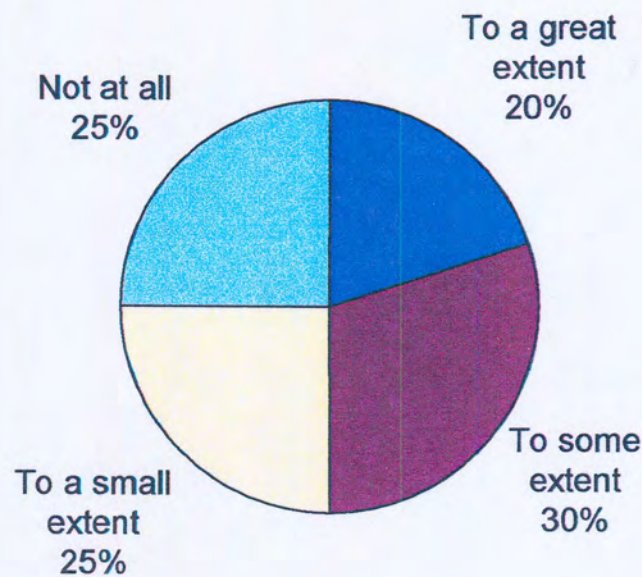
The data in Figure 28 reveal that the majority of the total sample 30% is of the view that Affirmative Action/Employment Equity efforts create a new system of inequalities to some extent while 25% are of the opposite view that this is not the case. Twenty percent of the respondents feel that this is the case to a great extent.

FIGURE 29 :   **ILLUSTRATING RESPONSES OF THE DESIGNATED AND NON-DESIGNATED GROUPS AND OF THOSE EMPLOYED AT HBIs AND HWIs**

	Designated	Non-Designated	Designated in HBI	Non-Designated in HBI	Designated in HWI	Non-Designated in HWI
■ To a great extent	20%	21%	18%	20%	21%	21%
▨ To some extent	23%	34%	24%	30%	23%	35%
☐ To a small extent	19%	30%	22%	34%	15%	29%
■ Not at all	38%	15%	36%	16%	41%	15%

The Chi-Square test results reveal a significant difference between the views of the designated and non-designated groups to whether Affirmative Action/Employment Equity creates a new set of inequalities or not ($x^2 = 23,565$; df = 2; p < 0,05). The majority (38%) of the designated group are of the opinion that Affirmative Action/Employment Equity efforts do not create a new set of inequalities at institutions while the majority of the non-designated group (34%) maintain that this is the case to some extent.

A comparison of responses of the designated group and the non-designated groups employed at HBIs and HWIs respectively show that a greater majority (36%) of the designated group employed at HBIs and 41% at HWIs are of the view that Affirmative Action/Employment Equity efforts do not create a new system of inequalities. In contrast, the majority

of the non-designated group indicate that it does to a small extent at HBIs (34%) and to some extent (35%) at HWIs.

In summary, therefore, two diametrically opposing views emerged from the analysis. The majority of the non-designated group are of the view that Affirmative Action/Employment Equity efforts create a new set of inequalities to some extent while the members of the designated group feel that this is not the case at all. It would appear that the White academics have not yet bought into the Affirmative Action/Employment Equity programmes nor do they have a good understanding of the principles underlying Affirmative Action and Employment Equity and are, therefore, resistant to it. For those who understand true Affirmative Action and Employment Equity this is one of the dilemmas that committed implementors are aware of and guard against when implementing the policy.

6.8.5 INSTITUTIONAL STRUCTURES AND ORGANIZATIONAL ARRANGEMENTS RELATED TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY

Local studies as well as the review of the three year rolling plans required by the Department of Labour revealed that the task of transforming staff profile and sustaining the Equity change effort is more complex than originally envisaged. While EE change has taken place predominantly at institutional policy level **"disconnection exists between policy and actual practice"** (Nadison, 2001: 72). He claims that Equity planning and formulation have not translated into successful implementation. In the light of the above questions 10 - 12 were introduced to assess the actual practices at institutions related to the institutional structure and organizational arrangements for successful implementation of AA/EE. Table 7 summarizes the responses to questions 10.1 - 10.6.

TABLE 7 : RESPONSES TO PROVISIONS MADE FOR AFFIRMATIVE ACTION/EMPLOYMENT EQUITY PROGRAMMES

INSTITUTIONAL PROVISIONS	RESPONSES IN PERCENTAGE																		% of Total Sample		
	YES						NO						UNSURE								
	Designated	Non-Designated	Designated in HBI	Non-Designated in HBI	Designated in HWI	Non-Designated in HWI	Designated	Non-Designated	Designated in HBI	Non-Designated in HBI	Designated in HWI	Non-Designated in HWI	Designated	Non-Designated	Designated in HBI	Non-Designated in HBI	Designated in HWI	Non-Designated in HWI	Yes	No	Unsure
Staff, Development/ Mentoring	28%	27%	36%	26%	31%	27%	42%	27%	45%	30%	38%	26%	30%	46%	29%	44%	31%	47%	27%	33%	40%
Written And Communicated AA/EE Plan	30%	46%	28%	30%	31%	51%	37%	19%	38%	22%	36%	18%	33%	35%	34%	48%	33%	31%	39%	27%	34%
Mentoring and Evaluation AA/EE Progress	16%	25%	13%	10%	21%	30%	41%	21%	45%	28%	36%	18%	43%	54%	42%	62%	43%	52%	21%	29%	50%
Equity Surveys	13%	20%	09%	06%	20%	24%	62%	49%	68%	62%	52%	45%	25%	31%	23%	32%	28%	31%	17%	54%	29%
Dissemination of Progress Reports	07%	15%	08%	06%	07%	18%	62%	48%	65%	56%	57%	46%	31%	37%	27%	38%	36%	36%	12%	54%	34%
Grievance Procedures	12%	21%	11%	08%	13%	25%	48%	27%	51%	32%	44%	26%	40%	52%	38%	60%	43%	49%	17%	36%	47%

6.8.5.1   Staff Development/Mentoring Programmes

The literature is replete with information regarding the value and importance of staff development/mentoring (capacity building) programmes for the success of Affirmative Action/Employment Equity. Question 10.1 was, therefore, introduced to identify the perceptions of the academic staff with regard to staff development/mentoring programmes for members of the designated group who were Affirmative Action/Employment Equity beneficiaries. The responses to the question are indicated in Table 7.

The majority (40%) of the total sample responded that they were unsure whether coherent staff development/mentoring programmes were provided for Affirmative Action/Employment Equity beneficiaries. Also almost a third of the total sample maintained that provision is not made for such programmes at their institutions.

The majority (42%) of respondents from the designated group declared that no such programmes existed and 30% of them were unsure. The majority (46%) of the non-designated group were also unsure whether such programmes existed with 27% of the respondents saying that there were no such programmes. The Chi-Square Test result (x^2 = 12,230; df = 2; p < 0,05) also confirmed that this significant difference between the responses of the designated and non-designated groups existed.

The responses of the designated and non-designated groups employed at HBIs also showed a significant difference. Forty five percent of the respondents in the designated group at HBIs indicated that such programmes did not exist at their institutions. Almost a third were unsure. Forty four percent of the non-designated group employed at HBIs were unsure while 30% indicated that no such programmes existed.

The majority (38%) of the respondents from the designated group employed at HWIs indicated that no staff development programmes existed for them while almost a third of them were unsure of its existence. The majority (47%) of the non-designated group at HWIs on the other hand indicated that they were unsure whether such programmes existed and almost a quarter of the respondents indicated that it did not exist at all.

In summary the following is evident :

- The majority of the designated group in the total sample as well as those employed at HBIs and HWIs indicated that coherent staff development programmes did not exist at their institutions. Further, approximately one third of the respondents indicated that they were unsure whether such programmes existed; and,

- The majority of the non-designated group in the total sample as well as those employed at HBIs and HWIs indicated that they were unsure of any staff development programmes for the designated group. Approximately a quarter of this group were of the opinion that such programmes did not exist at all.

It is obvious from the responses that coherent staff development/mentoring programmes were not implemented at all or were implemented half-heartedly to appear politically correct or to satisfy legislative imperatives. Hence, staff were unaware of it. This is a serious indictment on top management at Higher Education institutions. Under the circumstances, it would be naive to expect Affirmative Action/Employment Equity to succeed.

6.8.5.2   Written and Communicated Affirmative Action/Employment Equity Plan

The responses to the question on whether provisions were made for a written/communicated Affirmative Action/Employment Equity plan are indicated in Table 7.

The data reveal that the majority (39%) of the total sample indicated that a written/communicated Affirmative Action/Employment Equity plan was provided by their institutions. It is also interesting to note that 34% of the respondents were unsure.

The Chi-Square Test applied to the data in Table 7 shows a significant difference between the responses of the designated and non-designated groups (x^2 = 17,111; df = 2; p < 0,05). The majority of respondents (46%) from the non-designated group indicated that provision was made at their institutions while 37% of respondents from the designated group disagreed. In both groups, however, over a third of the respondents indicated that they were unsure.

When responses were compared by institutional type the following findings emerged; the majority (48%) of the non-designated group at HBIs indicated that they were unsure of any Affirmative Action/Employment Equity plan while the majority (38%) from the designated group indicated that such plans did not exist.

Of those employed at HWIs the majority (51%) of the non-designated group indicated that provision was made. Nevertheless, about a third of the respondents were unsure of this. The majority (36%) of the designated group at HWIs indicated that no such provision existed and 33% of them were unsure.

In summary the following is evident :

- the majority of the total sample are of the view that a written and communicated plan existed at institutions of Higher Education in KZN;
- the majority of the designated group in the total sample and those at HBIs and HWIs indicated that provision had not been made at their respective institutions;
- the majority of the non-designated group in the total sample and at HWIs indicated that provision is made; and,
- at HBIs the responses were lower.

The implication from the above is that either HBIs do not have a written Affirmative Action/Employment Equity plan or, if they had one, they are not communicating it effectively to their academic staff or the staff is disinterested. At HWIs it appears that they are communicating their Affirmative Action/Employment Equity plans to members of the non-designated group at their institutions but it appears that the designated group do not have access to it or they are indifferent to it.

6.8.5.3 Monitoring and Evaluation of Affirmative Action/Employment Equity Plan

According to the Employment Equity Act a 'designated' employer must establish procedures to monitor and evaluate the implementation of the Employment Equity plan on an ongoing basis and to determine whether reasonable progress is being made towards implementing Employment Equity (Employment Equity Act No. 55 of 1998 : Section 20(2)). In view of this requirement question 10.3 was introduced to test the perceptions of the academic staff with regard to this provision at their institutions. The responses to this question are indicated in Table 7.

The majority (50%) of the total sample indicated that they were unsure whether provisions have been made at their respective institutions for the monitoring and evaluation of Affirmative Action/Employment Equity programmes. Important also is the finding that almost a third (29%) of the respondents indicated that such procedures did not exist.

Significant differences in the responses between the designated and non-designated groups to this question also emerged in terms of the Chi-Square Test result (x^2 = 16,566; df = 2; p < 0,05). A majority (43%) of the respondents from the designated group indicated that they were unsure. In addition 41% indicated that such procedures did not exist. A much larger majority (54%) from the non-designated group also indicated that they were unsure while 21% indicated that provisions were not made for such procedures.

On comparing the responses of those from the designated and non-designated groups at HBIs the following findings emerged. A much larger majority (62%) from the non-designated group indicated that they were unsure whether such procedures were in place. Also 28% were of the view that these procedures did not exist at all. A greater majority of respondents from the designated group at HBIs (45%) indicated that such procedures did not exist and 42% indicated that they were not sure.

At HWIs, on the other hand, a smaller majority (52%) of the non-designated group indicated that they were unsure and 18% indicated that such procedures did not exist. Forty three percent from the designated group also indicated that they were unsure and a smaller percentage of 36% indicated that such procedures did not exist.

In summary the following findings emerged :

- the majority in the total sample as well as in the designated and non-designated groups indicated that they were unsure;
- the majority in the designated group employed at HBIs also indicated that such procedures did not exist and a much higher percentage of the non-designated group were unsure; and,
- respondents from both the designated and non-designated groups employed at HWIs indicated that they were unsure of such practice and procedures

In general, the majority of the respondents indicated that they were either unsure or did not know of any provisions for monitoring and evaluation of Affirmative Action/Employment Equity programmes at their institutions. Ignorance of the procedures by academic staff implies that they are probably not exposed to them. Responses to earlier questions and information from personal interviews have indicated that an Affirmative Action/Employment Equity policy does exist at the majority of institutions. This suggests that while a plan for monitoring and evaluation is drawn up in theory, often to satisfy legal imperatives, it is not put into practice. Nadison (2001: 72) made a similar claim arising from his experiences with Higher Education institutions in South Africa.

This is an alarming revelation and an indictment on the Human Resources Manager and/or the Employment Equity Officer at these institutions. It also calls for a redefining of the roles of such personnel. The absence of such monitoring and evaluation procedures might also be due to indifference on the part of top management at these institutions because they, perhaps, do not subscribe to Affirmative Action and Employment Equity and its importance in the new democracy.

The abovementioned finding is contrary to recommendations of countries such as USA, Canada and Australia where rigorous monitoring and evaluation programmes are conducted. In the absence of such procedures the institution (among other advantages) will be unable to ascertain whether the programme is progressing or whether there are any shortfalls that require remediation.

