INVESTIGATING THE IMPACT OF CAREER DEVELOPMENT AND ADVANCEMENT ON DISABLED EMPLOYEES IN ORGANISATIONS IN THE WESTERN CAPE.

by

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ABSTRACT

The study aims to ascertain the attitudinal disposition of disabled individuals towards their own career development and advancement. Results indicate a positive attitudinal disposition. One hundred and three physically disabled workers constituted the sample, which consisted of 48 males and 55 females. Of the sample 75 had qualifications of matric and below and 28 that of above matric. Questionnaires were distributed to one hundred and forty five subjects associated with a Network for the Disabled, with a response rate of one hundred and three.

Analysis of the respondent's actual responses indicate that more than half of the matric and below respondents would like to move into higher job levels. As training is but one initiative for career development, it is important to reflect that the greater proportion of white collar and blue collar status respondents feel that the opportunity to develop their career with further training is motivating. However, only a specified total of respondents pursued this initiative. A bigger proportion of the sample specified that they have done additional training courses, where more than half of this proportion feel that to do training courses motivate them within the context of career development and lesser proportion of them have a greater positive disposition about this. While significant associations were found between career development and further training opportunities, age was found not to have any influence on career development for this sample. Lastly, the limitations of the study are discussed with further recommendations and implications of the research findings in closure.

DECLARATION

I hereby declare that this whole mini-thesis unless specifically indicated to the contrary in the text, is my own original work.

.....
Ms S J van Horsten (nee Markus)

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CHAPTER ONE

PURPOSE AND OVERVIEW

1.1. INTRODUCTION

Changes in the South African workplace have spurred on the interest of affirmative action and equal opportunities for all. More and more emphasis is being be placed on accommodating people with disabilities in the workplace to promote employment equity. This study focuses specifically on training and career advancement opportunities for the disabled employee, with reference to the physically disabled individual.

A disabled person in this context is referred to as "an individual whose prospects of securing and retaining suitable employment are substantially reduced as a result of physical or mental impairment" (White Paper: Integrated National Disability Strategy, 1997).

The subjects identified for the study are disabled persons in employment, thus having to define the term "employee". An employee is "any individual employed by an employer, regardless of whether the individual is handicapped or whether his or her productivity is impaired or diminished by a handicap" (US Dept of Labor, 1996).

An estimated 99% of disabled people are excluded from employment on the open labour market. It becomes evident, however, that the high incidence of unemployment and the demand for work in South African necessitates a changing employment environment in order to present new employment

opportunities for people with disabilities (White Paper: Integrated National Disability Strategy, 1997). It now becomes important to address the needs of the disabled individuals, who entered organisations, to create and present training and career advancement opportunities, and to ensure their stay within the organisation.

As learning is a life-long process, focus areas should include the working environment and training in terms of acquired knowledge or skills. "Lifelong education means you up-grade and change your skills as your career demands" (Rainbow, 1995). This development would effectively influence career progress. Facilitating learning or educational opportunities should form part of career development for disabled employees. Disabled individuals also have certain needs, and the need for recognition of achievement in terms of one's career is an important one as we develop and grow through this process. "People with disabilities seldom receive recognition for significant experiences they gain overcoming daily barriers in their environment" (White Paper: Integrated National Disability Strategy, 1997). In support, the National Training Board of South Africa argues that everyone should receive recognition for relevant knowledge and skills obtained (Rainbow, 1995). Relevant learning is thus very important, as the demands of the industry and the economy are critically important. In today's work environment the emphasis is on survival, which is mostly dependent on brainpower and personality to be able to adapt to ever changing work and career demands. Thus we need to develop skills and abilities to master complex situations and be able to acquire and use information (Rainbow, 1995).

Personal beliefs and life goals such as status, having enough or a lot of money, knowledge, recognition, independence, etc. are important to individuals (Rainbow, 1995). These can only be achieved if certain facilities and processes are in place and easily accessible. Today short, skills-directed courses are growing in importance as South Africans realise they must improve their capabilities (Rainbow, 1995). With these they aim to excel or make the most of a position, compete for promotion or compete in an open job market.

We could arguably say that special programs should be implemented as the disabled employee has special needs with regards to support. The following is proposed:

- "Life skills and independence training
- Assistive devices and specialised equipment
- Access to curriculum" (White Paper: Integrated National Disability Strategy, 1997)

Employers should therefore make provision for these needs in responding to education and training needs within organisations with an equitable approach in that disable employees should also be presented with such opportunities for development.

The present researcher thus argues for South African employers to acknowledge equal opportunities for the disabled based on the following assumptions:

a) Employees with disabilities are as capable and competent compared to other employees, as supported by research findings of Laylock and Robinson (1992).

b) They can be productive. Research by Kettle and Massie (1981) regarding an American study on how manufacturing companies experience disabled workers revealed that these companies found them to produce equal to other workers.

c) Efforts to change attitudes of employers toward the disabled could result in the creation of equal opportunities in employment.

In support, Grobler (1994) argues that South African organisations strive to become more "disability friendly", i.e. the environment and culture should physically and attitudinally welcome people with disabilities.

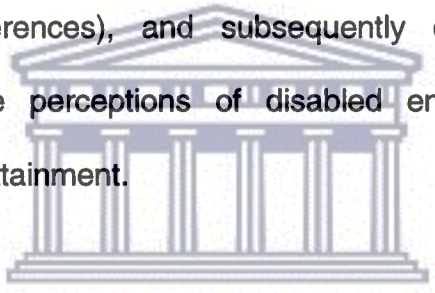
1.2. STATEMENT OF THE PROBLEM

The present study aims to investigate the attitudes of disabled employees towards their own career development and advancement, with special emphasis on additional training and motivation for advancement and promotion. It is crucial to determine how they perceive their career progress and whether they are motivated to make improvements. It is especially of major importance with Employment Equity initiatives, which is on the forefront in the workplace. Employment Equity provisions require all employers to promote equal opportunities and to eliminate unfair discrimination in their employment policies and practices.

In support, Boase (1996) states that worker participation and any form of empowerment ultimately lead to increased productivity and improved

performance, because employees now have a voice in what affects them directly. The disabled employee should therefore have some input into these initiatives. Empowerment of this nature could motivate for support structures and training and development opportunities for the purpose of maintaining worker morale and retaining the disabled individual in employment.

The motivation for embarking on the present study is to determine the feelings and attitudes of people with disabilities with regard to their career. The present researcher aims to determine whether specific conditions (such as age, educational level, work status) have an impact on individual orientations (such as attitudes and preferences), and subsequently determine how these conditions influence the perceptions of disabled employees in terms of educational and career attainment.



The importance of the study thus centers around creating awareness of, and promoting employment equity in terms of career development and training for disabled employees as well as its impact on career advancement and promotion. In terms of equal opportunities for promotion, Kettle and Massie (1981) argue that employers assume that a disabled person would be unable to cope with the demands of a more responsible position. But, how true is this? "Disability is not synonymous with inability and that, given the environment with which a disabled person can interact freely, a disability is not a handicap" (Kettle and Massie, 1981). This implies that disabled individuals should have equal opportunities for promotion. As other individuals, a disabled person has great potential and is arguably and

dependent on the situation as good a source of manpower. We can arguably pose the question that why not develop this potential for growth, and simultaneously enhance substantive equality in terms of career advancement and promotion?

This leads the researcher to determine the spirit and drive of disabled employees in terms of their careers, and to measure current impressions, expectations and feelings around career advancement opportunities. The study also views the importance of retaining disabled employees as part of the South African workforce.

The study will be investigative in nature and would be of great importance to society, employers and policy makers who would view this in the light of personal career development (society), development of employees and conforming to legislation (employers), as well as the evaluation of policies by policy makers. Employment equity therefore would not only benefit the disabled employee but also the employers in that it is good practice and shows commitment to the development of the workforce. Benefits of such development to the employer would be increased productivity and increased independence of disabled workers. Employing people with disabilities is of particular importance as organisations would fulfil the need to integrate disabled people to the labour and employment market, adhere to Employment Equity Act compliance, act upon social responsibility, and could eradicate the term disabled. Lastly, if employers have specific accommodation strategies in place, it could be viewed

as a sign of goodwill to the disabled from an organised labour perspective, which aims to instil sound relations within the organisation.

1.3. AIMS OF THE STUDY

1.3.1 General Aim

The general aim of the study would be to ascertain the perceptions and feelings of disabled employees in the Western Cape towards their own career development and advancement.

1.3.2. Specific Aims

- To determine the specific current attitudinal disposition of disabled employees at all occupational levels in the Western Cape, in light of career development and advancement opportunities.
- To determine whether demographic factors such as age, education, work status, etc. have an impact on their attitudinal disposition.

CHAPTER TWO

LITERATURE STUDY

2.1 BACKGROUND INFORMATION

Education and employment in our South African society appear to be more achievement orientated where people pursue their goals with intensity, and pressure increase. Affirmative Action, Employment Equity and Equality became the focus in the world of work with particular emphasis on designated groups (blacks, women and people with disabilities). With this particular focus in mind it is required that disabled persons be integrated into the workplace, and given the same access to training, career development and promotional opportunities as other employees (Ruder, 1995).