6.8.5.4   Equity Surveys

The key objective of Equity surveys is to determine the level of understanding, awareness and commitment staff has of Employment Equity/Affirmative Action issues and initiatives and their perceptions of them (Queensland University of Technology, 2000 : 1). Arising out of such surveys several new education and awareness raising programmes and other strategies can be implemented which would invariably contribute to the progress and success of Affirmative Action/Employment Equity at the institutions. In order to assess whether such surveys are conducted by institutions of Higher Education in KZN question 10.4 was introduced. The responses to this question are indicated in Table 7.

The data in Table 7 reveal that the majority (54%) of the total sample indicated that Equity surveys were not conducted. Also important is the response of 29% of the total sample who indicated that they were unsure. There were no significant difference between the responses of members of the designated and non-designated groups and those at HBIs and HWIs to the question of Equity surveys at their respective institutions. The majority of both groups and those employed at HBIs and HWIs indicated that Equity surveys were not conducted at their institutions.

Absence of Equity surveys deprive Higher Education institutions of the following :

- determining the level of awareness of Affirmative Action/Employment Equity policies, programmes and services;
- identifying the level and nature of the staff's understanding of Affirmative Action/Employment Equity;
- identifying the extent to which staff are involved in Affirmative Action/Employment Equity initiatives;
- determining staff perception of support for Affirmative Action/Employment Equity, in particular senior management supervisory staff;
- identifying whether staff believe in the importance of Affirmative Action/Employment Equity;
- determining the level of commitment of staff to Affirmative Action/Employment Equity;
- determining whether staff believe that progress is being made with Affirmative Action/Employment Equity; and,
- determining whether the institution is becoming more equitable and fair and less discriminatory than before with reference to students and staff.

6.8.5.5 Dissemination of Affirmative Action/Employment Equity Progress Reports

A review of the literature indicates that the dissemination of progress reports on Affirmative Action/Employment Equity efforts is vital to the success of such programmes. The Employment Equity Act also demands such dissemination. The responses to question 10.5 related to progress reports are indicated in Table 7.

The data in Table 7 reveal that the majority of the total sample (54%) indicated that progress reports on Affirmative Action/Employment Equity efforts are not disseminated to the academic staff. Also important is the finding that about a third of the respondents (34%) indicated that they are unsure of any such reports.

The Chi-Square Test results (x^2 = 9,038 ; df = 2 ; p > 0,05) revealed no significant difference between the responses of the designated and non-designated groups. The majority in both these groups as well as those at HBIs and HWIs were also of the view that progress reports on Affirmative Action/Employment Equity efforts are not disseminated.

On an average only about 10% of the respondents gave an answer in the affirmative. This is clearly indicative of the scant attention given to Affirmative Action/Employment Equity policy by senior management and Equity or Human Resources Managers. This *laissez faire* attitude of decision-making managers at these institutions is bound to affect the success of Affirmative Action/Employment Equity programmes in the province. A more passionate, committed and vigorous approach is required by top management to ensure the success of Affirmative Action/Employment Equity efforts.

Failure to disseminate such valuable information to the staff can, *inter alia,* lead to dangerous rumours. For example, Naidoo et al. (2001 : 47) reported that rumours were rife in two Higher Education institutions during their national survey that members of the non-designated groups will lose their jobs to make space for members of the designated group. If information is disseminated effectively the academic staff would have realized that this is not possible as it is outlawed by the Employment Equity Act No. 55 of 1998 (DOL, 1998 : Section 15: 4). Such rumours often lead to instability, suspicion, fear and resistance which collectively contribute, if it has not already done so, to a fragile institutional climate

fraught with uncertainty.

6.8.5.6   Grievance Procedures Related to Affirmative Action/ Employment Equity Plan

Academic staff who feel disenfranchised or feel that they have been treated unfairly by the institution can use internal grievance procedures to resolve their differences if they perceive that these procedures are in place and are effective. Appropriate grievance procedures related to Affirmative Action/Employment Equity, which can resolve complaints internally, and at the lowest possible level, will be advantageous to both the institution and the complainant. In this regard the Employment Equity Act spells out clearly that there must be in place internal procedures to resolve any dispute about the interpretation or implementation of the Affirmative Action/Employment Equity plan (EEA, No. 55 of 1998 : Section 20(2)). In view of the aforementioned, question 10.6 was introduced in the survey. The responses of the academic staff related to appropriate grievance procedures with regard to Affirmative Action/Employment Equity are indicated in Table 7.

Analysis of the data in Table 7 reveals that the majority of the total sample (47%) were unsure whether provisions are made for grievance procedures at their respective institutions. Of importance is the finding that over a third of the respondents (36%) indicated that no such provisions are made. Only 17% indicated that provisions are in place.

Significant differences were recorded between responses of the designated and non-designated groups to this question according to the Chi-Square Test (x^2 = 18,026; df = 2; p < 0,05). Contrary to the results of the total sample the majority (48%) of the respondents from the designated group indicated that no such grievance procedures existed while 40% were unsure. Of the non-designated group, on the other hand,

the majority (52%) indicated that they were unsure while 27% answered in the negative.

At HBIs an even greater majority from the designated group (51%) indicated that they are not aware of any grievance procedures while 38% indicated that they are unsure of its existence. Among the non-designated group a greater majority (60%) indicated that they are unsure of any provisions that are made.

Forty four percent from the designated group at HWIs indicated that provisions are not made for grievance procedures at their institutions while 43% indicated that they are unsure. Among the non-designated group the majority (49%) indicated that they are unsure while 26% answered in the negative. Only twenty five percent of the respondents indicated that grievance procedures are provided at their institutions.

In summary the following observations are made :

- the majority of the total sample are unsure while over a third of the respondents indicated that grievance procedures are non-existent;
- the majority of the respondents from the designated group in the sample as well as those employed at HBIs and HWIs stated that grievance procedures are non-existent at their institutions; and,
- the majority of respondents from the non-designated group in the sample employed at HBIs and HWIs are unsure that grievance procedures existed at their respective institutions.

From the evidence above it would appear that, even, if grievance procedures existed they are either not effectively disseminated to the staff or the staff had failed to acquaint themselves with it. Whatever the reason, failure to disseminate grievance procedures would have a negative effect on the success of Affirmative Action/Employment Equity

at Higher Education institutions.

Top managers of institutions must take full responsibility to ensure that appropriate procedures for resolving grievances related to Affirmative Action/Employment Equity are clearly defined and disseminated to the staff so that they are conversant with it. Failure to provide and publicise such procedures, as was evident in the findings can lead to serious repercussion at Higher Education institutions. Grievances and charges of discrimination by new appointees and other staff relating to promotion, termination, bias in terms of race, religion or gender and relationships between administrators/supervisors/managers and employees can have a devastating consequence on the success of Affirmative Action/Employment Equity policy and on the institutions themselves.

6.8.6 MANAGEMENT, CONTROL AND MONITORING

As indicated in the review of the literature (Chapter Five) Higher Education institutions in South Africa currently face multiple pressures and transformational challenges. Therefore, Affirmative Action/Employment Equity efforts run the risk of being marginalized unless those responsible for them are sufficiently well located close to decision-making, planning and power centres in an institution. The responses to Questions 11 - 12 based on the perceptions of the academic staff on the institutional structures and organizational arrangements related to management, control and monitoring Affirmative Action/Employment Equity are indicated in Table 8.

TABLE 8 :   RESPONSES TO INSTITUTIONAL PROVISIONS RELATED TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY

PROVISIONS	YES	NO	UNSURE
An appointed Affirmative Action/Employment Equity Officer	65%	23%	12%
A special office for the Affirmative Action/Employment Equity Officer	58%	15%	27%
Power and autonomy vested in Affirmative Action/ Employment Equity Officer/Person to make important decisions on his/her own	24%	44%	32%
Affirmative Action/Employment Equity Officer/Person helpful in achieving Affirmative Action/Employment Equity objectives	28%	38%	34%

The majority (65%) of the total sample indicated that their respective institutions have appointed Affirmative Action/Employment Equity Officers. Twenty three percent were unaware of the existence of an Employment Equity Officer while 12% were unsure. This means that over a third of the respondents 35% had no knowledge of the appointment of an Equity Officer at their respective institutions. Of those who indicated that they were not aware of the appointment of Affirmative Action/Employment Equity Officers their responses to which other person/s fulfill the task of the Affirmative Action/Employment Equity Officer at their institution were divided between the Human Resources Department and those who were not sure. While the appointment of the Equity Officer was in line with the Employment Equity Act what was disconcerting was the lack of exposure of the Equity Officer to thirty five percent of the academic staff. This suggests a need for promoting the credibility of the Equity Officer through greater 'visibility' at Higher Education institutions.

In response to the question on whether the Affirmative Action/Employment Equity Officer was allocated a special office the majority (58%) of the total sample answered in the affirmative; the remaining 42% of the academic staff

either indicated no or were not sure. This means that if they had a query or were unsure about any aspect of the Affirmative Action/Employment Equity programme they would not know where to go. This is bound to affect the implementation of Affirmative Action/Employment Equity programmes adversely.

When asked whether the power or autonomy vested in the Affirmative Action/Employment Equity Officer was adequate to make important decisions on his/her own the majority of the total sample (44%) responded in the negative; about a third of the respondents (32%) indicated that they were unsure and only 24% answered in the affirmative. This is contrary to the practices in other countries like the USA, Australia and Canada where the person appointed to perform the overseeing role of Affirmative Action/Employment Equity participates actively in senior decision-making arenas and has the authority to bring the Equity agenda into broader deliberations on the institutions' policy framework and implementation plans. Based on the above requirements **"nearly half of Australian universities have EEO [equal employment opportunity] responsibilities built into their supervisor's and manager's position description"** (Burton, 1997 : 153). It was felt that in this way the EEO manager would be in a strong enough position either in status or in actual reporting to ensure that the institution's policy developments conform to EEO principles. This view is also espoused in the literature review of other countries abroad (refer to Chapter Four : Canada, page 209; Australia, pages 176-177).

In the South African context, therefore, this will necessitate a paradigm shift in the way institutions fill their senior management positions. At a Human Resources Workshop in South Africa the facilitators, Nadison and Majiet (2001: 61), posited the view contrary to the abovementioned findings. They proposed that Human Resources (and by implication the Equity Officer who generally falls under the umbrella of Human Resources) must be repositioned within the institutions to give it greater authority and influence in strategic planning and action so that Affirmative Action/Employment Equity can be implemented successfully.

In response to whether the academic staff perceived the appointment of an Affirmative Action/Employment Equity Officer as being helpful in achieving Affirmative Action/Employment Equity objectives the majority (38%) answered in the negative while about a third of the respondents (34%) indicated that they were not sure. Twenty eight percent replied in the affirmative. The fact that only 28% regarded the Equity officer as being helpful implies that the role of the Equity Office, which should be the heart of Affirmative Action/Employment Equity at institutions of Higher Education, is underplayed or rather given a low profile either, because the staff is not well informed about Affirmative Action/Employment Equity programmes or they are not aware of the Affirmative Action/Employment Equity Officer or he/she is not freely available to them.

When questioned about their perceptions of whether the monitoring of Affirmative Action/Employment Equity policies and procedures at their institutions had been successful the majority (31%) indicated that they did not know or were unaware whether the monitoring of the Affirmative Action/ Employment Equity policies and procedures had been successful. This was followed by almost a third (30%) of the respondents who did not respond. Twenty nine percent of the respondents categorically stated that it was not successful while only a minority of ten percent claimed that it was. Comments in this regard by respondents were:

"Have received no official feedback on monitoring."
(White female Lecturer employed at a Historically White Institution (HWI)).

"I don't know how it is monitored and I have no knowledge of the progress made."
(Indian female Senior Lecturer employed at HWI).

"If it is monitored I'm not aware, I haven't been exposed to monitoring."

(African female Lecturer employed at HBI).

"Failure."

(Coloured male Lecturer at HBI).

"Not really - as far as I have experienced Affirmative Action/Employment Equity is little more than lip service - no pressure to appoint AA staff - no special support to facilitate AA."

(White female Lecturer employed at HWI).

It is evident from the above comments and the aforementioned findings that monitoring of Affirmative Action/Employment Equity policies and procedures has not been successful at institutions of Higher Education. Comments of some of those (mainly managers) who answered in the affirmative are :

"Yes, the processes are very carefully monitored in a transparent manner."

(White male Dean employed at HWI).

"There has been some monitoring and occasional reports. The results were clearly communicated."

(White female Dean employed at HWI).

In addition to those who indicated that monitoring of Affirmative Action/Employment Equity policies and procedures were not successful a large percentage who either did not respond or were unaware indicated that there was no evidence of any monitoring procedures or effective communication about such procedures or there was no feedback on monitoring. This correlates with the responses in question 9.2 where the majority of the designated group

indicated that they were not satisfied with the efficiency of their institutions' communication of Affirmative Action/Employment Equity efforts.

Without the necessary publicity and exposure of the monitoring practices and procedures of Affirmative Action/Employment Equity adequate acceptance and compliance among staff could not be achieved (Naidoo *et al.* (2001 : 42). In countries like Australia (Chapter 4 : pages 177-178, 200), the USA (Chapter 4: pages 162-163), Canada (Chapter 4 : pages 219 -221), Namibia (Chapter 4 : pages 248-249, 252) and India (Chapter 4 : pages 271, 275, 278) monitoring of Affirmative Action/Employment Equity programmes is considered most essential for its success.

6.8.7 INSTITUTIONAL ISSUES RELATED TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY

6.8.7.1   Commitment to Affirmative Action/Employment Equity

The responses indicate that the majority (58%) of the total sample disagreed/strongly disagreed that their institutions' internal and external communication reflected a commitment to Affirmative Action/Employment Equity issues. Thirty percent agreed/strongly agreed while 11% did not know.

FIGURE 30 :   **ILLUSTRATING RESPONSES TO COMMITMENT TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY ISSUES**
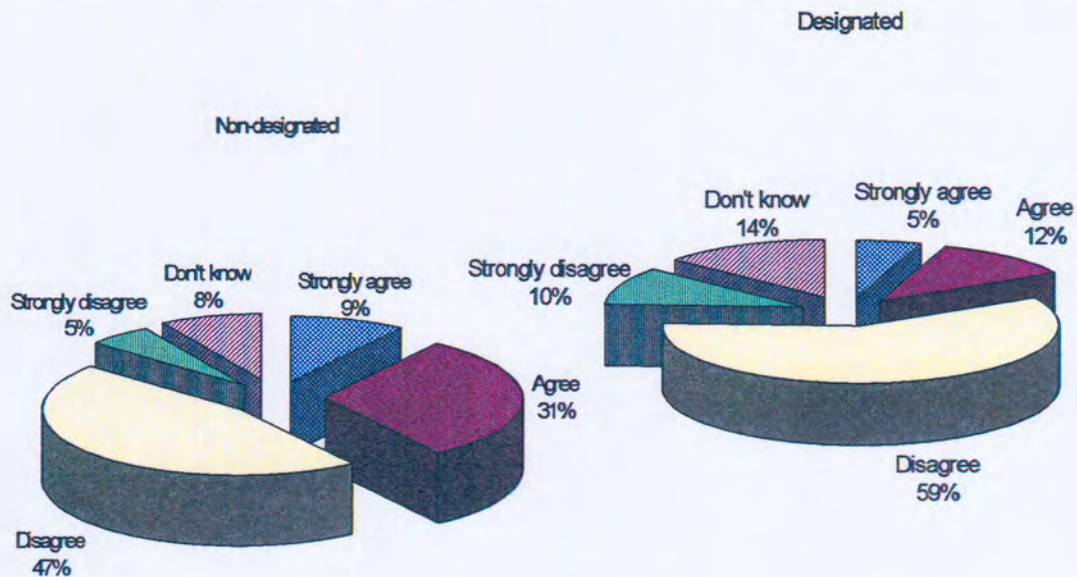
An application of the Chi-Square Test to the responses in Figure 30 revealed a significant difference in the responses of the designated and non-designated groups to this question (x^2 = 24,9; df = 4; p < 0,05). A further analysis of these differences indicated that a larger majority (69%) in the designated group disagreed compared to the non-designated group (52%). On the contrary a much larger percentage in the non-designated group (40%) agreed compared with the 17% in the designated group. This suggests that the non-designated group were less satisfied with the institutions commitment to Affirmative Action/ Employment Equity issues.

Nevertheless, the findings indicate overall that the academic staff disagreed. Such findings do not augur well for the success of Affirmative Action/Employment Equity efforts. In fact the literature is replete with evidence that strong commitment from an institution or government at the highest level is important (refer to Chapter 4) for the success of Affirmative Action/Employment Equity efforts. For example the change in commitment to Affirmative Action with the change in Presidency in the

USA from the Nixon, Ford, Carter administration to that of Reagan and Bush caused Affirmative Action to slow down for twelve years and its death knell was almost sounded. Fortunately, it was rescued by a renewed commitment from the Clinton administration.

The literature on Affirmative Action/Employment Equity experiences abroad (USA : pages 143, 162; Zimbabwe : pages 227, 233, 238, 241-242) support the view that a high degree of commitment to the principles of Affirmative Action/Employment Equity by upper management at Higher Education institutions is vital for the programme to be successful. In some Higher Education institutions, like Queens University in Canada, the principal, as part of the university's commitment to Employment Equity announced his personal commitment to Employment Equity in writing (refer to Canada : page 207). A local researcher Mbokota (2001 : 68) concurs that the visibility of leadership dealing with Employment Equity at all levels in the organization is crucial to its success.

6.8.7.2   The Institution as a Fair and Equitable Place to Work

FIGURE 31 :   **ILLUSTRATING RESPONSES TO WHETHER THE INSTITUTION IS A FAIR AND EQUITABLE PLACE TO WORK**
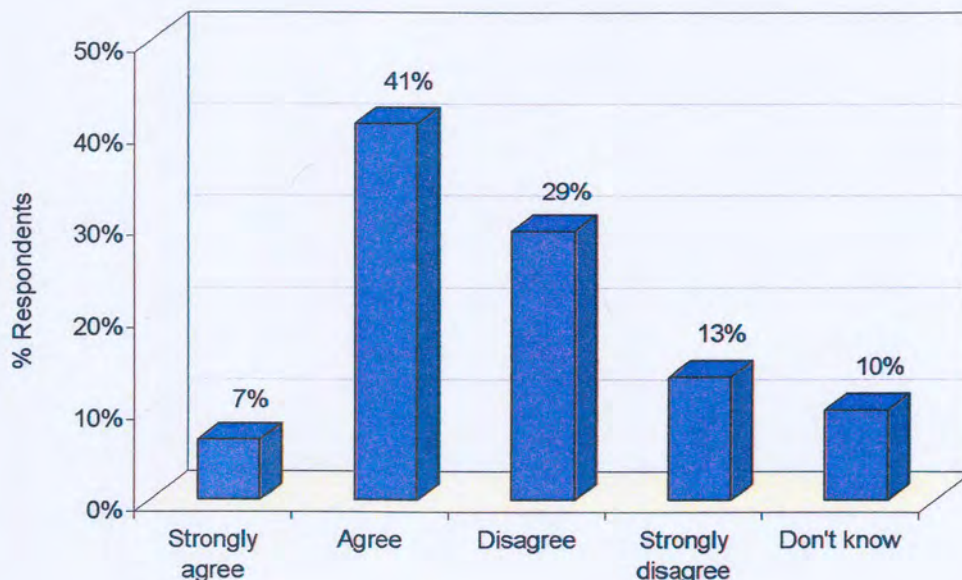
The data in Figure 31 indicate that the majority of the total sample (48%) agreed/ strongly agreed that their institutions were fair and equitable to work while 42% disagreed/strongly disagreed. Ten percent of the respondents indicated that they did not know.

Although the above appeared to be the position, a different scenario emerges when the responses from the designated and non-designated groups are considered separately. The Chi-Square Test result reveals a significant difference (x^2 = 21,545; df = 2; p < 0,05). A higher majority (57%) of the respondents from the designated group disagreed/strongly disagreed that their institutions were fair and equitable places to work while the majority (58%) of the non-designated group agreed/strongly agreed. Whether the expressed view of the non-designated group (White academics) is a true reflection of the *status quo* or whether the conditions they use as norms to make this assessment are reasonable, given that they saw nothing irregular with their institutions' policy of employing only White academics during the apartheid era is questionable.

On comparing the responses of the designated and non-designated groups at HBIs the majority (54%) in the designated group disagreed/strongly disagreed that the institutions were fair and equitable places to work in while the majority (64%) in the non-designated group agreed/strongly agreed that they were. At HWIs a greater majority (61%) of the designated group disagreed/strongly disagreed that the institutions were fair and equitable places to work in while a smaller majority (55%) of the non-designated group agreed that they were.

It is evident from the above analysis that the non-designated group perceived their institutions to be fair and equitable places to work. On the contrary, the designated group perceived their institutions as not being fair and equitable places to work in. This perception on the part of the designated group is greater at HWIs.

6.8.7.3   **Sincerity of Affirmative Action/Employment Equity Efforts at Institutions**

FIGURE 32 :   **SHOWING RESPONSES TO WHETHER INSTITUTIONS' EFFORTS ARE MORE THAN AN ATTEMPT TO APPEAR POLITICALLY CORRECT**
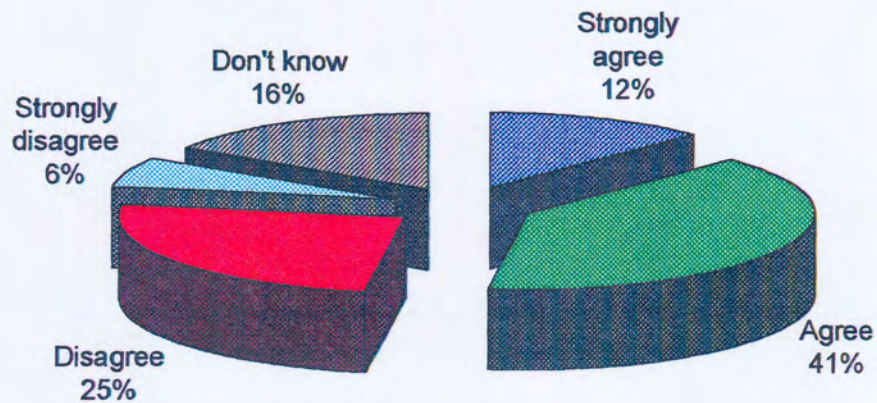
The responses of the total sample of academic staff illustrated in Figure 32 indicate that the majority (53%) agreed/strongly agreed that the Affirmative Action/Employment Equity efforts at their respective institutions were more than an attempt to appear politically correct. Thirty one percent of the respondents disagreed/strongly disagreed while 16 % did not know.

FIGURE 33 : SHOWING RESPONSES OF THE DESIGNATED AND NON-DESIGNATED GROUPS TO WHETHER THEIR INSTITUTIONS' EFFORTS ARE MORE THAN AN ATTEMPT TO APPEAR POLITICALLY CORRECT
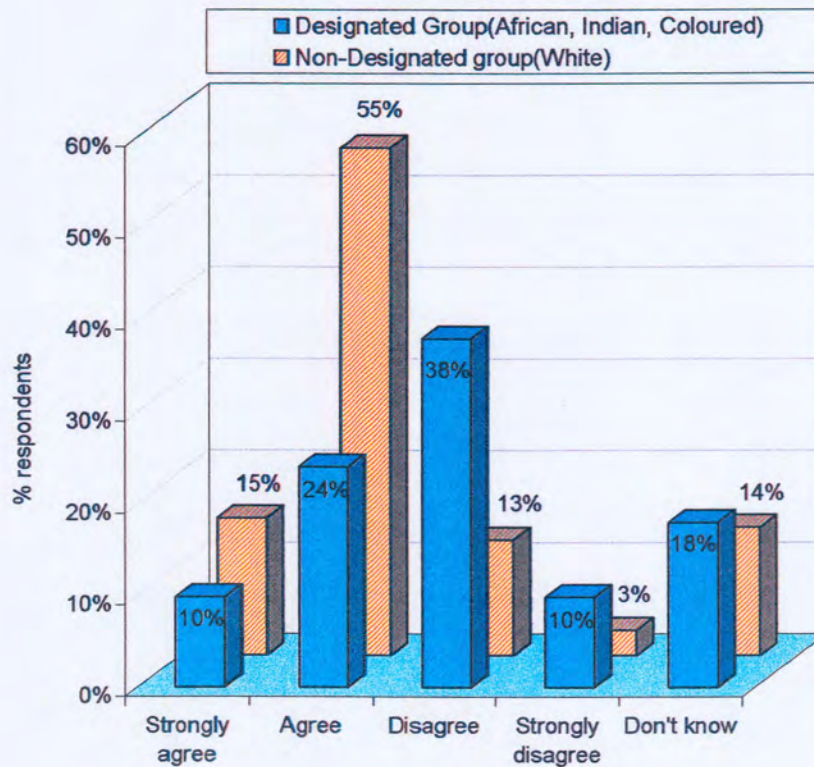
There was a significant difference between the responses of the designated group and non-designated group according to the Chi-Square Test result ($x^2 = 56,57$; df = 4; $p < 0,05$) as indicated in Figure 33. Seventy percent of the respondents from the non-designated group agreed/strongly agreed that the Affirmative Action/Employment Equity efforts at their institutions were more than an attempt to appear politically correct against 34% from the designated group. Worthy of note is that the majority (48%) of the designated group disagreed/strongly disagreed

compared with 16% from the non-designated group. Further almost a fifth of the respondents from the designated group indicated that they did not know compared with 14% from the non-designated group.

The majority (43%) of respondents from the designated group employed at HBIs agreed/strongly agreed that Affirmative Action/Employment Equity efforts at these institutions were more than an attempt to appear politically correct. Sixty two percent of the respondents from the non-designated group supported this view.

At HWIs the majority of the designated group (52%) disagreed/strongly disagreed and 38% agreed/strongly agreed that the Affirmative Action/Employment Equity efforts were more than an attempt to appear politically correct.The majority (73%) of respondents from the non-designated group agreed/strongly agreed while 14% disagreed.

In summary the following were the findings related to whether Affirmative Action/Employment Equity efforts at the respective institutions are more than an attempt by the institutions to appear politically correct :

- the majority in the total sample agree that Affirmative Action/Employment Equity efforts were more than an attempt to appear politically correct;
- almost half of the respondents from the designated group disagreed/strongly disagreed;
- almost three quarters of the respondents from the non-designated group agreed;
- HBI respondents from both groups agreed; and,
- at HWIs the majority of the respondents from the designated group disagreed while an overwhelming majority of respondents from the non-designated group agreed.

Although the findings related to the total sample indicated that efforts at Higher Education Institutions in KZN was/is done in all sincerity and not merely to appear politically correct the in-depth investigation reveals that this finding was influenced to a greater extent by the responses of those from the non-designated group. One must therefore view this perception with caution for the following reason:

- At HWIs there has always been prejudice against the appointment of Black academics in the past (refer to Chapter 5). For White academics the majority of whom have been part of this charade, it would be politically correct, especially in the present climate in South Africa, for them to claim that their institutions are sincerely involved in all Affirmative Action/Employment Equity efforts.