South African organisations have embarked on Affirmative Action initiatives to facilitate the entry of specific sections of the community, harmed by the effects of past discrimination, into a greater range of better jobs and careers through preferential recruitment, training and promotion. Verster (1996) supports this strive towards employment equity because it would remove barriers to employment opportunities for all.

An American study looking at the "performance" of disabled employees in the workplace found that few problems arise, no compensatable accidents occurred, they were careful in their work, reflected good attendance, and they produced equally as compared to other workers (Rehabilitation Brief, 1984). It was also evident from this study that the disabled employees want to show that

they can accomplish, they want performance appraisals based on facts, and they want control over their environment.

Statistics South Africa (1998) showed through conducting a census that the Western Cape (WC) population consists of approximately 3,9 million people. Mouton (1996) defines a census as a "count of all the elements in a population and/ or a determination of all distributions of their characteristics based upon information obtained on each of the elements." For the purpose of the problem under investigation, census data will reflect distributions of the Western Cape population in terms of disabled individuals and individuals with no disability (see Table 2.1), as well as a distribution of employment status for these groups (see Figure 2.1).

Table 2.1: **Western Cape population distribution in terms of disability and no disability count** (Census in Brief, 1996).

Group	Total	Percentage
Disabled	145 438	3.68%
No disability	3 665 881	92.65%
Unspecified	24 003	0.61%
Institution for disabled	121 552	3.07%
	N=3 956 875	

Data received by Statistics SA reveals that approximately one in every 20 (5%) people in the Western Cape is reported as being disabled. The composition relating to employment status in the Western cape is presented in **Figure 2.1** (p11). For the purpose of the present study the sample will comprise of employed disabled individuals and attention is therefore drawn to the statistics on disabled people in **Table 2.1.**

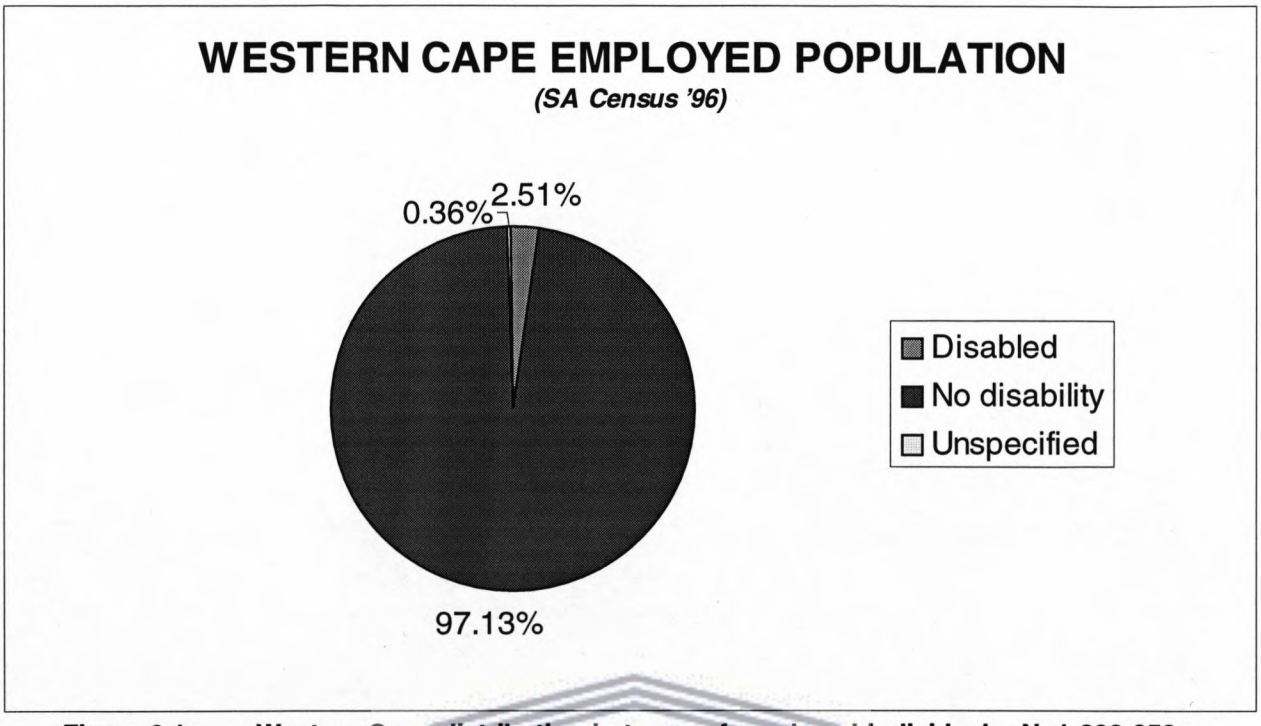


Figure 2.1: Western Cape distribution in terms of employed individuals; N=1 396 058 (Census in Brief, 1996).

From the above presentation of the employment distribution of the employed population it can be seen that of a total of 145 438 disabled people a very small total of 34 866 (2.51%) is employed.

2.2 THE DISABLED IN THE WORKPLACE

Grobler (1994) asserts that it is reality that people with disabilities face problems that able-bodied people are never confronted with. Unemployment also tends to be more prevalent among those with disabilities, also inferred from **Figure 2.1** above. Grobler (1994) also argues that employment imparts dignity and self-respect, especially to those who have to deal with difficulties the able bodied never encounter.

Gillies (1991) conducted a study with Sabax, a South African organisation, that undertook to employ and accommodate disabled people productively into their workforce, in line with their policy for equal opportunity employment practices. Sabax is a pharmaceutical company manufacturing and distributing life saving and life sustaining medical care products and systems.

Sabax focused on the correct placement of the disabled employee to ensure that the person is able to be effective in the job, and remain with the company (retain employment position). This was done through doing pre-placement medical examinations of applicants, evaluating specific job specifications, and the identification of aids or equipment that may be needed to assist the person in the job. A comprehensive audit was embarked on to ensure that all aspects relating to the employee's specific requirements and disability are addressed. This involved aspects such as: methods of transport to work, access to work area and other facilities, special assistance, special aids/equipment, ergonomics, and safety. Their induction programme was also modified to accommodate specific needs of the disabled employee. Other services offered include employee safety (standards, emergency procedures, and evacuation simulation); psychological well being; fitness centre with specialised programmes designed to meet the needs of the disabled employees.

This resulted in huge benefits for Sabax in that disabled employees were hardworking, loyal and committed, did not take unnecessary time off work, were seldom absent, and had few disciplinary issues involving disabled employees. (Gillies, 1991). Managers also felt that the disabled employees are their most

reliable and valued employees, and agreed that a "well adjusted employee is an asset to the company and has a real contribution to make to the organisation and society as a whole" (Gillies, 1991, p17).

In support, the Department of National Health and Population Development found people with disabilities to be proud to occupy an ordinary job, dedicated to their tasks, punctual, industrious, loyal, want to achieve, and motivated to do well. It is also highlighted that disabled employees not be excluded from further training opportunities, including in-service training as this is also meaningful (Gerhardt, 1990).

2.3 THE EMPLOYMENT EQUITY ACT (1998)

The purpose of this Act is to achieve equality in the workplace by:

(a) promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and

(b) implementation of affirmative action measures to redress the disadvantages in employment experienced by designated groups (referring to black people, women and people with disabilities), in order to ensure their equitable representation in all occupational categories and levels in the workforce.

This legislation was drafted with a view to advance those designated groups who have been disadvantaged as a result of discrimination caused by apartheid and social practices. The business community and government organizations therefore need to ensure improved access to training and promotion

opportunities for designated groups as they have been excluded from undergoing comprehensive training programmes (Discrimination: EE Bill Law now, www.iafrica.co.za). We could arguably say that with these equal opportunities there would be greater teamwork, resulting in higher productivity and stronger profits for businesses.

There is a need to acknowledge that disabled people have skills and motivation but there are barriers in their way (Dispatch Online, 1999). The Employment Equity Act (EEA) is a way to remove such barriers. One way of doing this is to motivate disabled people with training and development that would in turn help make them more competitive within their working environment.

A survey carried out in South Africa in June 1999 on issues surrounding the Employment Equity Act on 71 companies in various sectors yielded that the number of designated employees averaged at 73.4% of the total workforce, ranging from between 2.3% to 98.3% of the workforce (Msiza, 1999). The study however does not stipulate whether the disabled workforce was the smallest percentage represented within these companies. Also, more of the designated employees (4.6%) were promoted after the introduction of the Employment Equity Act than before, which reflects great awareness and commitment to this initiative after its introduction.

It is highlighted in the Employment and Occupational Equity Green Paper of 1996 that the disadvantaged groups are "clustered at the bottom", while most Whites appear at higher income and occupational levels (Department of Labour,

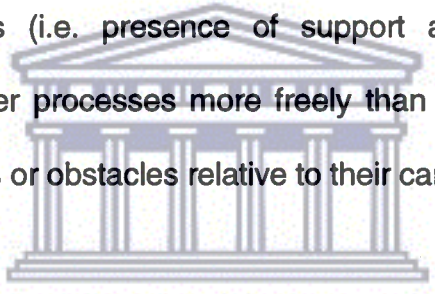
1996). By implication this means that disadvantaged groups (inclusive of the disabled) still hold lower level positions and earn lower salaries.

According to Watermeyer (1998) it is found in the labour market that the disparity in the distribution of jobs, occupations and income reveals the effects of discrimination against blacks, women and people with disabilities. A lack of education could impact even more on such opportunities. "People with disabilities should have no less an opportunity" (Watermeyer, 1998). Companies should therefore be encouraged to develop a more diverse and representative workforce necessary to promote equity and for economic growth. Greater emphasis should thus be placed on developing disabled employees at all levels, especially in decision-making occupations. Upgrading skills, training and promotion opportunities advances all members of the workforce and make it possible for them to achieve maximum productivity and efficiency, resulting in job satisfaction (Department of Labour, 1996). In turn, this could also lead to increased motivation for career development.

2.4 CAREER DEVELOPMENT AND ADVANCEMENT

Affirmative Action is "a set of positive steps that employers use to promote equal employment opportunities and to eliminate discrimination. It includes expanded outreach, recruitment, mentoring, training, management development and other programs designed to help employers hire, retrain and advance qualified workers from diverse backgrounds, including persons with disabilities" (President's Committee on Employment of People with Disabilities, 1998). This draws much attention to the employers and their efforts to attain this balance.

Lent, Brown & Hackett (1996) view people as active agents in and shapers of their own career development. This arguably regards self-direction as the key factor in career outcomes. They also not only regard career development as a cognitive effort, but also recognise external and internal barriers to choice, change and growth, for e.g. disability, culture and gender affect the nature and range of career possibilities. Restrictive social conditions, market demands, and the occupational structure of the organisation may impact on the occupational choice and career attainment of employees (Hotchkiss and Borow, 1996). Lent, Brown and Hackett (1996) also assert that persons who experience beneficial environmental conditions (i.e. presence of support and few barriers) are expected to initiate career processes more freely than those who experience non-supportive conditions or obstacles relative to their career do.



According to Hotchkiss and Borow (1996) psychological theories of career development are based on the premise that "individuals potentially have a moderate degree of control over their destiny in the choice-making process, despite external obstacles and conditions of inequity". In the social context of work these appear to relate to occupational mobility, career patterns, job satisfaction and institutional reward systems (Tausky, as cited in Hotchkiss and Borow, 1996). According to Dawis (1996) satisfaction includes over-all job satisfaction as well as satisfaction with the individual's work environment, e.g. needs, fulfillment of expectations and aspirations.

Gerhardt (1990) stresses the importance in acknowledging the limitations the physical disability places on the individual, and that organisations provide the necessary options and support systems, enabling the individual to pursue his/her ideals and goals. It is therefore important for the working environment to be supportive and allow disabled employees to pursue their work as far possible. Gerhardt (1990) asserts that inner and outer resources should be available to the disabled employee. Inner resources would refer to coping and problem solving skills, whereas outer resources include support groups and the work situation.

The Rehabilitation Centre of the Association for the Physically Disabled at Bridgetown, Athlone aims to evaluate and train physically disabled people for placement in suitable employment in the open labour market. Mets and Wilson (1989) directed their research at determining the success of the centre in terms of meeting its objective in placing clients and for the clients to remain in employment. Of the 735 individuals that were "successfully rehabilitated for placement", 566 (77%) were placed of which 25 clients remained in employment for less than 2 years. Reasons for leaving employment include voluntary resignation, dismissal for undisclosed reasons, not coping, and wage regarded as too low (Mets and Wilson, 1989).

Mets and Wilson (1989) argue that it is regarded a myth that people with disabilities are grateful just to work and are happy to stay in entry-level positions. Some people may want or need a stable routine job, but others enjoy and seek new challenges, including people with disabilities. They also

think about goal setting, networking, performance evaluation, getting mentors, and training. They do have career and life goals.

Eisenberger, Huntington, Hutchinson and Sowa (1986) argue that individuals will decide what to give an organisation on the basis of what the organisation can provide them. Therefore if development in terms of education and training is manifested within the organization, it will impact on career progress. Such opportunities can result in increased organisational commitment and job satisfaction. "In many cases, the organisation of work and training does not define career paths for workers outside of management. As a result, they can never find advancement" (Department of Labour, 1996, p32). Thus in South Africa where most low-level workers are in the disadvantaged groups, it reproduces inequalities in status (Department of Labour, 1996).

Extraneous factors could also keep disabled employees out of training and development due to training taking place at night or on weekends and provides no secure transport, making participation by them more difficult (Department of Labour, 1996).

2.5 ACCOMMODATION: Employer - (disabled) employee responsibility

How can disabled people be accommodated in the workplace? Klernan and Shalock (1989) argue for a complete job analysis and the molding of the work environment in such a way that it fits the capabilities of such employees. This would ensure equal opportunities for employment. Employers should also recognise the potential value of the contribution to be made by employees with

disabilities (Grobler, 1994). Employees who are not disabled should also be exposed to and become educated about disabilities to eliminate or reduce any misconceptions they might have about people with disabilities. In support, Barlow (1991) argues strongly for educating the workforce on accommodating disabled people in the workplace.

According to Arumugam (1997), people are becoming more aware of their rights to career development and potential benefits accruing to them. This trend creates a greater demand on organisations to deliver career development programs. Bursary and learnership systems should be beneficial to the organisation in terms of additional competencies and will allow staff to move into more desirable career alternatives.

It is inferred that, in terms of career opportunity, affirmative action creates opportunity to achieve desirable goals (Roodt and Lindeque, 1997). How can this opportunity be fully utilised? Careers consist of education and training, gaining experience and progressing up the ladder. Previously the assumption was that personal development and career planning involved developing employees for upward mobility. However, with the fundamental changes in the world of work, so have career development and upward mobility also changed dramatically. Career development is a significantly strong wave as South African employees are facing challenges through global competitiveness, political and economic pressures, and a strong sense of affirmative action. These clearly changes the concept of career development for the South African employee. Employees should now become self-reliant, i.e. taking personal responsibility for

their lives, work and careers. Emphasis should therefore be placed on career focus, values, structure of the organisation, organisational processes and enhancing skills.

Today it becomes important to give individuals the opportunity to develop their skills that make them employable for better productivity and commitment to achievement of the organisation's goal. Roodt and Lindeque (1997) argue that it is the employee's responsibility to manage his or her work life, and that it is the employer's responsibility to provide the employees with tools, the open environment, and the opportunity for assessing and developing their skills. The employee is thus accountable for skills aligned with business needs and dedication to continuous learning. The employer is accountable for supporting continuous learning and providing opportunities to do challenging work (Roodt and Lindeque, 1997).

According to Verster (1996), attention should be drawn to reasonable accommodation, which falls into the affirmative action provisions contained in the Labor Relations Act and the Constitution. Employers thus have a duty to implement measures to adapt workplaces and work premises, and to provide auxiliary aids and equipment to workers requiring reasonable accommodation.

Various outreach and recruitment efforts can also be instituted to not only employ but also to advance qualified individuals with disabilities at all levels of employment, including executive level (President's Committee on Employment of People with Disabilities, 1998). This could include an Equal Opportunity policy

statement; Including employees with disabilities in promotional literature and career programs; and considering applicants with known disabilities for all available positions for which they may be qualified, not just for which they have applied.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The aim of the study is to investigate how disabled individuals in the Western Cape feel about their careers, and how their feelings impact on their development within an organisation. The underlying assumption of the present study is that through positive measures and appropriate educational and/ or training skills, the disabled employee is better equipped in developing his/ her career and they can achieve higher positions. The researcher, showing interest in their attitudes toward their careers aims to determine what they experience with regards to education, training and promotion opportunities, and what lead them to achieve specific career goals.

In this chapter the author attempts to describe in detail the full process of collecting data for the present study.

3.1.1 Statement of hypotheses

Hypotheses are formulated to postulate a statistical relationship between phenomena (Marais and Mouton, 1990). Hypotheses should have good testability in that it should either be confirmed or rejected. According to Kerlinger (1986) a hypothesis is stated in a declarative form reflecting a prediction relating to variables.

The following hypotheses will be explored in the present study:

H1: Level of education of disabled employees cause further career development.

H2: Additional training lead to positive attitudes towards career development of disabled employees.

H3: Disabled employees are motivated to develop and advance into higher positions.

H4: The age of disabled employees impacts on their attitudes towards career development and advancement opportunities.

In relation to the above statements, the following table represents the hypotheses in terms of the relationship between variables that are being studied.

Hypothesis	Independent Variable	Dependent Variable
H1	**Level of education...**	**Career development**
H2	**Additional training...**	**Attitudes towards career development**
H3	**Motivation...**	**Higher positions**
H4	**Age ...**	**Attitudes towards career development and advancement**

3.2 RESEARCH DESIGN

The primary aim of "methodological reflection (research design) is to increase the ultimate validity of research findings by ensuring that errors and inaccuracies are eliminated by means of rational research decisions" (Marais and Mouton, 1990). The research design is defined as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Marais and Mouton, 1990). This helps pay attention to "nuisance variables" in a critical manner, as such variables could become a threat to the validity of the study.