It is significant that the majority of the Black academics employed at HWIs maintained that the Affirmative Action/Employment Equity efforts are an attempt by the institution to appear politically correct. If this is proven to be true it can have severe repercussions for the future of Affirmative Action/Employment Equity at such Higher Education institutions as cautioned by Innes (1993(a) : 15), Sarakinsky (1993 : 7), Human (1991 : 16) and Maphai (1992 : 7). They maintain that appointing persons from the designated group in order to appear politically correct in the guise of an Affirmative Action/Employment Equity effort is often construed as tokenism with its attendant negatives of incompetence, setting one up for failure, lowering of standards, etc.

6.8.7.4   Diverse Workforce at Institutions of Higher Education

The response to the question whether a diverse workforce at an institution will lead to better student/staff relations are indicated in Figure 34. According to these responses the majority (72%) of the total sample agreed/strongly agreed that a diverse workforce at an institution of Higher

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Education will lead to better staff/student relations while 18% disagreed/strongly disagreed.

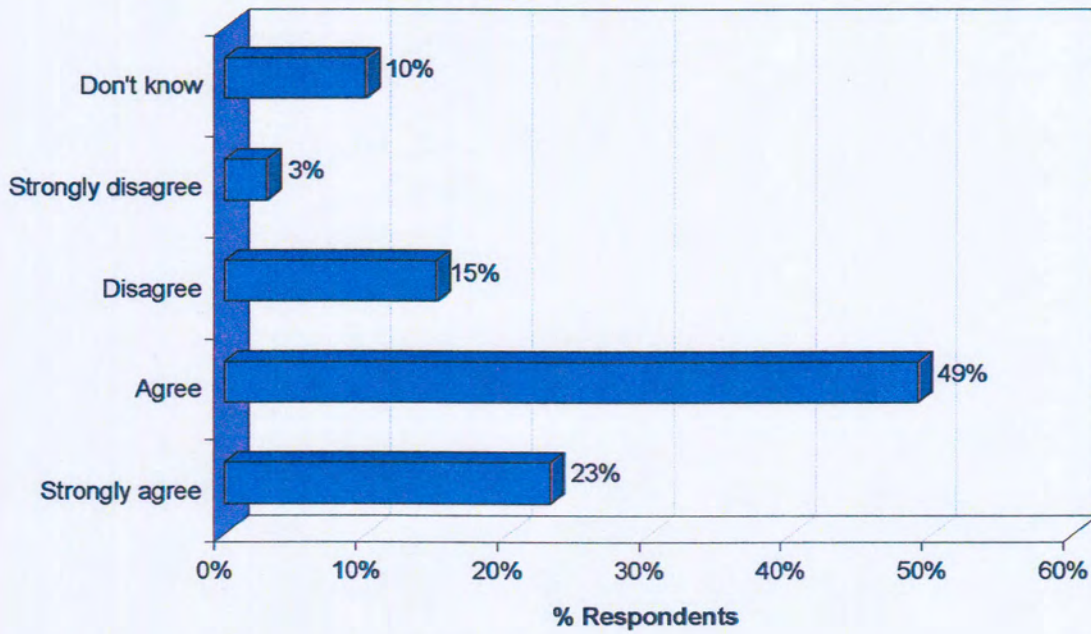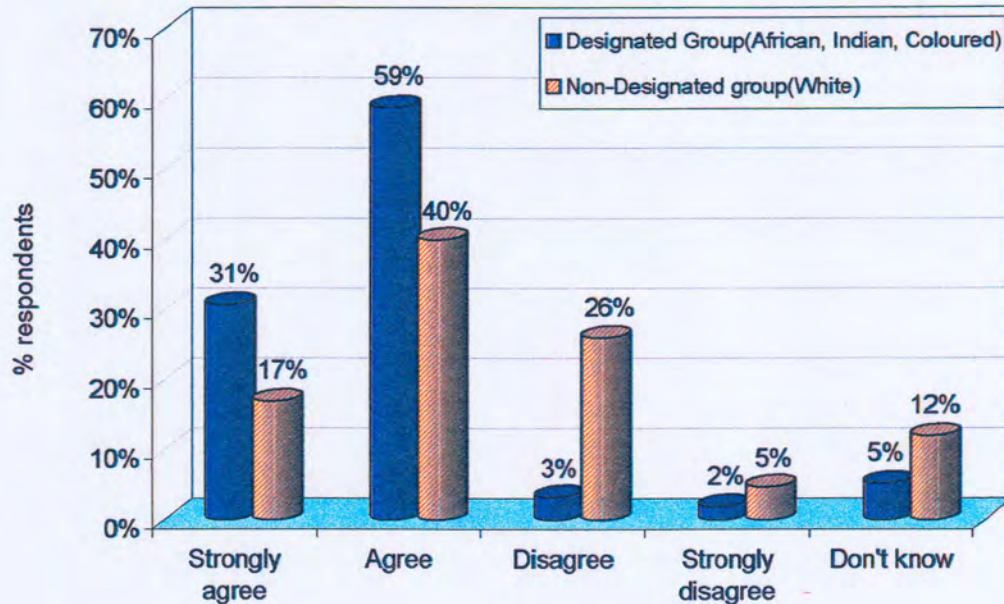**FIGURE 34 :** **ILLUSTRATING RESPONSES TO WHETHER A DIVERSE WORK FORCE WILL LEAD TO BETTER STUDENT/STAFF RELATIONS**

FIGURE 35 :   **ILLUSTRATING   RESPONSES OF THE DESIGNATED AND NON-DESIGNATED GROUPS TO A DIVERSE WORKFORCE**

The Chi-Square Test results (x^2 = 48,17; df = 4; p < 0,05) reveal that there is a significant difference between the responses of the designated and non-designated groups (refer Figure 35).   A larger majority (90%) from the designated group and 5 7 % fr o m the non-designated group agreed/strongly agreed that a diverse workforce will lead to better staff/student relations. Five percent of the designated group and 31% of   the non-designated group disagreed/strongly disagreed with the statement.

At HBIs the majority (89%) of the respondents from the designated group agreed/strongly agreed that a diverse workforce will lead to better staff/student relations. The majority (64%) of respondents from the non-designated group also agreed. Six percent of the respondents from the designated   group   and   22%   from   the   non-designated   group disagreed/strongly disagreed.

A larger majority (92%) of the respondents from the designated group at HWIs agreed/strongly agreed that a diverse workforce will lead to better staff/student relations and only 3% disagreed. The majority (55%) of the non-designated group also agreed with this view while 34% disagreed/strongly disagreed.

In summary, therefore, the following were the findings related to whether a diverse workforce at institutions of Higher Education in KZN will lead to better student/staff relations :

- the majority of the total sample agreed;
- a greater majority of the designated group in general agreed;
- a smaller majority of the non-designated group agreed;
- the majority from the designated group employed at HBIs agreed while a very small minority disagreed;
- a smaller majority of the non-designated group employed at HBIs agreed in comparison with the designated group. A much larger percentage (about a quarter) of the non-designated group disagreed compared with the designated group; and,
- the largest majority from the designated group employed at HWIs agreed with a relatively small minority disagreeing. The majority of the non-designated group employed at HWIs also agreed to a smaller extent in comparison with the designated group.

An overwhelming majority of the designated group and a lesser percentage of the non-designated group agreed that a diverse workforce will lead to better staff/student relations. This finding is consistent with the views of Simon (1993 : 74 - 78), Simmons (1982: 6 - 8) and Murphy (1993: 173). A probable reason for this confident response from the designated group is their previous experience at Black institutions where they had a taste of diversity during the apartheid era when Whites could lecture at Black institutions where they enjoyed status and respect.

The lesser agreement by White academics is a cause for concern. It implies a reluctance by some to diversify their staff which, if proven true, would not augur well for the future of Affirmative Action/Employment Equity at institutions of Higher Education, more especially, since it must be acknowledged that racism and sexism have often been a bar to trust among students and staff of different races and sexes. Those who are reluctant to diversify fail to realize that the presence of academics of colour w0uldl help attract previously disadvantaged students, provide role models for them, make their adjustment to the campus easier and decrease the alienation many of them feel due to isolation in the predominantly White academic communities. A racially diverse academic staff, moreover, can serve as an example to students of the value of a pluralistic society, that could help eliminate prejudice and discrimination. Also academics of colour and women on the staff are likely to be especially sensitive to discrimination in appointments, promotions, etc., thereby diminishing institutional discrimination and sowing the seeds for good student/staff relations.

A diverse workforce can also sharpen intellectual exchange, allow for challenges to prevailing views and enhance the process of justification and search for truth that are central to the academic enterprise. In addition it can contribute to intellectual diversity among students. They would be exposed to an enriching blend of cultural differences and be given the opportunity to learn to get along with and respect those from varied backgrounds, cultures and traditions.

6.8.7.5   White Academic Staff Resentment towards Preference for Designated Groups

The majority of the respondents in the total sample (50%) agreed/strongly agreed that there is resentment by White academic staff towards members of the designated group for being preferred over them in the Affirmative

Action/Employment Equity efforts. Thirty four percent disagreed/strongly disagreed while 16% indicated that they did not know.

A Chi-Square analysis of the data (Table 9) indicates that there were no significant differences between the responses of the designated group and the non-designated group (x^2 = 10,406 ; df = 2; p < 0,05). The majority of both the non-designated group (47%) and the designated group (55%) agreed/strongly agreed that there was this resentment. Twenty five percent of the designated group and 40% of the non-designated group disagreed/strongly disagreed.

TABLE 9 : RESPONSES OF THE DESIGNATED AND NON-DESIGNATED GROUPS AT HBIs AND HWIs TO WHETHER AFFIRMATIVE ACTION/EMPLOYMENT EQUITY RESULTS IN WHITE STAFF RESENTMENT

RESPONSES	DG*	NDG#	DG IN HBI	NDG IN HBI	DG IN HWI	NDG IN HWI
Strongly agree	18%	14%	19%	04%	16%	13%
Agree	37%	33%	30%	46%	48%	36%
Disagree	19%	34%	20%	22%	18%	31%
Strongly disagree	06%	06%	09%	16%	02%	06%
Don't Know	20%	13%	22%	12%	16%	14%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

*DG (DESIGNATED GROUP)
#NDG (NON-DESIGNATED GROUP)

At HBIs the majority of the designated group (49%) agreed/strongly agreed while 29% disagreed/strongly disagreed that there was White staff resentment towards the designated group for their being preferred over

them in Affirmative Action/Employment Equity programmes. The majority of the non-designated group (50%) also agreed/strongly agreed while 38% disagreed/strongly disagreed.

At HWIs the majority (64%) of the respondents from the designated group agreed/strongly agreed while 20% disagreed/strongly disagreed. The majority of the non-designated group (49%) agreed/strongly agreed while 37% disagreed/strongly disagreed.

In summary, therefore, the following are the findings related to whether Affirmative Action/Employment Equity efforts result in White staff resentment towards members of the designated group for being preferred over them :

- the majority of the total sample agreed that this resentment existed;
- the majority of both the designated group and the non-designated group employed at HBIs agreed; and,
- the majority of both designated and non-designated groups employed at HWIs agreed although the extent of agreement was greater among the designated group.

A national survey among the thirty one Higher Education institutions in South Africa conducted by Naidoo *et al.* (2001 : 50) support this finding in that they also established that there was this resentment to Employment Equity from members of staff. While the resistance took various forms, in most cases it was argued that the principles of Affirmative Action perpetuated racial classification and amounted to racism in reverse. Ramashia, the Director-General of the Department of Labour, succinctly sums up the reason for such resentment by Whites thus:

"To expect that these acts [Employment Equity Act, Labour

Act, etc.,] will not be opposed by those who benefited from apartheid is to be naive."

(Ramashia, 2002 : 1)

The aforementioned findings suggest that the majority of White academics have not as yet bought into the spirit of the Affirmative Action/Employment Equity efforts at institutions of Higher Education in KZN. One of the reasons for this, as revealed in the earlier analyses, is that they have not been adequately schooled in the principles underlying Affirmative Action/Employment Equity. Perhaps in order to fast track the process the cart was put before the horse in that the Employment Equity Act was foisted upon academic staff without debating, discussing and clarifying the basic and important principles underlying it. In order to achieve this time is of essence and expertise and commitment to changing attitudes and avoiding stereotypes are vital for acceptance of Affirmative Action/Employment Equity objectives. This sensitising process involves a great deal of time and could not be achieved before the submission of Employment Equity plans as required by the Department of Labour. Unless this is achieved it could present a major stumbling block to the success of Affirmative Action/Employment Equity efforts.

6.8.7.6   Top Management as Driver of Affirmative Action/Employment Equity Policy and Programmes

The responses of the academic staff to the question whether top management should drive the Affirmative Action/Employment Equity policy and programme are indicated in Table 10.

TABLE 10 : RESPONSES TO TOP MANAGEMENT DRIVING AFFIRMATIVE ACTION/EMPLOYMENT EQUITY POLICY AND PROGRAMMES

RESPONSES	% OF TOTAL SAMPLE
Strongly agree	33%
Agree	41%
Disagree	15%
Strongly disagree	5%
Don't know	6%
Total	**100%**

The majority (74%) of the total sample agreed/strongly agreed that top management should drive the Affirmative Action/Employment Equity policy and programmes at Higher Education institutions. Twenty percent disagreed/strongly disagreed.