The unit of analysis is disabled individuals and the specific conditions or variables relevant to the unit of analysis are sex, age, educational level, job level, and years in employment. The orientation sought after is attitudes towards career attainment and advancement and here the researcher looks at categories of variables such as attitudes towards career development, higher positions, etc.

3.2.1 The Research process

In research, the aim is to maximize validity in that you either minimize or eliminate all foreseeable threats to validity in the research process. Mouton (1996) views validity as a criterion, i.e. " a quality of elements (e.g. data, statements, hypotheses, theories, methods) of knowledge". It therefore becomes important to ensure that one uses relatively objective methods when conceptualizing, sampling, defining, analyzing and collecting data. Following

is an extensive reflection on how validity of findings can be improved, and the author will highlight this by using the different steps in research and how it has been applied within this study.

3.2.1.1 Conceptualization

The research embarked on is very much integrated with and directed by the existing theoretical framework of the Employment Equity Act, Affirmative Action and the Labour Relations Act in a South African context. The main purpose thereof is to eliminate discrimination in employment and to introduce positive measures in the training, development and advancement of disabled employees to accelerate their advancement. Supportive literature by Gerhardt (1990) reveals that there are limitations but organizations should provide specific options and support systems for the disabled to pursue their career goals. Research findings by Laylock and Robinson (1992) highlights that disabled employees are competent, capable and productive. Throughout the paper all central concepts are clearly defined as to avoid misinterpretations and ambiguity.

Hypotheses are carefully formulated to determine the influence of specific variables upon others. Marais and Mouton (1990) defines hypotheses as statements in which an assumed relationship on differences between two or more phenomena or variables are postulated. The testability of the hypotheses should be good in that one either confirm or refute them. In reflecting on previous studies, more focus was placed on receiving recognition for relevant knowledge and skills obtained (Rainbow, 1995); Competence of

disabled employees (Laylock and Robinson, 1992); Few problems experienced with them at work (Rehabilitation Brief, 1984); The benefits of employing and accommodation disabled people productively into the workforce (Gillies, 1991); Successful placement of disabled employees (Mets and Wilson, 1989). Based on these related studies it is been highlighted that disabled individuals are capable, competent, and productive, give no problems and are successfully place. The author therefore focuses on variables impacting on their attitudes toward career development and advancement. Theoretical validity can thus be improved.

3.2.1.2 Operationalization

A quantitative design in the form of a questionnaire will be used to gather research information. Schnetler (1989) supports this systematic collection of data, as this method is reasonably free from personal bias of the researcher. It therefore provides data that is more reliable, credible and objective than making personal assumptions. It also yields specific information based upon previous literature, description of the research problem and related hypotheses.

The questionnaire items are very clear, consist of simple language and appear not to be ambiguous. This makes it easy to understand when presented to subjects with lower levels of education.

3.2.1.3 Sampling

Data provided by Statistics South Africa of the 1996 census reveals that the disabled population in the Western Cape (WC) constitutes 4.5% of the total WC population of 3 956 675 (Census in Brief, 1996). Geographically it forms a small concentrated population. This could be an undercount due to the stigma attached to certain disabilities, and the fact that the disability cannot be verified leaves it open to extraneous factors impacting on the disability and lack of validated disabilities. The researcher ensured that the sample is as representative as possible of the target population by contacting various Associations for the disabled and Rehabilitation Centres where disabled individuals register for training and employment. These disabled individuals are all associated to a Network for Disability. A clear advantage of drawing the sample in such a manner is that the population is clearly defined as "disabled" and "employed", which allows for generalizability of findings. The sample comprise of males and females with different kinds of disabilities and coming from various educational backgrounds.

3.2.1.4 Data Collection

The data to be collected is descriptive in nature. It will be achieved through a very structured technique of questionnaire completion. Due to subjects being at different places of employment, they were grouped together, where possible, for the completion of questionnaires. The researcher distributed the questionnaires personally in order to explain the rationale of the study embarked on as well as to give instructions. With each session a sign language expert was present in the event of hearing-impaired respondents

who were willing to partake in the study. Participants were asked to complete the questionnaire in the venue arranged for that purpose and could return it to the researcher upon completion. This method was beneficial in that a good response rate was ensured. The subjects were also allowed to complete the questionnaire at home and requested to forward the completed questionnaire to researcher. The limitation with this flexibility is that not all subjects complete and return the questionnaire and it proved difficult to contact them from time to time.

3.2.1.5 Analysis and Interpretation

A brief summary on the purpose of the analysis and interpretation of research data will now follow. Mouton (1996) defines data analysis as investigating variables, relationships between variables and the patterns in these relationships. To achieve this, the researcher makes use of appropriate techniques of statistical analysis (cross-tabulations, correlation) and with a thorough understanding of the literature will identify themes in the data and draw conclusions from them. Analysing data involves making inferences and eventually testing the hypotheses. The research findings will then be reported on.

3.3 METHOD

3.3.1 Pilot testing

After finalisation of the questionnaire copies were handed to members of a peer group as well as contacts from the Network for Disability. According to Marais and Mouton (1990), pilot testing is an important technique to ensure

that questions are worded properly and to ensure that respondents provide realistic responses in order for the information to be meaningful (Rosnow and Rosenthal, 1996). This would also ensure that the information yielded would be exactly what the respondents feel and believe.

Constructive feedback was received from the pilot testing and was used to refine the questionnaire. The researcher was advised to create a more disability friendly questionnaire by making the print bigger. It was also suggested that the language should be made more simplistic to accommodate subjects with lower levels of education.

3.3.2 Accessing

Disabled persons associated with a Network for Disability were contacted and visited to spark interest in participating in the study. Due to the nature and sensitivity of the study a major factor for consideration was to request formal verbal or written consent from all involved parties. It was important for the researcher to fully introduce the research problem and discuss briefly how the information could be utilized in the context of employment equity. It can be assumed that because disabled individuals can associate themselves with the research problem they will more likely be more motivated to participate, which could result in an increase in the response rate. Ethical considerations including the confidentiality of participants is ensured and complied with as a result of the nature, consequence and implication for the disabled on their working lives.

3.3.3 Sample selection

A sample of employed disabled persons (unit of analysis as referred to by Marais and Mouton, 1990) is selected through their association to the Network for Disability. Due to the relatively small proportion of the disabled population, potential participants were listed for participation upon establishing contact. These participants were briefed as to the nature and importance of the study as well as ensuring confidentiality. The criterion for sample selection was "employed disabled". Participants that adhered to this criterion, are literate in the English language, and are willing to participate in the study were asked to complete the questionnaire.

3.3.4 Data Collection

A quantitative design was used to do the research. The tool used to gather information was a highly structured, short and concise questionnaire developed by the researcher. A questionnaire is an instrument, which comprises of a series of questions that could be filled in by the respondents themselves (Labovitz and Hagedorn, 1981). Advantages are that it provides a rigid response structure to ensure that all participants address the same items, and the fact that structured items are more comparable from one person to the next and are generally easier to analyse. It also yields categoric data where one can count how many subjects marked each alternative (Lehman, 1991). These types of data are useful for describing the sample and allows for coding and classifying items into groups (Martelli, 1997). This would allow for the investigation of group differences within the sample. These advantages would clearly assist in the analysis and interpretation of data.

To investigate the participant's attitudes, questions were specifically formulated to examine how they perceive their careers and how attempts to progress in terms of their careers affect them. The ultimate focus is on own experiences, views, thoughts and interpretations. The content of the questionnaire comprises of demographic information (nominal data) and rating scale items that yield numeric values. Nominal data allows for classification of individuals, e.g. gender: male, female (Martelli, 1997). Ordinal data implies a rank order of importance or a sequence of order (Martelli, 1997). For example: rate attitudes on SPSS from strongly disagree to strongly agree. A closed-ended response format is used to maintain a direct questioning style whereby subjects are given possible answers and must select among them. This closed-ended format was used in conjunction with statements having a rating scale where respondents indicate the extent to which they agree or disagree with a series of statements. The questionnaire was developed and introduced to participants in the English language.

The present researcher embarked on a brief introduction to define the role of participants, emphasized the uniqueness of respondents, included instructions to the questionnaire and motivated for more honest responses. In support Marais and Mouton (1990) state that one should emphasize the importance and uniqueness of respondents. They also assert that it has been possible to demonstrate that the more interesting the respondents find the topic, the more highly motivated they will be which results in an increase in the response rate.

3.3.5 Measuring Instruments

For the measurement of the dependent variables, an objective method of measurement namely Semantic differentials was selected.

3.3.5.1 Attitude Measurement

As the study specifically focuses on the search for participant orientation of attitudes, it becomes crucial to elaborate on measuring this orientation. Nachmias and Nachmias (1976) define attitude as a tendency to act or react in a certain manner when confronted with certain stimuli. Kerlinger (1986) refers to this as objective reference, i.e. an attitude towards something out there. They state that attitudes can be described by their content (what it is about), by their direction (positive, neutral or negative feelings about the issue or object), and by their intensity (an attitude may be held in greater or lesser vehemence).

Rosnow and Rosenthal (1996) perceive this as the three primary dimensions referred to as evaluation, activity and potency dimensions. The structured questionnaire rating scale reflects the potency dimension, i.e. indicating how strong their feelings or attitudes are towards career development and advancement.

A Likert scale is used as a technique for attitude measurement where a number of statements are developed indicative of attitudes towards the "problem" that is of interest. A process of item writing was followed whereby statements of clarity, specificity and simplicity were formulated, followed by a graphic rating scale marked:

1=strongly agree, 2=agree, 3=unsure, 4=disagree, and 5=strongly disagree, as illustrated below. Individuals give different meanings to various concepts and experiences; therefore the scales reflect two extremes. These scales are representative of the potency of statements and can therefore reflect how strong the attitudes of subjects are (Burroughs (1971).

Illustration of rating scale

I feel happy with my career currently	1	2	3	4	5

3.3.5.2 Demographic Measurement

Useful information on participant characteristics such as age, gender, education, etc. are gathered which will allow for examination in relation to dependent variables (e.g. do more disabled men apply for higher positions?). Marais and Mouton (1990) refer to this as conditions (i.e. establishing a relationship with a specific situation) of the unit of analysis (disabled employees). In other words, determining whether the demographic variable has an impact on another category of a variable. These characteristics also provide a background for the assessment of the "conditional nature" of the findings, for e.g. when relations between variables are only relevant to a specific setting (Labovitz and Hagedorn, 1981).

3.3.6 Procedure

Questionnaires were administered directly to participants in most situations to ensure a successful return rate. Completion of questionnaires takes approximately 15-20 minutes depending on the nature of the disability of the respondents. These questionnaires are then returned to the researcher for analysis of data. Confidentiality of information and anonymity of subjects are ensured by not requiring names or identifying information on any documentation used in the study. Refusal to participate will be noted with reasons as a matter of interest. It is advised that questionnaire completion take place under quiet, relaxed conditions to make subjects feel more at ease with the process.

3.4 DATA ANALYSIS AND INTERPRETATION

Due to the quantitative method of data collection and the structured items reflected in the questionnaire, a highly structured method of statistical analysis is proposed. The data collected will be coded according to specific rules as guided by SPSS (Statistical Package for the Social Sciences), as explained below. Coding schemes enable the translation of the data into symbols and numericals as in this instance (Nachmias and Nachmias, 1976). This allows for automatic processing of data onto a computerized statistical program called SPSS. It is an integrated comprehensive system of computer programs especially designed for the analysis of social science data (Nachmias and Nachmias, 1976). This package is thus employed for data processing and analysis. It contains a variety of statistical procedures (tests) that can be

computed based on hypothesized statements as formulated by the researcher.

Data analysis and interpretation involves the ultimate focus of exploring hypotheses. Its focus is primarily on investigating variables, relationships between variables and the patterns in these relationships. Statistical techniques are employed to control variables in order to produce meaningful data i.e. to use variables to determine meaningful relationships and draw inferences from the data. The demographic data will be systematically classified into frequency tables to give an accurate description of the sample population. Frequency distributions are used to describe the sample by presenting tables with relative numbers and percentages for easy interpretation. Should any demographic variable have an important effect on any questionnaire item, it can then be meaningfully applied to the data.

3.4.1 Correlations

Correlation statistics will be employed to deduce relationships between variables to a more comprehensible finding. This will in effect determine if a relationship exist between variables postulated by the hypotheses, if the correlation is significant and meaningful, and if the significant relationship between two variables are not due to chance (Burns, 1980). Determining relationships are used to evaluate hypotheses, to explain the meaning of variables and to predict on certain aspects in the study. The way in which and the degree to which two variables are related are expressed as a correlation, e.g. whether educational level corresponds to higher positions attained. Correlation can also be used to

assess the reliability and validity of the relationship. The interpretation thereof will reflect on the meaningfulness and usefulness of the relationship between variables, i.e. correlations become less meaningful as it approaches 0.00 and it varies between –1.00 and +1.00 (Burns, 1980). Other statistical procedures proposed are cross-tabulations and chi-square.

3.4.2 Chi-square

The Chi-square statistic is frequently applied to questionnaire items and will be used to evaluate whether a relationship exists between two variables that are being studied. The outcome of this statistic will be indicative of the nature of the relationship postulated by hypotheses being tested. Specific inferences based on the data sets can then be made. When it is reported that chi-square values are statistically significant, it is highly unlikely that the results were due to some form of sampling or random error (Mouton, 1996).

3.4.3 Cross-tabulations

Hypotheses implying relationships have been formulated. Generally one would ask the question whether the hypothesized relationship exists and also determine the nature and strength thereof. This type of data can be presented in tables known as cross-tabulations (Mouton, 1996). A cross-tabulation requires a table with rows representing the categories of one variable and columns representing the categories of the other. One should also be able to determine whether a true association exists between variables in the population or whether they are simply the result of sampling error (bias) or other random error (chance).

Reporting on the results of the analysis will reflect logical argumentation on inferences drawn during the execution of the research study. Further support will be provided for conclusions drawn.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The motivation and outcome of this study is viewed from a human rights point which states that people with disabilities should have the same opportunities as able-bodied people, and should be regarded as equal and positive contributors to society. It is therefore important not to exclude the person from social and economic life due to the handicap. Findings will be discussed in light of major achievements such as the Employment Equity Act and Affirmative Action. Despite these achievements very little has been done to address the career needs and aspirations of disabled people, an aspect this study addresses at length. Recommendations based on the outcome of the study can be used to facilitate collaboration between disabled people, organisations for the disabled and employers, not only in the employment of disabled individuals into the workforce but also for employers to accept that disabled employees must be given further training to conform to work standards and new labour legislation.

This section presents results of the statistical analyses of the intervention under investigation as well as a detailed discussion upon interpretation of results. After describing the sample, quantitative results based on the statistical procedure will be presented and interpreted in relation to the research hypotheses.

4.2 The Sample

The characteristics of the sample group (N=103) will be discussed in a descriptive manner as well as illustrated by means of tables.

As indicated by **Table 4.1** below, the sample comprise of 48 males and 55 females. No missing responses were found.

Table 4.1: Frequency distribution by Gender

Gender	No. of Respondents	Percent
Male	48	46.6%
Female	55	53.4%
	N=103	

Frequencies in **Table 4.2** reveal that the highest proportion of respondents (81%) fall within the age range of 25-34 (n=39) and the age range of 35-49 (n=37). In relation to Super's work on the formalization of career developmental stages, the age range of 25+ constitute the Establishment/Maintenance stage, characterised by stabilizing work experiences through continual adjustment (Naidoo, 1993). A total of 22 respondents (21.4%) constitute Super's Exploration stage (up to 24) possibly indicating that their career choices are not finalized (Naidoo, 1993).

Table 4.2: Frequency distribution by Age

Age	No. of Participants	Percent
Up to 24	22	21.4%
25-34	39	37.9%
35-49	37	35.9%
50+	5	4.9%
	N=103	

A high proportion of 61.2% of the respondents (n=63) tend to occupy full time jobs, 7.8% (n=8) work part time, 22.3% (n=23) have temporary jobs with 8.7% (n=9) that occupy casual jobs, as reflected in **Table 4.3** below.

Table 4.3: Frequency distribution by Working status

Working status	No. of Participants	Percent
Work full time	63	61.2%
Work part time	8	7.8%
Temporary	23	22.3%
Casual	9	8.7%
	N=103	

Table 4.4 reflects the job level of respondents. Of the 103 respondents 41.7% (n=43) of respondents are unskilled workers with 35% (n=36) occupying administrative and sales positions. Very few respondents fall within the higher-level positions, i.e. professional/academic (n=0), manager (n=3), supervisor/head (n=2) and executive (n=0). Missing data for one respondent was found as reflected in the above table.

Table 4.4: Frequency distribution by Job level

Job level	No. of Participants	Percent
Professional/Academic	0	0%
Manager	3	2.9%
Clerical/Admin/Sales	36	35%
Supervisor/Head	2	1.9%
Executive	0	0%
Artisan/Skilled	18	17.5%
Unskilled/Other	43	41.7%
Missing data	1	1.0%
	N=102	

Frequencies in **Table** 4.5 below shows that 46.6% of the respondents have a below matric qualification, 26.2% a matric qualification, 16.5% completed a college course, 6.8% a technikon qualification and only 3.9% in possession of a university degree or diploma. This reflects a sample proportionately distributed within lower levels within organisations and distributed across lower education levels of matric and below.

Table 4.5: Frequency distribution by Education

Education	No. of Participants	Percent
Below Matric	48	46.6%
Matric	27	26.2%
College	17	16.5%
Technikon	7	6.8%
University	4	3.9%
	N=103	

From the 103 respondents 79.6% (n=82) have been in employment for 0-5 years, 13.6% for 6-10 years, 5.8% (n=6) for 11-15 years and 1.0% (n=1) for 16-20 years, as reflected in **Table 4.6** below. The researcher arguably indicates that the highest proportion of the sample group have not been working for a very long period.