The Chi-Square Test result (x^2 =5,539; df=2; p>0.05) revealed that there were no significant differences in the responses between the designated group and non-designated groups and from both the groups employed at HBIs and HWIs. In all cases there was unanimous support for the top management to drive the Affirmative Action/Employment Equity programmes.

During the personal interview, respondents were asked how much of active support was provided by top management. In only two of the six Higher Education institutions in KZN it was found that a member of the executive management was involved in driving their Equity process. This finding is consistent with the claims made by Naidoo *et al.* (2001 : 44) in their survey of thirty one Higher Education institutions in South Africa. They found only twelve institutions of the thirty one that felt that they had

the "... **active, demonstrable, hands-on**" support of their senior management as opposed to rhetorical lip service. The belief of many of the practitioners, the survey revealed, was that greater visible, vocal and active support for Affirmative Action/Employment Equityby the Vice-Chancellor and his executive management would undoubtedly help reduce resistance to it.

This lack of visible, vocal and active support from top management is probably due to the fact that these members in top management are either too busy with their institutional matters or they do not actively support Affirmative Action or Employment Equity. Generally, the view of the interviewees was that the respondents rarely come into contact with the Vice-Chancellor or other executive/top management. A large number indicated that the Vice-Chancellor of the institution is too often away from the campus to make any substantial contribution to the success of Affirmative Action/Employment Equity.

Given the above it is imperative to direct top management officers at Higher Education institutions to play a more active role in ensuring that Affirmative Action/Employment Equity programmes are planned adequately and implemented with commitment and dedication. Only then, and then only, will the objective of Affirmative Action/Employment Equity be achieved. Scope for further research exists in determining what contribution was made by top management in Affirmative Action/Employment Equity efforts at their institutions.

6.8.7.7 'Fast Tracking' Appointments from the Designated Group

The responses to the question of whether institutions of Higher Education are guilty of 'fast tracking' appointments from the designated groups without providing adequate staff development for them are indicated in Table 11.

TABLE 11 : RESPONSES OF DESIGNATED AND NON-DESIGNATED GROUPS TO WHETHER INSTITUTIONS ARE GUILTY OF 'FAST TRACKING' APPOINTMENTS FROM THE DESIGNATED GROUP

RESPONSES	DG*	NDG#	DG IN HBI	NDG IN HBI	DG IN HWI	NDG IN HWI
Strongly agree	28%	17%	24%	20%	33%	16%
Agree	24%	30%	25%	40%	21%	26%
Disagree	29%	32%	29%	24%	28%	34%
Strongly disagree	06%	05%	07%	06%	05%	04%
Don't Know	13%	16%	15%	10%	13%	20%
Total	100%	100%	100%	100%	100%	100%

*DESIGNATED GROUP (DG)

#NON-DESIGNATED GROUP (NDG)

The majority (48%) of the total sample agreed/strongly agreed that institutions are guilty of 'fast tracking' appointments from the designated group without providing adequate staff development for them. Thirty six percent of the respondents disagreed/strongly disagreed while 16% indicated that they did not know.

The Chi-Square Test based on the data in Table 11 revealed no significant difference in the responses of the designated group compared with the non-designated group ($x^2 = 8,28$; df =2 ; p >0.05). The majority in both the designated group (52%) and non-designated group (47%) supported the criticism that the institutions were guilty of 'fast tracking' appointments from the designated group without providing them with adequate staff development programmes.

At HBIs a larger majority (60%) of the non-designated group compared with the designated group (49%) agreed that the institutions were 'fast

tracking' appointment of members of the designated group. At HWIs a larger majority from the designated group (54%) than the non-designated group (42%) agreed that there was 'fast tracking'.

In summary the findings related to whether institutions of Higher Education in KZN are guilty of 'fast tracking' appointments from the designated group without providing adequate staff development programmes for them are as follows :

- the majority of the total sample agreed that this practice is prevalent;
- the majority from the non-designated group employed at HBIs also agreed; and,
- the majority of the designated group at HWIs also agreed that 'fast tracking' was common knowledge.

It is evident from the above analysis that institutions of Higher Education in KZN are guilty of 'fast tracking' appointments from the designated groups without providing them with adequate staff development programmes. Experiences in countries reviewed reveal that 'fast tracking' is generally undertaken either in response to political pressure, legal imperatives or to meet rigid quotas. Such criteria for appointment of candidates from the designated group run counter to the basic principle underlying Affirmative Action/Employment Equity and are frowned upon by their proponents.

If such appointments are not followed by a suitably designed educational enhancement (staff development/capacity building) programme it can have a devastating effect on appointees, students and the quality of education at the respective institutions. It can also be construed to be a kind of tokenism with its attendant negatives.

6.8.7.8   **Consultation in Development of Affirmative Action/Employment Equity Programmes**

The majority (48%) agreed/strongly agreed that consultation was not inclusive of all academic staff from the lowest level upwards in developing the Affirmative Action/Employment Equity programmes/policy. Thirty one percent of the respondents indicated that they did not know whether this was the case which implies that they were not consulted. It is evident that 79% of the respondents were not consulted in the formulation of Affirmative Action/Employment Equity programmes and policy. A minority (21%) indicated that they disagreed/strongly disagreed.

A Chi-Square analysis of the responses (x^2 = 6,771; df=2; p > 0,05) indicated that there were no significant differences between the responses of the designated and non-designated groups. The majority of both the designated (82%) and non-designated group (76%) agreed that in developing the Affirmative Action/Employment Equity programmes/policy consultation was not inclusive of all academic staff from the lowest level upwards. At HBIs the majority (60%) of the non-designated group and 49% of the designated group agreed that there was no consultation with the majority of the staff complement. At HWIs the majority (54%) of the respondents from the designated group and 42% from the non-designated group agreed.

In summary the majority of the total sample in general and those employed at HBIs and HWIs indicated that they were not consulted. On further analysis it was evident that more respondents from the non-designated group at HBIs and the designated group at HWIs were not consulted. Further research would be necessary to identify the reasons why the majority of the academic staff were not consulted. This finding does not augur well for the success of Affirmative Action/Employment Equity policy/ programmes at institutions of Higher Education in KZN. It

is probably one of the major reasons for the resistance to and lack of 'buy in' into the spirit of Affirmative Action/ Employment Equity as revealed during the earlier part of the analysis. In any endeavour bottom up consultation is essential for success. Ramashala (2001 : 10), Chairperson of the Employment Equity Commission, also supports this view by stating that:

"Communication, consultation and awareness raising should be inclusive of all workers and managers."

If this was done then any ethnic or racial conflict arising from the antagonism towards preferential treatment associated with Affirmative Action/Employment Equity could be avoided or tempered, as the implementation would be the product of consensus of both the proponents and opponents. Also when individuals become directly involved in the design of a programme a sense of ownership emerges and that helps to ensure its success. The above finding is also in contradiction to the requirements of the Employment Equity Act No. 55 of 1998 which states categorically that:
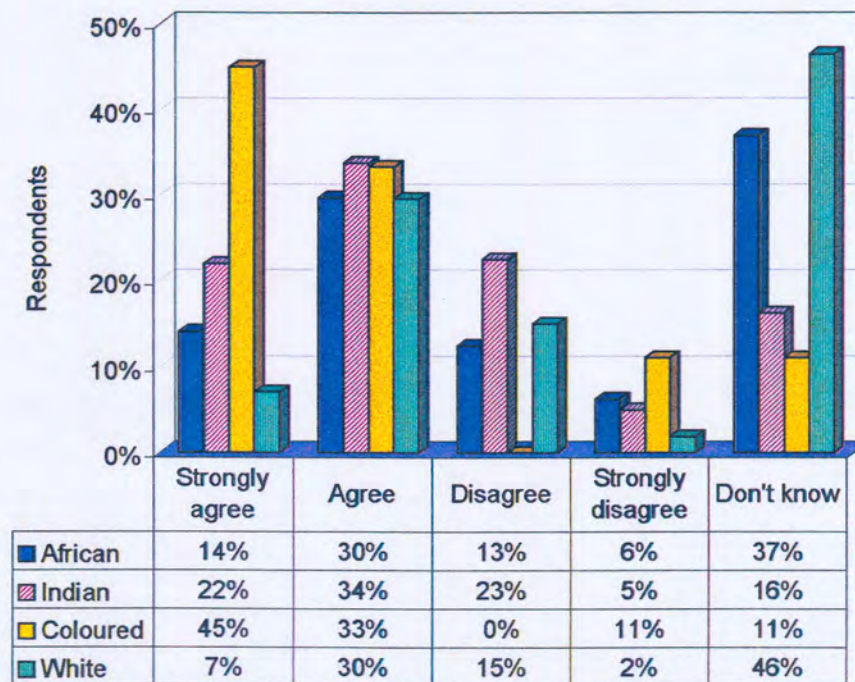
"A designated employer must take reasonable steps to consult and attempt to reach agreement with its employees or their nominated representatives on the conduct of its equity analysis, on the preparation and implementation of its employment equity plan and on the reports it submits to the government."

(DOL, 1998 : Section 16)

6.8.7.9   **Indian/Coloured Staff Resentment to Preferential Treatment**

The majority of the total sample (44%) agreed/strongly agreed that there is resentment by Indians/Coloureds towards Africans being preferred over them. Nineteen percent of the respondents indicated that they disagree/strongly disagree. A relatively large percentage (36%) indicated that they did not know, of which 38% were Africans and 46% Whites.

FIGURE 36 :   **ILLUSTRATING RESPONSES OF INDIVIDUAL RACIAL GROUPS TOWARDS INDIAN/COLOURED RESENTMENT**

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
African	14%	30%	13%	6%	37%
Indian	22%	34%	23%	5%	16%
Coloured	45%	33%	0%	11%	11%
White	7%	30%	15%	2%	46%

On further analysis of the responses of individual race groups to the question (refer to Figure 36) it was revealed that the majority of the Coloured academics (78%) and 56% Indian academics agreed/strongly agreed that there was resentment towards Africans being promoted over them. From the analysis of the total sample it is glaringly evident that this is so. Drawing on information from personal interviews this can be attributed to the fact that Indians and Coloureds felt that they too were victims of apartheid. Therefore they should also be treated as

beneficiaries of Affirmative Action/Employment Equity efforts in the new democracy. Anything contrary to this would arouse resentment.

6.8.7.10 Hiring of Unqualified Staff from the Designated Group

FIGURE 37 : **SHOWING RESPONSES TO WHETHER AFFIRMATIVE ACTION/ EMPLOYMENT EQUITY INITIATIVES RESULT IN HIRING UNQUALIFIED STAFF FROM THE DESIGNATED GROUP**
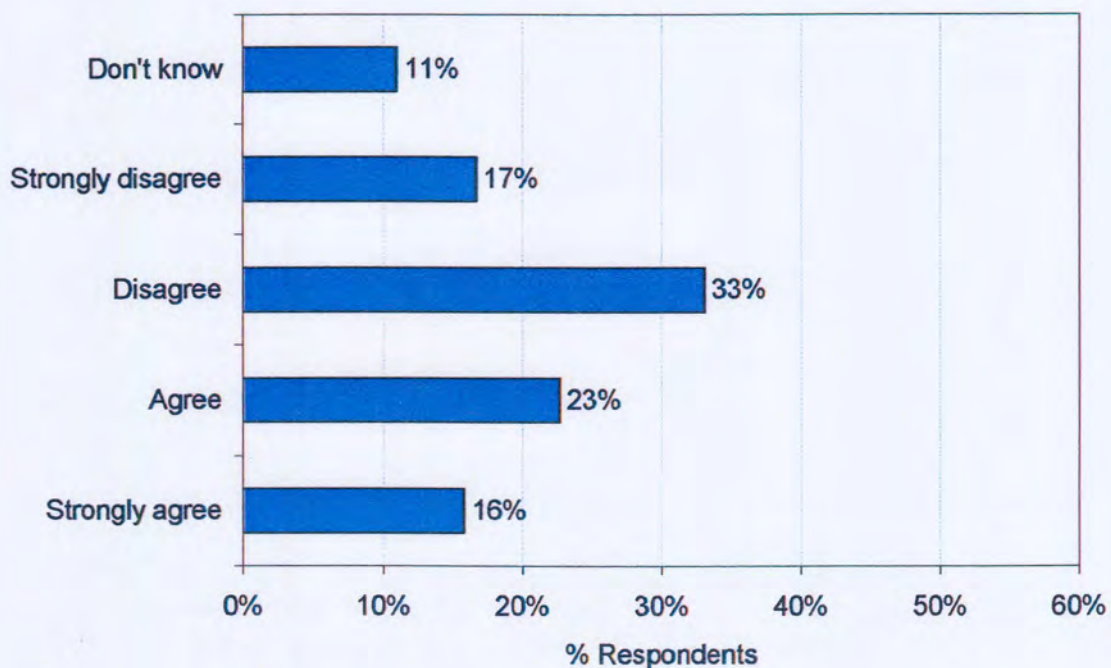
The responses to the question whether Affirmative Action/Employment Equity initiatives result in vast numbers of unqualified staff from the 'designated' group being hired are indicated in Figure 37. It reveals that the majority (50%) of the total sample disagreed/strongly disagreed that Affirmative Action/Employment Equity initiatives result in vast numbers of unqualified staff from the designated group being hired. Thirty nine percent of the respondents, however, agreed/strongly agreed while 11% indicated that they did not know. There were no significant difference between the responses of the designated group and non-designated group ($x^2 = 2,865$; df = 2; p > 0,05).

Since Higher Education is regarded as the microcosm of the wider South African society to have unqualified staff appointed to such institutions in the guise of Affirmative Action/Employment Equity would have severe repercussions for Higher Education in particular and the country as a whole. This finding is, therefore, a positive one for Higher Education in KZN.