Table 4.6: Frequency distribution by Time in employment

Time in Employment	No. of Participants	Percent
0-5 years	82	79.6%
6-10 years	14	13.6%
11-15 years	6	5.8%
16-20 years	1	1.0%
	N=103	

Mets and Wilson (1989) addressed the issue of length of stay in employment in order to measure the success of placements that were made. They found that of the 565 disabled individuals that were placed by the Rehabilitation Centre of the Association of the Physically disabled only 25 remained in employment for less than two years. Reasons for leaving employment included voluntary resignation, dismissal, not coping and salary being too low (Mets and Wilson, 1989).

4.3 Discussion of the results of statistical analyses

A logical argumentation of results will be reflected by means of illustrating relationships or associations between variables and to cite evidence in support of inferences drawn from the results. Reporting on the results of the study will also include the testing of hypotheses.

4.3.1 HYPOTHESIS ONE (H1)

Level of education of disabled employees influence further career development.

Cross-tabulations was used to determine whether differences exist between level of education (item4R) and item7. The results are displayed as follows:

Table 4.7: **Display of cross-tabs of level of education by item7 (Have you ever in your working career applied for other or higher positions?)**

Level of education	Yes	No	Total
Matric and below	32 82.9%	43 17.1%	57% 72.8%
Above Matric	23 82.1%	5 17.9%	28 27.2% N=103

Pearson chi-square value=12.77
Significance = 0.00 (significant at alpha level 0.05)

The above statistical values of the proportion of 72.8% (n=75) matric and below respondents and 27.2% (n=28) above matric respondents indicate the

total number of respondents within these two educational levels who have applied for other or higher positions. The values indicate no significant association [x^2 (N=103) = 0.00] between level of education and applying for other or higher positions. With an observed value of 0.00 no significant relationship exists, and therefore the null hypothesis is accepted and the research hypothesis rejected. It can be concluded that it does not necessarily imply that higher qualified respondents are more likely to apply for other or higher positions.

It also appears from this result that a smaller proportion (n=32) of respondents with matric and below qualifications do apply for other or higher positions. This group of respondents may feel that because they lack higher educational qualifications, they do not have the confidence to make job applications. It could be attributed to fear of rejection and disappointment. They may also feel that there are fewer opportunities available to them because of their disability and therefore feel very limited in terms of possible job opportunities.

A higher proportion of respondents with above matric qualifications tends to apply for other or higher positions. Being in possession of formal qualifications could possibly enhance their confidence to apply as well as give them the impression that they do have a chance at job opportunities available to them. Educational qualifications also give these respondents more of an opportunity to apply for such opportunities. It therefore creates motivation to do and achieve increased career development.

The level of education of the sample group thus influences further career development in that the higher the qualification, the more likely respondents are to apply for positions to further their careers.

To test this hypothesis, cross-tabulations was also used to compute statistical differences between level of education (item4R) and item19. The results are reflected in **Table 4.8** below.

Table 4.8: **Display of cross-tabs of level of education (item 4R) by item19 (I would like to move into higher levels within the organisation).**

Level of education	1	2	3	4	5	Total
Matric and below	0	7	12	39	17	75
	0%	9.3%	16%	52%	22.7%	73.5%
Above Matric	0	0	2	15	10	27
	0%	0%	7.4%	55.6%	37%	26.5%
						N=102

Pearson chi-square value=5.18
Significance = 0.16 (ns)

Values for item4 between the responses of 75 matric and below respondents and 27 above matric respondents indicates no association between level of education and item 19 (I would like to move into higher levels within the organisation). No significant difference is found in this correlation and the null hypothesis is retained. This indicates that level of education has no significant association with respondents who are motivated to move into higher positions or levels within an organisation. In the Employment and Occupational Equity Green Paper of 1996 it is reported that disadvantaged groups are "clustered

at the bottom" (Department of Labour, 1996). Consequently these groups are distributed within the lower employment levels and they earn lower salaries. Furthermore, Watermeyer (1998) assert that a lack of education impacts on opportunities for career development. This issue relates strongly to the Employment Equity Act provision which stipulates that where under-representation of designated groups have been identified numeric goals have to be set by organisations to achieve equitable representation within a workforce (Business Blue Book of SA, 1999).

Results in **Table 4.8** indicates higher proportions i.t.o responses towards the right of the scale (agree) for the 2 groups Matric and below (agree=52% and strongly agree=22.7%) and for Above Matric (agree=55.6% and strongly agree=37%). This result reflects a median score of 4.00, indicating a preference to move to higher levels by both groups. The results further imply that the highest proportion of respondents have this preference to move to higher levels in their career but their level of education does not impact on or determine further career development. However it is important to realise that people with disabilities may not be happy to stay in entry-level or lower level positions but would seek further challenges and think about career goals. Eisenberger, Huntington, Hutchinson and Sowa (1986) argue that if education and training opportunities are presented within organisations it could impact on career progress in that it could lead to increased motivation and commitment to progress.

4.3.2 HYPOTHESIS TWO (H2)

Additional training leads to positive attitudes towards career development for disabled employees.

Statistics on item10 as reflected in **Table 4.9** below, which provides a count on the number of respondents who have participated in additional training courses, indicates that 66% (n=68) of the 103 respondents, indicated that they have done additional training courses whereas 34% (n=35) indicated that they have not completed any additional training. Of the 68 respondents who have participated in additional training 35 respondents completed on-the job training, 12 respondents did life skills training, 13 respondents completed educational courses and 8 respondents selected the other option. The highest proportion is reflected by on-the-job training that is not unfamiliar within most organisations where formal training is not a requirement. Also, a total of 33 of the 68 respondents indicated that these courses were provided by the employer, 30 indicated that they did the courses out of their own and 5 responses were omitted.

Table 4.9: Frequency distribution by item10

Value label	Frequency	Percent
Yes	68	66%
No	35	34%
	N=103	

Furthermore a Pearson correlation statistic was used with two ordinal data sets to determine whether a correlation exists between item15 and item16 to establish whether respondents feel positive about career development and advancement. The results are presented below in **Table 4.10.**

Table 4.10: **Pearson correlation coefficient of item15 (The opportunity to develop my career with further training is motivating) by item16 (The chances of getting another position is better if one can do more job training and educational courses).**

Correlation Matrix	
	ITEM15
ITEM16	0.49 N=99 P=0.00

With the Pearson correlation coefficient at 0.49 at a significance level of p=0.00 for n=99, it can be deduced that a correlation exists between the 2 items. In light of this significant result the null hypothesis is rejected and the research hypothesis is retained. Additional training thus associates with career development in that it leads to more positive attitudes amongst disabled employees. Responses are distributed more to the right of the scale, i.e. a tendency to agree and strongly agree. Thus reflecting positive attitudes about their career development. It is argued that career development consists of education, training, gaining work experience and upward mobility (Roodt and Lindeque, 1997). In support, it is argued in the Equity Index (1999) that training and development constitute one of the most positive measures advocated by the Employment Equity Act.

To determine if a significant correlation can be inferred when correlating item10 and item15, cross-tabulations was performed and is presented in **Table 4.11** below.

Table 4.11: **Display of cross-tabulations for item10 (Did you ever do additional training courses) and item15 (The opportunity to develop my career with further training is motivating).**

Item10	1	2	3	4	5	Total
Yes	1 1.5%	1 1.5%	6 8.8%	37 54.4%	23 33.8%	68 67.3%
No	1 3.0%	0 0%	8 24.2%	21 63.6%	3 9.1%	33 32.7% N=101

Pearson chi-square value=10.18
Significance = 0.037 (s)

Results indicate a significance value of 0.037, indicating a significant association between the two items [x^2 (N=101) = 0.037]. It is revealed that 67.3% (n=68) have completed additional training courses whereas 32.7% (n=33) have not. The null hypothesis is therefore rejected and the research hypothesis is retained.

It is found that 67.3% (n=68) of 101 respondents (2 missing observations) indicated that they do partake or have completed additional training courses, whereas 32.7% (n=33) indicated that they have not participated in further training. For the 68 respondents who have done additional training courses there appear to be a distribution of responses to the right of the scale (agree

and strongly agree), thus indicative of more positive attitudes about further training. Of this 68 respondents 33.8% (n=23) specified agree which implies that those respondents doing additional training courses do perceive it to be beneficial for their career development. They are therefore motivated to develop their careers with further training opportunities.

Although a smaller proportion of 32.7% (n=33) of the100 respondents are not involved in further training opportunities, 63.6% (n=21) do agree that they will feel motivated if they can develop their careers with further training. The possibility exists that this group of respondents forms part of the blue collar status group occupying lower level positions with accompanied lower salaries. Due to this it could be argued that they might not have the financial resources to pursue further training and development opportunities. They may also not have access to such opportunities due to further constraints such as difficulty with travelling to and from the training venue, training presentation not accommodating to their needs and requirements, and the length of the training period. In spite of these constraints it is found that 61% of the blue collar status respondents do feel that to develop their career with further training would be motivating to them (cross-tabs for work status by item15: n=100; 0.01, s). In support, Lent, Brown and Hacket (1996) argue that if people have support and experience fewer barriers they are more likely to initiate career development processes more freely.

4.3.3 HYPOTHESIS THREE (H3)

Disabled employees are motivated to develop and advance into higher positions.

Statistical analysis by means of cross-tabulations to determine whether an association exists between work status and item15 is displayed as follows in **Table 4.12** below.