6.8.7.11   Performance of Indian/Coloured Male Academics

The majority (47%) of the total sample indicated that they did not know. However, 30% of the respondents from the total sample disagreed/strongly disagreed with the perception that Indian/Coloured male academics are not performing to their optimum because they are frustrated about their perceived limited opportunity and only 23% agreed/ strongly agreed.

The Chi-Square Test result indicated that there was a significant difference in the responses of the designated and the non-designated groups regarding the above question ($x^2 = 31, 404$; df = 2; p > 0,05). An equal percentage of respondents from the designated group agreed (35%) compared with those who disagreed (35%). The majority of the non-designated group (58%) indicated that they did not know while a minority of 14% agreed.

TABLE 12 : RESPONSES OF MEN FROM DIFFERENT RACIAL GROUPS TO PERFORMANCE OF COLOURED/INDIAN MEN

	PERCENTAGE RESPONSES			
	AFRICAN	INDIAN	COLOURED	WHITES
Strongly agree	08%	28%	17%	02%
Agree	05%	26%	50%	14%
Disagree	35%	28%	0%	23%
Strongly disagree	08%	07%	0%	07%
Don't know	44%	11%	33%	54%
TOTAL	100%	100%	100%	100%

A further analysis of the responses of male academics from the different racial groups (refer to Table 12) to this question revealed that there was a significant difference (x^2 = 54, 595; df = 12; p < 0,00) in their responses. The majority of Coloured men (67%) and 54% of Indian men agreed/strongly agreed that Indian/Coloured male academics are not performing to their optimum because they are frustrated by the perceived limited opportunity. The majority of White male academics (54%) and 44% Africans indicated that they did not know.

From the above analysis it is apparent that Indian/Coloured men are not performing to their optimum. The majority of White and African academics indicated that they did not know.

6.8.7.12 Performance of White Male Academics

The majority of the total sample (40%) disagreed/strongly disagreed that White men are not performing to their optimum because they are frustrated about their perceived limited opportunities. Almost a third of the

respondents (32%), however, agreed/strongly agreed that this is so. Twenty eight percent of the respondents indicated that they did not know.

TABLE 13 : RESPONSES OF DESIGNATED, NON-DESIGNATED GROUPS AND WHITE MEN TO WHITE MEN NOT PERFORMING TO THEIR OPTIMUM

RESPONSES	*DG IN HBI	DG IN HWI	#NDG IN HBI	NDG IN HWI	% RESPONSE OF WHITE MEN
Strongly agree	17%	16%	12%	9%	11%
Agree	14%	23%	20%	21%	20%
Disagree	25%	21%	30%	34%	36%
Strongly disagree	10%	10%	10%	11%	14%
Don't know	34%	30%	28%	25%	19%
TOTAL	100%	100%	100%	100%	100%

*DG (DESIGNATED GROUP)

#NDG (NON-DESIGNATED GROUP)

At HBIs the majority of the designated group (35%) disagreed/strongly disagreed with this statement and 34% did not know (refer to Table 13). Thirty one percent of the respondents agreed/strongly agreed.

Table 13 also reveals that at HWIs the majority in the designated group (39%) agreed/strongly agreed that White male academics are not performing at their optimum level while 31% disagreed/strongly disagreed. Thirty percent indicated that they did not know. A larger majority of White men (50%) disagreed/strongly disagreed that they are not performing to their optimum because they are frustrated about their perceived limited opportunities resulting from Affirmative Action/Employment Equity efforts while 31% agreed.

It is evident from the aforementioned analyses that the majority of the respondents in the total sample generally disagree that White men are not performing to their optimum because they are frustrated about their perceived limited opportunities resulting from Affirmative Action/Employment Equity efforts. A relatively larger majority of White men themselves disagree that they felt this way. The findings endorses the fact that White academics are performing to their optimum which augurs well for the future of Affirmative Action/Employment Equity in Higher Education.

6.8.7.13   Preferential Treatment of Black Women over White Women

The majority (54%) of the total sample disagreed/strongly disagreed while 39% of them agreed/strongly agreed that Black women academics should be given greater preferential treatment over White women. Six percent indicated that they did not know.

TABLE 14 : RESPONSES OF MALES AND FEMALES FROM THE DESIGNATED AND NON-DESIGNATED GROUPS TO WHETHER BLACK WOMEN SHOULD BE GIVEN PREFERENCE OVER WHITE WOMEN

|	MALES *(DG)	WOMEN (DG)	MALES #(NDG)	WOMEN (NDG)	DG	NDG
Strongly agree	19%	25%	04%	04%	22%	04%
Agree	39%	45%	20%	28%	36%	23%
Disagree	20%	17%	42%	43%	23%	42%
Strongly disagree	17%	08%	27%	20%	13%	25%
Don't know	05%	5%	07%	05%	06%	06%
TOTAL	100%	100%	100%	100%	100%	100%

*DG (DESIGNATED GROUP)
#NDG (NON-DESIGNATED GROUP)

A Chi-Square analysis of the responses reveal a significant difference between the responses of the designated group and the non-designated group (x^2 = 36,111; df = 2; p < 0,05). The majority of the respondents in the designated group (58%) agreed/strongly agreed while 36 % disagreed/strongly disagreed with this view. Of the non-designated group, on the other hand, a greater majority (67%) of the respondents disagreed/strongly disagreed while 27% agreed/strongly agreed.

On further analysis of the data (Table 14) it is clear that 69% of White men and 63% of White women disagreed/strongly disagreed with the proposal. The majority of Black women (70%) and 58% of Black men agreed. It is, therefore, obvious that the majority of White academics, men in particular, objected to the proposal that Black women be given greater preferential treatment over White women in Affirmative Action/Employment Equity efforts while Black women academics in particular agreed with it. A probable reason for this response from Black women academics is that they claim to have suffered the double indignity of racial and gender discrimination during the apartheid era.

6.8.7.14 Women as Beneficiaries of Affirmative Action/Employment Equity Programmes
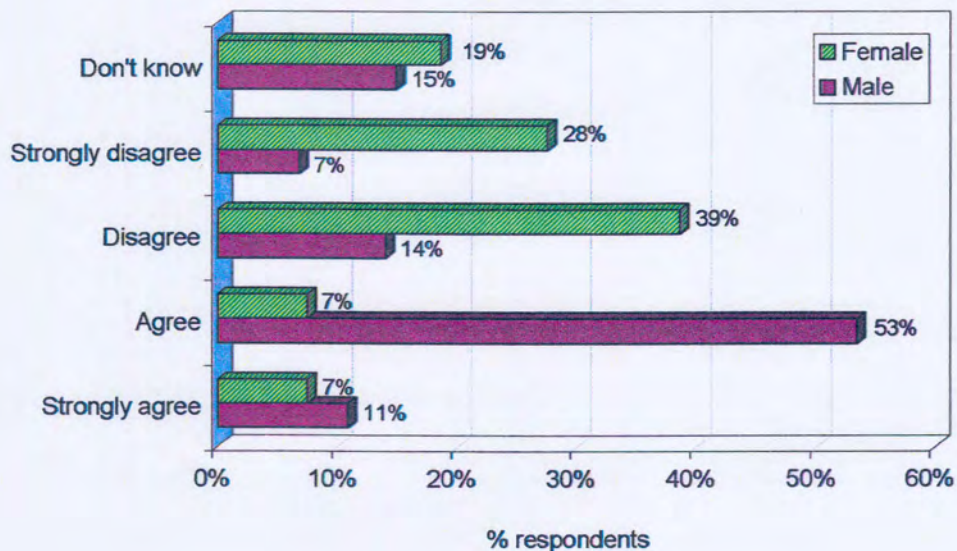
Figure 38 illustrates the responses of the academic staff to the question of whether women are given adequate priority as beneficiaries of Affirmative Action/Employment Equity programmes.

FIGURE 38:   **ILLUSTRATING RESPONSES OF THE TOTAL SAMPLE TO WOMEN AS BENEFICIARIES OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS**
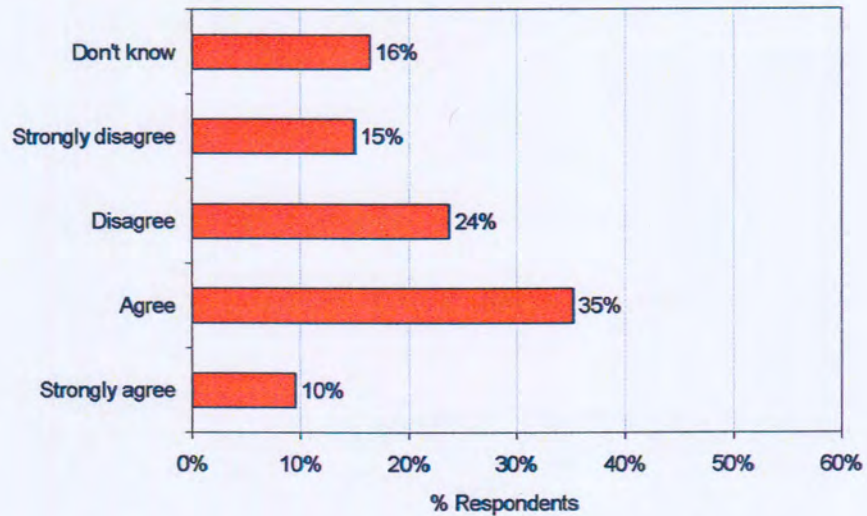
The majority of the total sample (45%) in Figure 38 agreed/strongly agreed that women are given adequate priority as beneficiaries in the Affirmative Action/Employment Equity programmes while 39% disagreed/strongly disagreed and 16% did not know.

FIGURE 39 :   **ILLUSTRATING RESPONSES OF MALES AND FEMALES TO WOMEN AS BENEFICIARIES OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS**

On applying the Chi-Square Test to the responses of male and female academics to whether women are given adequate priority as beneficiaries in Affirmative Action/Employment Equity programmes a significant difference emerged (x^2 = 101,3; df = 4; p < 0,05). When this difference was analysed further it was revealed that the majority of male academics (64%) agreed/strongly agreed while the majority of females (67%) disagreed/strongly disagreed. An investigation into the reason for such differences offer scope for further research.

It is evident from the analysis that the responses of the total sample is not a true reflection of the *status quo* at Higher Education institutions in KZN as the sample is skewed in favour of the majority of male academics. White male academics are satisfied that women as beneficiaries of Affirmative Action/Employment Equity programmes are given adequate priority. A significant majority of women academics claim that this is not the case.

This finding is consistent with the research finding by Howell *et al.* (2000: 50, 61) at the University of Western Cape. It is also consistent with trends that prevailed at South African institutions of Higher Education in the early 1990s where even basic data on the gender distribution of staff were conspicuous by their absence. The neglect of women as Affirmative Action/Employment Equity beneficiaries is also evident in many countries reviewed such as India, Namibia and Zimbabwe.

This perception of male academics revealed is also a probable reason for Subotsky's (2001: 36) claim that academic female staff still remain underrepresented in the Higher Education system in South Africa in general, more so in higher ranks. Also most males are in decision-making structures and key positions. If the perception of male academics is anything to go by then progress of women will continue to be slow. Further research in this area is essential.

Also this finding is consistent with that of Mayer and Bacchi (1996 : 4) who found in their study that a large majority of men did not believe that women faced discrimination and, therefore, saw no need for Affirmative Action/Employment Equity programmes. During the personal interview as well men agreed that Affirmative Action/Employment Equity was adequate and that enough has already been done for the advancement of women.

6.8.7.15   Affirmative   Action/Employment   Equity   Efforts   and Appointment/Promotion Standards

The responses to the question of whether Affirmative Action/Employment Equity efforts have resulted in lowering of appointment and promotion standards at their institutions are indicated in Figure 40.

FIGURE 40 :   ILLUSTRATING RESPONSES TO WHETHER AFFIRMATIVE ACTION/EMPLOYMENT EQUITY EFFORTS LOWER APPOINTMENT / PROMOTION STANDARDS

Don't know 17%

Strongly agree 17%

Strongly disagree 11%

Agree 25%
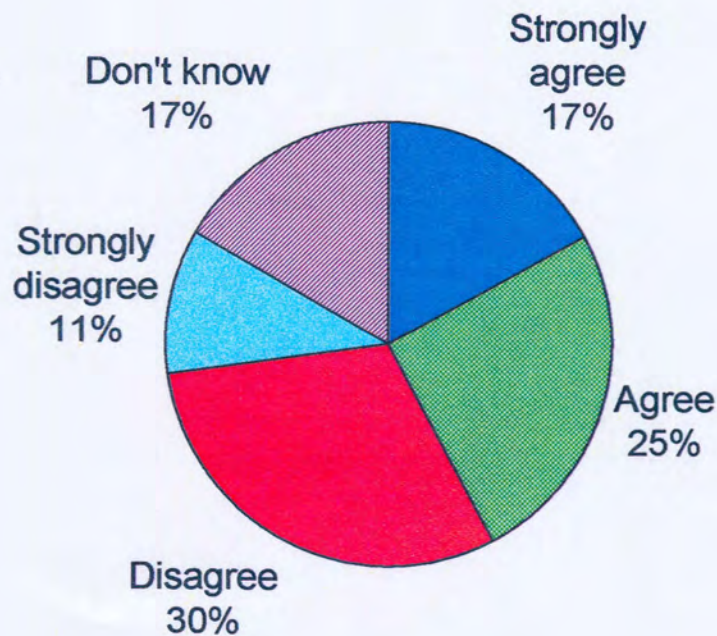
Disagree 30%

The majority (42%) of the total sample agree/strongly agree that Affirmative Action/Employment Equity efforts result in lowering of apointment and promotion standards at their respective institutions while 41% stated that they disagree/strongly disagree. Seventeen percent of the respondents indicated that they did not know.

The Chi-Square Test result (x^2 = 14,893; df = 4; p < 0,05) indicated that there was a significant difference between the responses of the designated and non-designated groups. On further analysis of these differences it was found that of the majority that agreed 48% were from the non-designated group while 35% were from the designated group. Of those that disagreed 47% were from the designated group while 37% were from the non-designated group. It is evident, therefore, that the majority of the White academics perceive Affirmative Action/Employment Equity efforts as resulting in the lowering of appointment and promotion standards at institutions of Higher Education in KZN.

Such a perception does not augur well for the success of Affirmative Action/Employment Equity efforts in institutions of Higher Education and can serve as a barrier to its success. It is also contrary to the views of proponents of Affirmative Action/Employment Equity. Evident from the findings is a clear lack of knowledge of what true Affirmative Action/Employment Equity is about and the perception that it is based on the incorrect premise of confusing the changing of standards with lowering them. Affirmative Action does not call for a lowering of appointment and promotion standards but rather that they be redefined or reconceptualised. What such a perception fails to take into consideration is that the traditional standards, given birth to in apartheid South Africa, were used as a mechanism to exclude Blacks and women from certain positions of privilege and power, which were set aside for White male academics often even in Historically Black Institutions.

6.8.8 INSTITUTIONAL BARRIERS TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY

South African institutions of Higher Education face a number of constraints, barriers and challenges that set them apart from most other designated employers. Many of these barriers in Higher Education are the result of the legacy of apartheid that are impacting on the current situation. The recent changes in the Higher Education staff profile shows very little progress (Subotsky, 2001 : 22 - 38). This suggests that various structural, institutional and practice-embedded barriers to Employment Equity are responsible for the resistance to change. Given the aforementioned question 14.1 - 15 were introduced to assess the perceptions of the respondents about the barriers to Employment Equity at institutions of Higher Education.

6.8.8.1   Institutional Culture and Climate

TABLE 15 : RESPONSES TO INSTITUTIONAL CULTURE AND CLIMATE AS BARRIERS TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY

	*DG IN TOTAL SAMPLE	#NDG IN TOTAL SAMPLE	DG AT HBIs	NDG AT HBIs	DG AT HWIs	NDG AT HWIs	% OF THE TOTAL SAMPLE
To a great extent	33%	08%	28%	10%	38%	07%	19%
To some extent	36%	43%	38%	46%	34%	42%	40%
To a small extent	13%	24%	15%	20%	10%	25%	19%
Not at all	18%	25%	19%	24%	18%	26%	22%
Total	100%	100%	100%	100%	100%	100%	100%

*DG (DESIGNATED GROUP)   HBI (HISTORICALLY BLACK INSTITUTIONS)
#NDG (NON-DESIGNATED GROUP)   HWI (HISTORICALLY WHITE INSTITUTIONS)

With respect to institutional culture and climate the majority (59%) of the respondents in the total sample regarded these as barriers to Affirmative Action/Employment Equity efforts at their institutions; 40% said they were barriers to some extent and 19% to a small extent and 22% not at all.

Chi-Square Test results revealed that there was a significant difference (x^2 = 36,671; df = 2; p < 0,05) in the responses of the designated and non-designated groups to this question. A further analysis of these differences revealed that 33% of the designated group found institutional culture and climate to be major barriers to Employment Equity as opposed to 8% of those from the non-designated group. Interestingly the majority of the non-designated group (43%) as well as the designated group (36%) identified this phenomena as barriers to some extent.

The Chi-Square Test also revealed a significant difference (x^2 = 42,311; df = 12; p < 0,00) in the responses of the designated and non-designated groups at HBIs and HWIs. At HWIs the majority (38%) of the designated group regarded institutional culture and climate as major barriers as against 7% of the non-designated group. The majority of respondents, however, from the non-designated group at HWIs (42%) and HBIs (46%) as well as those from the designated group at HBIs (38%) agreed that institutional climate and culture were barriers to Affirmative Action/Employment Equity efforts to some extent.

It is evident from the above analyses that the majority from the designated and non-designated groups regarded the institutional culture and climate as significant barriers to Affirmative Action/Employment Equity efforts at their respective institutions. The aforementioned finding is also supported by Subotsky (2001 : 37) and Mbokota (2001 : 70) who describe this alienating culture as the **"invisible hand that hampers EE"**. Clearly evident also is that the designated group at HWIs in particular felt more strongly about these barriers. This is probably due to the fact that norms

within HWIs developed as a result of the history of the institution being 'historically White'.

During personal interviews some members of the designated group at HWIs indicated that the prevailing attitudes there do not encourage and respect diversity. Others indicated that there is a lack of understanding of their difficulties and yet others complained that they were left to cope alone and thus felt alienated. The implication from the responses of the designated group is that the institutions are not transforming rapidly enough. An investigation of the transformation in institutional culture and climate at the respective institutions offer opportunity for further research.

6.8.8.2   Identity, Reputation and Image of Institutions

TABLE 16 : RESPONSES TO THE IDENTITY, REPUTATION AND IMAGE OF INSTITUTIONS AS BARRIERS TO AFFIRMATIVE ACTION/ EMPLOYMENT EQUITY

	DG*	NDG#	% OF TOTAL SAMPLE
To a great extent	16%	09%	12%
To some extent	37%	31%	33%
To a small extent	20%	18%	18%
Not at all	27%	42%	37%
TOTAL	100%	100%	100%

*DG (DESIGNATED GROUP)
#NDG (NON-DESIGNATED GROUP)

The findings reveal that the majority of the respondents (37%) maintained that identity, reputation and image of the institution did not at all serve as barriers to the implementation of Affirmative Action/Employment Equity at their institutions. The data in Table 16 reveal further that this response is

loaded by the fact that the majority of the respondents (42%) were from the non-designated group as opposed to 27% from the designated group. The Chi-Square Test result reveals that the majority of respondents from the designated group differed significantly ($x^2 = 10,856$; df = 2; p < 0,004) from the non-designated group in that they were of the opinion that image, identity and reputation did serve as barriers to a great extent (16%), to some extent (37%) and to a small extent (20%) whereas the majority of the non-designated group were of the opinion that image, identity and reputation were not significant barriers to the implementation of Affirmative Action/Employment Equity programmes at their respective institutions.

Howell *et al.* (2000 : 51) lend support to the view of the designated group; they claim that the institutions' identity, reputation and image in society determine the calibre of staff and students they attract. The success of Employment Equity efforts in attracting competent individuals from the designated groups who are underrepresented at institutions is influenced by this image.

6.8.8.3 Inability to Manage Staff Diversity

TABLE 17 : RESPONSES TO MANAGEMENT OF DIVERSITY AT INSTITUTIONS

	*DG IN TOTAL SAMPLE	#NDG IN TOTAL SAMPLE	DG AT HBIs	NDG AT HBIs	DG AT HWIs	NDG AT HWIs	% OF THE TOTAL SAMPLE
To a great extent	31%	21%	30%	26%	35%	19%	25%
To some extent	24%	19%	25%	16%	21%	20%	21%
To a small extent	21%	26%	26%	26%	13%	26%	24%
Not at all	24%	34%	19%	32%	31%	35%	30%
Total	100%	100%	100%	100%	100%	100%	100%

*DG (DESIGNATED GROUP)   HBI (HISTORICALLY BLACK INSTITUTIONS)
#NDG (NON-DESIGNATED GROUP)   HWI (HISTORICALLY WHITE INSTITUTIONS)

An analysis of the responses of the total sample with respect to the inability of institutions to manage diversity revealed that the majority (30%) regarded this phenomenon as not a barrier to Affirmative Action/ Employment Equity programmes. An in-depth analysis of the responses using the Chi-Square Test revealed an interesting difference (x^2 = 4,607; df = 2, p < 0,05) between the perceptions of the designated and non-designated groups. It reflected that the initial finding was influenced primarily by the view of the non-designated group (34%) that was contrary to the view of the majority of the designated group. The designated group maintained that the inability of their institutions to manage diversity was a significant barrier to Affirmative Action/ Employment Equity effort to a great extent (31%) and to some extent (24%).

At HBIs the majority of the designated group (30%) found this phenomenon to be a barrier to Affirmative Action/Employment Equity efforts to a great extent as opposed to the non-designated group who indicated that it was not a barrier at all. Also at HWIs the majority of the designated group regarded their institutions' inability to manage diversity as being a barrier to a great extent (35%) as opposed to the 'not at all' response (35%) by the non-designated group.

On the whole the findings reveal a significant difference in the perceptions of the designated and non-designated groups. While the non-designated group perceived the inability of their institutions to manage diversity as not being a barrier to achieving Employment Equity the designated group felt this was the case. This perception of the designated group is supported by Norris (www.immi.se/intercultural/nr3/norris.htm) who claims that Affirmative Action/Employment Equity on its own is not the whole answer to accelerating process of change in Higher Education. He maintains that it is essential that the diversity created by Affirmative Action/Employment

Equity be effectively managed by using a strategic management approach. In the USA Affirmative Action programmes on their own have not been successful because institutions failed to manage the diversity created (Norris, www.immi.se/intercultural/nr3/norris.htm). Roosevelt (1990 : 107) lends support to the findings that **"Managing diversity does not mean controlling or containing diversity it means enabling every member ... to perform to his or her potential"**. Only then would Affirmative Action/Employment Equity efforts succeed.

6.8.8.4   Failure to Build Capacities of Affirmative Action/Employment Equity Beneficiaries

TABLE 18 : RESPONSES TO THE FAILURE TO BUILD CAPACITIES OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY BENEFICIARIES

	*DG IN TOTAL SAMPLE	#NDG IN TOTAL SAMPLE	DG AT HBIs	NDG AT HBIs	DG AT HWIs	NDG AT HWIs	% OF THE TOTAL SAMPLE
To a great extent	32%	26%	25%	34%	43%	20%	29%
To some extent	32%	26%	39%	24%	21%	29%	28%
To a small extent	20%	27%	22%	18%	18%	30%	24%
Not at all	16%	21%	14	24%	18%	21%	19%
Total	100%	100%	100%	100%	100%	100%	100%

*DG (DESIGNATED GROUP)
#NDG (NON-DESIGNATED GROUP)

According to Table 18 the majority of the total sample (29%) believe to a great extent that their institutions' failure to build capacities of Affirmative Action/Employment Equity beneficiaries is a barrier to achieving Employment Equity. The Chi-Square Test result (x^2 = 4,607; df = 2 p > 0,05) revealed no significant difference between the responses of the designated and non-designated groups to this question. Both the designated (32% and 32%) and non-designated groups (26% and 26%)

perceived this factor to be a barrier to Employment Equity to a great extent and to some extent respectively. An average of under 20% maintained that it was not the case. At HBIs and HWIs similar responses from the designated and non-designated groups prevailed except that a relatively larger majority (43%) of the designated group at HWIs believed that was the case as against 20% of the non-designated group.

The literature reviewed (Sterba, 1993 : 286 - 7; RMIT, 1998 : 4) shows that the phenomena of managing diversity and building capacity of Affirmative Action/Employment Equity beneficiaries are inextricably linked. The findings also reveal that respondents from the non-designated group perceived managing diversity and building capacity of Affirmative Action/Employment Equity beneficiaries as separate issues which calls for further research.

6.8.8.5   The 'Sink or Swim' Dilemma

TABLE 19 : RESPONSES TO THE 'SINK OR SWIM' DILEMMA OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY BENEFICIARIES

	*DG IN TOTAL SAMPLE	#NDG IN TOTAL SAMPLE	DG AT HBIs	NDG AT HBIs	DG AT HWIs	NDG AT HWIs	% OF THE TOTAL SAMPLE
To a great extent	26%	25%	15	24%	39%	23%	26%
To some extent	32%	27%	34%	30%	28%	24%	28%
To a small extent	24%	24%	22%	18%	18%	26%	22%
Not at all	18%	24%	29%	28%	15%	27%	24%
Total	100%	100%	100%	100%	100%	100%	100%

*DG (DESIGNATED GROUP)   HBI (HISTORICALLY BLACK INSTITUTIONS)
#NDG (NON-DESIGNATED GROUP)   HWI (HISTORICALLY WHITE INSTITUTIONS)

Related to the above finding the data in Table 19 reveal that the majority of the respondents in the total sample maintain that the 'sink or swim' dilemma of new staff from the designated group is experienced to a great extent (26%) and to some extent (28%) respectively. This supports the findings in the previous question related to the institutions' failure to build capacity of Affirmative Action/Employment Equity beneficiaries that impacts negatively on achieving success in Employment Equity. It also recognizes that Affirmative Action/Employment Equity beneficiaries are in fact at a disadvantage due to a lack of support for capacity building. A further analysis of this finding shows support for this by the revelation that the majority of the designated group (32% to some extent and 26% to a great extent respectively) indicated that this is their perception of the situation. The majority of the non-designated group (27% to some extent and 25% to a great extent) also indicated that the 'sink or swim' dilemma is a barrier to achieving success in Employment Equity.

At HWIs the majority of the designated group (39%) believe that this is the case as against 23% of the non-designated group. At HBIs the majority of both designated (34%) and non-designated (30%) groups agreed to some extent.