Table 4.12: **Cross-tabulations of work status (item5R) by item15 (The opportunity to develop my career with further training is motivating).**

Work status	1	2	3	4	5	Total
White collar status	1	1	1	22	16	41
	2.4%	2.4%	2.4%	53.7%	39%	41.0%
Blue collar status	1	0	13	36	9	59
	1.7%	0%	22%	61%	15.3%	59.0%
						N=100

Pearson chi-square value=13.83
Significance = 0.01 (significant at alpha level 0.05)

Values for 41 white-collar status respondents and 59 blue collar status (n=100) respondents are correlated with item15 and indicates a significance level of 0.01. This statistic reflects a highly significant association between work status and whether respondents find further training as a motivating factor for career development. Due to this significant difference the null hypothesis is rejected.

Results of **Table 4.12** also reveal that 39% (n=16) of the 41 white-collar status respondents indicated that they strongly agree that to develop their careers with further training is motivating to them. However there is a high distribution of responses to the right of the scale. This implies that both white and blue collar status respondents have similar feelings with 39% (n=16) white collar status respondents feeling extremely positive about it. We can therefore deduce that white-collar status respondents feel more motivated by training opportunities. This could be attributed to the group having better access to such opportunities, having a good academic background as well as being financially stronger. Blue-collar status respondents feel that further training opportunities will motivate them but they may be unable to pursue these opportunities perhaps due to e.g. financial constraints. Etsenberger, Huntington, Hutchinson and Sowa (1986) argued that in most cases employers do not define career paths for workers outside management. Consequently these workers, who are mostly the lower level (blue collar status) workers, are unable to find advancement.

Statistics in **Table 4.13** reflect a cross-tabulation for item4R (level of education) by item5R (work status) reflect a significant association, inferring that the higher the qualification the more likely respondents will occupy white-collar status positions. This inference is supported by the Spearman value of –0.41, which reflects this significant moderate inverse relationship. A total of 28% (n=21) of the 75 matric and below respondents occupy white-collar status employment whereas 72% (n=54) occupy blue-collar status

employment. Of the above matric respondents 74.1% (n=20) constitute white-collar status employment.

Table 4.13: **Display of cross-tabulation for item4R (level of education) by item5R (work status).**

Level of education	White collar	Blue collar	Total
Matric and below	21 28%	54 72%	75 73.5%
Above Matric	20 74.1%	7 25.9%	27 26.5%
			N=102

Pearson chi-square value=17.53
Significance = 0.00 (significant at alpha level 0.05)

By implication this means that lower education levels is associated with skilled/ unskilled positions (blue collar status), with fewer opportunities available to them. White collar status respondents have higher education levels and is able to achieve a better level of position as more opportunities is available to them. They are therefore increasingly motivated to achieve higher and better positions.

Cross-tabulations were performed to determine whether there is an association between work status and item 19 (I would like to move into higher levels within the organisation). For this purpose work status (item5) was recoded into 2 groups (item5R) namely white collar status (n=41) and blue collar status which is from artisan/skilled to unskilled (n=61) with missing data for 1 respondent. **Table 4.14** indicates the data as follows:

Table 4.14: **Cross-tabulations of Work Status by item19 (I would like to move into higher levels within the organisation).**

Work status	1	2	3	4	5	Total
White collar status	0	1	3	20	17	41
	0%	2.4%	7.3%	48.8%	41.5%	40.6%
Blue collar status	0	6	11	34	9	60
	0%	10%	18.3%	56.7%	15%	59.4%
						N=100

Pearson chi-square value=11.05
Significance = *0.01 (significant at alpha level 0.05)

The above values of 41 white-collar status respondents and 60 blue-collar status respondents indicates a significant association between work status and item 19 (reflecting motivation to move into higher levels within the organisation). Both white collar status and blue collar status respondents tend to respond more towards the right of the scale, i.e. both groups feel more strongly about moving into higher levels in the organisation.

Table 4.15: **Cross-tabulation of working status by item22 (It is important for me to move to better positions).**

Work status	1	2	3	4	5	Total
White collar status	0 0%	1 2.4%	0 0%	20 48.8%	20 48.8%	41 40.6%
Blue collar status	1 1.7%	6 10%	7 11.7%	28 46.7%	18 30%	60 59.4% N=101

Pearson chi-square value=9.8
Significance = 0.04 (significant at alpha level 0.05)

The above statistic in **Table 4.15** with 41 white-collar status respondents and 60 blue collar status respondents with n=101 indicates a significance level of 0.04. This value indicates a significant association between work status and item22 (reflecting the importance to move to better positions). The null hypothesis is therefore rejected. There appear to be a tendency for higher responses towards the right of the scale (agree and strongly agree). This information thus indicates that respondents are motivated to develop and advance into higher positions. A huge difference exists in the labor market in the distribution of jobs, occupations and income levels (Equity Index, 1999). This still reveals the effects of discrimination against people with disabilities as well as other designated groups. Although it is important for them to move to better positions, they may not initiate action due to factors such as lack of education and transport problems.

Cross-tabulations were also used to establish whether a relationship exists between Work status and item 7 (indicating whether respondents ever applied for other positions in their working career), as presented in **Table 4.16** below.

Table 4.16: **Cross-tabs of Work status (item5R) by item7 (Have you ever in your working career apply for other or higher positions?).**

Work status	Yes	No	Total
Matric and below	34 82.9%	7 17.1%	41 42.2%
Above Matric	21 34.4%	40 65.6%	61 59.8% N=102

Pearson chi-square value=23.21
Significance = 0.00 (significant at alpha level 0.05)

The values above indicate that a very significant association exists between work status and item 19. The null hypothesis is rejected as a significant difference is depicted. The statistics also reflect that more white-collar respondents (n=34) tend to apply for other positions compared to a total of 21 blue collar status respondents out of a total of 61.

Katz (1995) views self-efficacy as an important condition for people to be effective. Self-efficacy refers to people's judgements about their ability (Katz, 1995). It is concerned with the opinions they hold of themselves regarding their mastery of and ability to use their skills. Katz (1995) argues that people who have a strong belief in their capabilities think, feel and behave differently

from those who have doubts about their abilities. Those who doubt their proficiency thus shy away from difficult tasks and ventures. They have low aspirations and a weak commitment to the goals they choose to pursue. With reference to the present study, it can be asserted that although disabled individuals have the motivation to advance into better positions, they may lack the confidence to initiate and pursue these opportunities. In other words, they might judge themselves unable to apply for higher positions regardless of how well they might be able to do the job.

Mager as cited in Katz (1995) says that self-efficacy affects five main areas of behaviour, that of motivation, perseverance, thought patterns, vulnerability to stress and depression, and the ability to make own choices. Therefore, employees with high self-efficacy make better choices, make more of an effort and show more perseverance than those with low self-efficacy. They are thus better able to bounce back after disappointments and have more positive thought patterns and attitudes.

4.3.4 HYPOTHESIS FOUR (H4)

The age of disabled employees influences their attitudes towards career development and advancement opportunities.

To ascertain whether career stage can be associated with item 14 (The opportunity to apply for other positions is motivating), the chi-square statistic was used. From **Table 4.17** it can be seen that item1 (age) has been recoded

for this purpose into 2 groups (item1R), namely the Exploration stage (up to 24) and the Establishment/Maintenance stage (25+).

Table 4.17: **Career stage (item1R) by item14 (The opportunity to apply for other positions are motivating)**

Career stage	1	2	3	4	5	Total
Exploration stage	0 0%	0 0%	4 18.2%	12 54.5%	6 27.3%	22 73.5%
Establishment/Maint. Stage	2 2.6%	1 1.3%	12 15.6%	49 63.6%	13 16.9%	77 77.8% N=99

Pearson chi-square value=2.12
Significance = 0.71 (ns)

The observed value is greater at a significance level of 0.05. No significant difference is therefore found between career stage and being motivated to apply for other positions. The null hypothesis is therefore retained. It is implied that the career stage respondents find themselves in does not impact on whether or not they find applying for positions motivating.

Table **4.18** reflects statistical values for career stage and item22 (it is important for me to move to better positions).

Table 4.18: **Cross-tabulations of career stage (item1R) by item 22 (It is important for me to move to better positions)**

Career stage	1	2	3	4	5	Total
Exploration stage	1 4.5%	1 4.5%	0 0%	13 59.1%	7 31.8%	22 21.6%
Establishment/Maint. Stage	0 0%	6 7.5%	7 8.8%	36 45%	31 38.8%	80 78.4% N=102

Pearson chi-square value=6.72
Significance = 0.15 (ns)

Values for career stage between the responses of 22 respondents in the Exploration stage and 80 respondents in the Establishment/Maintenance stage indicated no association between career stage in terms of their age groups and whether it is important for them to move to better positions. The observed value (p=0.15) is greater at a significance level of 0.05, indicating that no significant association was found. The null hypothesis is therefore retained.

It can be concluded that the career stage respondents are in does not impact on the importance to move to better positions. The non-significance of the result could be attributed to the fact that it is not a homogeneous sample in that they are from varied age groups with different compositions, thus responses varies to a large extent. They are also from widely different areas, work in different environments and experience the world of work differently, thus forming different perceptions.