In general the majority of respondents agreed that the 'sink or swim' dilemma impacts negatively on achieving Employment Equity. This finding is consistent with the revelations of the Employment Equity Plan: 2000 - 2002 of UCT (UCT, 2000 : 2) where the 'sink or swim' dilemma was also perceived as a barrier to Equity. It was found that the 'sink or swim' approach to teaching and research which is claimed to be inherent in academia, is responsible for alienating and confusing new staff from the designated group. Hence, it is regarded as a barrier to Employment Equity.

6.8.8.6   Workload of Women

TABLE 20 : RESPONSES TO WOMEN'S WORKLOAD BEING GREATER THAN MEN'S

	MALE	FEMALE	% OF TOTAL SAMPLE
To a great extent	02%	17%	07%
To some extent	12%	32%	21%
To a small extent	17%	19%	18%
Not at all	69%	32%	54%
TOTAL	100%	100%	100%

The data in Table 20 reveal that the majority of respondents in the total sample (54%) believe that the greater workload of women over men is not a barrier to achieving Employment Equity. Further analysis of the responses of male and female respondents indicate that the majority of women feel that their greater workload is a barrier to achieving Employment Equity. The majority of male respondents (69%) indicated that this was not the case at all.

Several studies in South Africa, the USA and Australia support this perception of women in the present study. It is argued by several researchers, namely, Burton (1997 : 66), McAuley (1987 : 170), Deane et al. (1996 : 4), Fry et al. (1996 : 92) and Baldwin (1985 : 161-162), that the higher work load allocated to women have a negative impact on their career progress. Generally, the more mundane administrative tasks as well as the large first year courses are allocated to the more junior academic staff to perform. This has a negative impact on women, given

their disproportionate representation at these lower levels as is the case in South Africa (Subotsky, 2001 : 36 - 37).

During personal interviews women claimed that the large classes have negative effect on their time and research output and consequently their promotional possibilities. The finding regarding women's workload as a barrier to Employment Equity is fertile ground for future research.

6.8.8.7   Lack of Advancement Possibilities for Women

TABLE 21 : RESPONSES TO LACK OF ADVANCEMENT POSSIBILITIES FOR WOMEN

	MALE	FEMALE	% OF TOTAL SAMPLE
To a great extent	12%	40%	22%
To some extent	18%	26%	21%
To a small extent	19%	12%	17%
Not at all	51%	22%	40%
TOTAL	100%	100%	100%

The lack of advancement possibilities for women academics as a barrier to Employment Equity has also revealed opposing views from male and female academics. While the majority of the respondents (40%) revealed that this was not a barrier to Affirmative Action/Employment Equity efforts, it must be emphasised that the majority response is influenced by the fact that male respondents were in the majority and it is clear that they were not in support of women being given preferential treatment or being Affirmative Action beneficiaries.

A further analysis of the responses of male and female academics indicated that the majority (51%) of males in the sample believed that the lack of advancement possibilities for women particularly in decision-making and leadership positions was not at all a barrier to Employment Equity.

Eighteen percent of male respondents indicated that this was the case to some extent while 19% felt it was so to a small extent.

Padayachee and Gawe (2002 : 16) and Mabokela (2002 : 94) lend support to this finding; they argue that women have ben discriminated against in promotion to senior positions at Higher Education institutions. Their studies reveal that more women are leaving senior positions in Higher Education institutions because it is considered a hostile environment with very little or no support for them in these positions. The findings support the 'sink or swim' climate women find themselves in.

While the findings in this study show that the majority of male respondents feel that this is not a barrier to Employment Equity for women this finding may be invalid if the 'voices' of the small group of women respondents is not given consideration when recommendations are being considered. The response of women academics to the question on lack of possibilities for advancement in this study reveals that the majority (40%) of them regard it as a barrier to a great extent while 26% consider it as a problem to some extent.

This lack of adequate number of women in key decision-making bodies has been the subject of criticism of a number of investigations on the position of women in Higher Education. Erasmus (1998 : www.sabusinessreview.co.za/December1999/articles/booysen.htm) as well points out from his research on South African career women, that professional and managerial women have difficulty more than men in

advancing to higher level management positions even though they may be just as talented, qualified and committed to their careers. This is regarded as one of the key impediments to their progress. In view of the increasing number of women in South African institutions of Higher Education (Subotsky, 2001 : 37), they constitute a significant stakeholders group. A lack of advancement possibilities for them will definitely slow the process of Employment Equity for women in Higher Education.

6.8.8.8   The Traditional Masculine Culture

TABLE 22 : RESPONSES TO THE TRADITIONAL MASCULINE CULTURE HINDERING WOMEN'S PROGRESS

	MALE	FEMALE	% OF TOTAL SAMPLE
To a great extent	13%	36%	21%
To some extent	23%	28%	25%
To a small extent	22%	17%	20%
Not at all	42%	19%	34%
TOTAL	100%	100%	100%

With regard to whether the traditional masculine culture at institutions of Higher Education is a barrier to Employment Equity the majority of the total sample (34%) indicated that this is not the case at all while 21% maintained it is the case to a great extent and 25% said it is to some extent. On further analysis it was revealed that the majority of males (42%) disagreed. Contrary to this response the majority of females agreed that this was the case to a great extent (36%) and 28% said it was to some extent.

The perception of women that the traditional masculine culture creates a poor work environment for them to progress towards Employment Equity is supported by Padayachee and Gawe (2002:16), Booysen: (www.sabusinessreview.co.za/December1999/articles/booysen.htm) and Potts (2000 : 91 - 92) locally and Burton (1997 : ix), Holton (1988 : 16) and Sandler and Hall (1986 : 4) abroad. In this regard, the Equity Review Report of the University of Western Australia states that the single most important change required to expedite Employment Equity for women is to eliminate the masculine culture and its implicit values at institutions (Burton, 1997 : 16). Sandler and Hall (1986 : 4) maintain that this traditional masculine culture creates a **"chilly climate"** against women's advancement; less support for women's scholarship, devaluation of their scholarly contributions and generally demoralizing and harassing interaction with their male colleagues.

During the personal interview women academics intimated that men generally apply male value stances in recruitment and promotion and that the work environment they create is gender neutral. The aforementioned experiences and perceptions of women provide grounds for further research.

6.8.8.9 Negative Attitudes and Stereotyping

TABLE 23 : RESPONSES TO NEGATIVE ATTITUDES AND STEREOTYPING AS BARRIERS TO AFFIRMATIVE ACTION/EMPLOYMENT EQUITY

	*DG IN TOTAL SAMPLE	#NDG IN TOTAL SAMPLE	DG AT HBIs	NDG AT HBIs	DG AT HWIs	NDG AT HWIs	% OF THE TOTAL SAMPLE
To a great extent	36%	10%	23%	08%	36%	10%	19%
To some extent	31%	26%	28%	22%	34%	29%	29%
To a small extent	23%	31%	25%	26%	20%	33%	28%
Not at all	10%	33%	24%	44%	10%	28%	24%
Total	100%	100%	100%	100%	100%	100%	100%

*DG (DESIGNATED GROUP)
#NDG (NON-DESIGNATED GROUP)
HBI (HISTORICALLY BLACK INSTITUTIONS)
HWI (HISTORICALLY WHITE INSTITUTIONS)

The Chi-Square Test results reveal a significant difference ($x^2 = 13,101$, df = 2; p < 0,05) between the responses of the designated and non-designated groups in the total sample as well as between the response of both groups at HBIs and HWIs. ($x^2 = 35,683$; df = 12; p < 0,05) with regard to whether negative attitudes and stereotyping of members of the designated groups constitute a barrier to Employment Equity. The data in Table 23 reveal that the majority (29%) of the total sample identified the above as a barrier to achieving Employment Equity. The majority (36%) of the designated group at HWIs maintain that this factor is seen as a barrier to Employment Equity to a great extent and to some extent by 31% while only 10% of the non-designated group saw this as a barrier to a great extent and 29% to some extent. Further, the majority (33%) of the non-designated group did not perceive this as a barrier at all.

At HBIs the majority (28%) of the designated group perceive this as a barrier to some extent while the majority (44%) of the non-designated group indicated that it is not at all the case. At HWIs the majority (36%) of the designated group found this to be a barrier to Employment Equity while 33% of the non-designated group saw it as a barrier to a small extent.

It is evident from the above analysis that the majority in the total sample perceive the negative attitudes and stereotyping of members from the designated group as a barrier to Employment Equity to some extent but the designated group felt it is the case to a great extent. The non-designated group maintain that it is not the case at all.

The perception of the designated group supports the findings and theories of several researchers cited in the literature review that such stereotyping and negative attitudes influence Affirmative Action/Employment Equity efforts at institutions of Higher Education. This awareness is also supported by the findings of a research conducted at UCT (2000 : 3 - 4), UWC (Howell *et al.*, 2000 : 61 - 62) and Potts (2000 : 92 - 93). At UWC it was found that negative attitudes and intolerance towards the accommodation of diversity and race were barriers to Employment Equity.

In personal interviews with respondents the aforementioned findings also emerged. Overall there is a general feeling among the designated group that there is a degree of insensitivity to race issues. What is significantly apparent is that informal power networks which are structured along racial lines existed at institutions. The views and positions adopted in the network impact directly on decisions made in formal structures at the institutions.

Question 15, an open-ended question in the questionnaire, required respondents to list any further barriers to Employment Equity. Together

with information gained from personal interviews the following are the findings.

6.8.8.10   Insufficient Pool of Academics

A large number of respondents indicated that the small pool of underrepresented suitable staff from the designated group, such as African men and more especially African women was a major barrier to achieving Employment Equity. It emerged also from the responses that this was especially so in academic fields and at levels of qualification and rank in which the designated group are underrepresented such as science and technology.

The poor educational background of the majority of those from the designated group more especially in the abovementioned fields, has unfortunately left them at an extreme disadvantage related to White academics regarding formal qualifications and skills. Further, Black women were disadvantaged by the patriarchal and sexist structures associated with their individual cultures (Mjoli, 1990 : 19 - 20) which result in fewer women advancing in their field or applying for high-level positions. These were some of the major barriers to their advancement to Employment Equity.

6.8.8.11   Poaching

Another barrier to Employment Equity can be attributed to poaching of qualified academics from the designated group. Because of the paucity of available academically qualified persons from the designated group Blacks with qualifications particularly African men and women are highly sought after by other Higher Education institutions, government and the private sector. Prized and promising candidates are lured from one position to the other by monetary and other rewards.

While poaching is a phenomenon encountered by most employers, it impacts on Higher Education institutions in a different manner to the private sector. Since Higher Education institutions have fiscal and other constraints they are unable to offer packages that are competitive to the private sector. Therefore, it is difficult to attract and retain quality staff from the designated group. Another problem that emerged from the responses is that promising academics who were trained by Historically Disadvantaged Institutions are often singled out and approached by Historically Advantaged Institutions with offers of better salary packages, better identity and image, due to their privileged positions.

What is of greater concern to the future of Employment Equity is that this pool of suitable staff, according to Subotsky (2001 : 37 - 38), is unlikely to increase from within the Higher Education system itself; he maintains that the outflow of appropriately qualified graduates in underrepresented fields is inadequate to meet the demand in Higher Education. Without improved schooling, particularly in mathematics and science, the long term prospects for improved outflow remain limited.

6.8.8.12   Lack of Vacancies

A further barrier to Employment Equity highlighted by respondents is the lack of vacant posts at institutions of Higher Education due to rationalization, right sizing and financial constraints. In this regard Subotsky (2001 : 38) draws attention to the fact that a relatively large percentage of senior staff in Higher Education are in middle management and have about ten or more years to officially retire and only then will there be vacancies at senior levels.

Hence, the possibility of new vacancies arising through natural attrition would take time. The academic job market is also likely to shrink steadily

in the short term because of the recent decline in student numbers.

6.8.8.13 Equity vs Excellence

Many respondents claimed that the tension between Equity and excellence is also a barrier to Employment Equity. It is argued that despite the existence of Affirmative Action/Employment Equity policies, it is not being implemented consistently because of the interests of academic excellence over and above Equity.

6.8.8.14 Funding and Rationalization

Many respondents especially managers claimed that the lack of funds for the promotion, training and implementing Employment Equity programmes is a major barrier to its success. The declining government funding available to most institutions of Higher Education results in an additional constraint which is generally not experienced by the competing private sector.

6.8.8.15 The Inefficiency of Human Resources Managers

Many claimed that the inadequacy of Human Resource managers is also a barrier to Affirmative Action and the progress of Employment Equity. Others maintained that some of these managers are too pre-occupied with the day-to-day running of the institution and, therefore, do not focus adequately on Affirmative Action/Employment Equity. This finding is also supported by Cloete et al. (2000 : 10).

6.8.8.16 'Job Hopping'

Many respondents maintain that the institutions of Higher Education spend a great deal of time and money on developing potential Affirmative

Action/Employment Equity candidates. When they qualify or have the necessary experience, they leave the institutions for more lucrative positions elsewhere. This 'job hopping', they claim, is another barrier to achieving Employment Equity.

6.9 CONCLUSION

The findings elicited from this quantitative and qualitative study of attitudes and perceptions of practice and procedures related to Affirmative Action/Employment Equity in Higher Education institutions provide provocative and interesting indicators for Affirmative Action/Employment Equity implementation in both the immediate and near future. Whilst the findings in this study alone cannot address the complexity of Affirmative Action/Employment Equity implementation the data identify specific areas that can be remedied in order to achieve the objectives set out in the Employment Equity Act, the Higher Education Act and the White Paper on Higher Education.

This empirical exercise helped to identify and isolate the chief areas which could serve as points of departure for further planning, research and investigation. A summary of the conclusions and recommendations will be presented in the next chapter.