4.4 CONCLUSION

In summary, the significance and importance of education and further training was found to be greater for individuals with higher levels of education and those who are distributed within the white-collar status groups. It is inferred that individuals within lower education and employment levels do perceive education and training opportunities to be a motivating factor for career development and advancement. However few opportunities are available to them and they possibly experience further problems in accessing these opportunities.

A further positive theme would be that of the positive attitudes that respondents express about their careers. It is overwhelmingly expressed by individuals who have participated in further training courses to develop their careers. Although most opportunities reflect that of on-the-job training and fewer reflect educational courses it appears to be motivating and leads to more positive attitudes. Results also indicate that the majority of training opportunities were provided by employers, which reflect a greater awareness of providing opportunities for all employees in developing them for possible future positions.

The most beneficial aspect of the study centers around the motivation to develop one's career should opportunities be presented. Should any of the respondents not given any consideration to their careers up to this point, this study succeeded in creating awareness and spurred thoughts around the issue of development and advancement.

CHAPTER 5

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

This section will firstly discuss the main themes that could be assimilated from the data analysis process. These themes will be discussed in light of the hypotheses that were formulated for this study. The main objective of the study is to ascertain whether disabled employees have a positive disposition to their career own career development. Furthermore, the author will highlight the limitations encountered within the research process and make recommendations for further research based on the outcome of this study.

5.2 MAIN THEMES

The main themes that emerged from the study based on significant results indicate that level of education does not greatly impact on further career development in that respondents with higher levels of education are not more likely to make applications for higher positions. However, this association does not imply that people with higher levels of education do not want to progress to higher positions within the organisation.

Furthermore, it was found that additional training impacts on career development in that it leads to more positive attitudes. This significant association is supported by the fact that those respondents who have done additional training courses feel that further training motivates them to develop

the is careers. It can be deduced that training opportunities is a means of progression, thus motivating people.

It is assumed that we all have career goals and pursue these greatly. However, we cannot assume that these goals are perceived the same by disabled individuals as by individuals that are not disabled. They might be motivated to learn new things, become more skilled and do more courses, but do not necessarily have the need to occupy higher positions with accompanied responsibility, pressure and competition. Results indicate that 40.8% (n=42) of respondents are happy with their careers currently. Therefore it is highly likely that they will remain in that position for a long period of time. It was also found that although it is important for them to move to better positions they might not have the opportunity or need to pursue better positions. In support, results reflect that a big proportion of blue collar status workers (i.e. 40 out of a total of 61) do not apply for other or higher positions.

The career stage respondents are at appears not to influence their attitudes towards career development and advancement opportunities. A total of 77.8% (n=77) find themselves in the establishment and maintenance stage where they try to adjust and settle in their jobs. It is also evident that the majority of respondents (n=43) are unskilled workers possibly from manufacturing environments and might not be exposed to career information, career talk, learning material and learning programmes.

5.3 LIMITATIONS OF THE STUDY

The findings of the research study need to be viewed in the light of a number of methodological limitations inherent in the study. Firstly, 61% of the sample comprised of a greater proportion of blue collar status respondents who are skilled and unskilled workers who possibly never gave consideration to career development and advancement. The sample is small (N=103) and made it difficult to draw a true random sample due to the under-availability of a large sample population. Criteria for sample selection were specified as employed, disabled (physical, hearing impaired, epilepsy) and literate (read, speak and understand) in English. Many respondents were excluded as they were either visually impaired or they were not able to read or understand English.

Questionnaires were administered in English, and not necessarily in the home language of the subjects. This resulted in a small number of subjects excluded from the study, as they could not understand the instructions or questions. A sign language interpreter was utilised to explain the purpose of the study and instructions for some groups where hearing-impaired subjects were included, with the result of extended time to complete questionnaires as well as possible response bias.

Although 15-20 minutes were allowed for questionnaire completion, in may instances the time was extended due to respondents reading and writing at a very slow pace. Accommodation in terms of time had to be allowed for the type of physical disability. It was also requested of the researcher to repeat instructions on several occasions.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

5.4.1 Results of the study should be viewed as encouraging to companies to develop a more diverse and representative workforce, not only to promote equity but also in the interest of economic growth. This would be a fundamental challenge for Human Resource practitioners as they would be actively involved with employers to draw up equity plans with the objective to work towards a representative workforce.

5.4.2 Findings also present implications with regard to factors influencing career development and advancement, and consequently influence the nature of attitudes held towards Employment Equity. It also presents the impact these factors may have on career success. This could be used by employers for future considerations in creating opportunities for development.

5.4.3 The positive attitudes of respondents could be useful in the successful and effective implementation of equity and advancement programmes within organisations. It could also increase an employee's willingness to adapt to changing careers and to extend their work roles through advancement.

5.4.4 It is also recommended that over a period of 1 to 2 years after the implementation of employment equity plans a survey be done on the same sample group in order to determine and reflect on career

changes, whether it is development in the form of training and educational courses or whether it is promotion into higher levels.

5.5 CLOSING REMARKS

The outcome of the present study from a societal perspective would create a better understanding of the problem, create awareness and motivate disabled individuals to consider such career opportunities. With these findings policy makers would become aware of the attitudes of at least one of the designated groups and could use this information to further promote and enforce the accommodation of disabled people within the workplace. Results are valuable to the Human Resources practitioners and employers as it could assist in the development and implementation of Employment Equity plans, specifically focusing on disabled employees. These findings can be applied in creating more advancement opportunities for disabled individuals in order to address representivity of groups within all levels within organisations.

Although the possibility exist that not many disabled individuals are aware of the Employment Equity Act and have not considered career progression, this study could make an impact in terms of creating awareness. It is hoped that disabled employees set career goals for themselves and pursue these goals with opportunities that are presented or create the opportunity for themselves. A significant outcome of the study is that disabled employees, although in different education and job level categories tend to have positive attitudes about their careers to the extent that they are highly motivated to do further training courses.

"Upgrading of skills, improving access to jobs, accommodation, training and promotion opportunities advance all members of the workforce and makes it possible for them to achieve maximum productivity and efficiency" (Equity Index, 1999). It is therefore important for employers in the Western Cape to make proactive and productive attempts to retain and develop their workforce equitably. It is not the intention to create the impression of easy, short-term solutions, but to consider this aspect as an initiative to progress towards the achievement of employment equity within organisations.

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ANNEXURE A

CONFIDENTIAL

RESEARCH QUESTIONNAIRE

You have been selected as part of a scientifically designed sample to participate in this study. It is important that you answer all the questions below by making a cross in the appropriate box. All assurance is given that your participation will remain anonymous.	**For Office Use**
1. Age: 1. ☐ Up to 24 2. ☐ 25-34 3. ☐ 35-49 4. ☐ 50+	☐
2. Gender: 1. ☐ Male 2. ☐ Female	☐
3. Working status: 1. Work full-time 2. Work part-time 3. Temporary 4. Casual	☐
4. Education : 1. ☐ Below matric 2. ☐ Matric 3. ☐ College 4. ☐ Technikon 5. ☐ University	☐
5. Job level : 1. ☐ Professional/ Academic 2. ☐ Management 3. ☐ Clerical/ Admin/ Sales 4. ☐ Supervisor/ Head 5. Executive 6. Artisan/ Skilled 7. Unskilled/ Other	☐
6. Time in employment: 1. ☐ 0-5 years 2. ☐ 6-10 years 3. ☐ 11-15 years 4. ☐ 16-20 years 5. ☐ 20+ years	☐
7. Have you ever in your working career applied for other or higher positions? 1. ☐ Yes 2. ☐ No	☐
8. If yes, how many applications have you made? 1. ☐ 1-3 2. ☐ 4-7 3. ☐ 7+	☐
9. Have you ever been successful in your application? 1. ☐ Yes 2. ☐ No	☐
10. Did you ever do additional training courses? 1. ☐ Yes 2. ☐ No	☐
11. If yes, were they: 1. ☐ On-the-Job Training 2. ☐ Life skills 3. ☐ Educational 4. ☐ Other	☐

ANNEXURE A

CONFIDENTIAL

12. Were these courses: 1. ☐ Provided by employer 2. ☐ You did them out of your own	☐

Please indicate your feelings on the following statements by using the following rating scale:
1= Strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree

NB: Please make a cross over the appropriate rating.						**For Office Use**
13. I feel more satisfied with my job knowing that there are better career prospects.	1	2	3	4	5	☐
14.The opportunity to apply for other positions is motivating.	1	2	3	4	5	☐
15. The opportunity to develop my career with further training is motivating.	1	2	3	4	5	☐
16. The chances of getting another position is better if one can do more job training and educational courses.	1	2	3	4	5	☐
17. One will be happier in one's job when employers are willing to provide opportunities for development.	1	2	3	4	5	☐
18. I feel happy with my career currently.	1	2	3	4	5	☐
19. I would like to move into higher levels within the organization.	1	2	3	4	5	☐
20. I feel more satisfied in my job knowing that I stand a chance of getting other posts.	1	2	3	4	5	☐
21. I am prepared to move from company to company for a better job.	1	2	3	4	5	☐
22. It is important for me to move to better positions.	1	2	3	4	5	☐

Thank you for your participation.
Sharon Markus
Researcher