



Public Sector Managers' Perceived Attitudes Towards People with Disabilities

LML Molamu

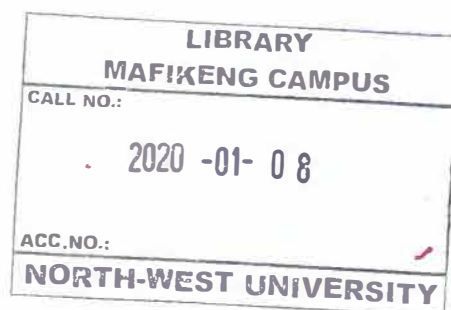
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DECLARATION

I, Lenky Mpotanyana Leah Molamu declare that this study titled, 'Public sector managers' perceived attitudes towards people with disabilities,' is my original work. This dissertation has not been submitted for a degree at this or any other university. All materials used in the study have been duly indicated and acknowledged through references.

A handwritten signature in black ink, appearing to read 'Lenky Mpotanyana Leah Molamu', is written over a horizontal line.

Signed

06 June 2019

Date

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DEDICATION

This work is dedicated to my God, who gave me his grace to complete this study. Finally, I dedicate this research to all the disabled people in South Africa.

LIST OF ACRONYMS

EAA	Employment Equity Act
UN	United Nations
PWD	People with Disabilities
EWD	Employees with Disabilities
INDS	Integrated National Disability Strategy
CEE	Commission for Employment Equity
WHO	World Health Commission
CDT	Critical Disability Theory
CLS	Critical Legal Studies
ADA	American Disability Association
AHRC	According to the Australian Human Rights Commission
EEA	Employment Equity Act
ESA	Employment Service Act
PEPUDA	Promotion of Equality and Prevention of Unfair Discrimination Act
LRA	Labour Relations Act
RDP	Reconstruction and Development Plan
TAG	Technical Assistance Guidelines
CBR	Community Based Rehabilitation
DTE	Department of Training and Education
SPSS	Statistical Package for Social Sciences

ABSTRACT

This main aim of this study was to measure public sector managers' perceived attitudes towards people with disabilities. This study was motivated by the challenges faced by employees with disabilities gaining employment in the South African Public Service. The research problem investigated was ***did public sectors managers have negative attitudes towards people with disabilities***. This study has made a significant contribution to the body of knowledge by providing a theoretical-conceptual framework and a validated measuring instrument to measure public sector managers' attitudes towards people with disabilities.

The study was conducted within the quantitative research paradigm using a cross-sectional survey design. The population included 1 071 public sector managers from the National Government and Provincial Government Departments. A convenience sampling method was used. The measuring instrument was a combination of three different questionnaires that measure perceived attitudes towards PWDs. The questionnaire consisted of seven factors that measure the construct perceived attitudes towards PWDs. An electronic questionnaire was distributed via Survey Monkey. One hundred and fifty-five questionnaires were returned, of which only 145 was completed and usable for data analysis. Descriptive, Cohen's d and Pearson product-moment correlation statistical techniques were used to arrive at the findings.

The findings provided adequate answers to the research questions. The main findings of the study were the non-compliance by managers to implement policies (external and internal) and legislation regarding the employment of PWDs in the public service. Regarding attitudes, the main problems identified were the inability of PWDS to adapt to new ways of doing their jobs, that different training methods should be used to cater to the needs of different disability types. Respondents also disagreed that PWDs had special characteristics, such as dependability, lower absenteeism rates, cooperate better or are more loyal, compared to people without disabilities. Therefore, managers have to ensure that they recruit and employ PWDs that meet the behavioural characteristics required by the job. Regarding productivity perceptions, participants had indicated that PWDs could not work on hazardous jobs. Managers should ensure that PWDs meet the physical and mental requirements of the job. The main limitation of this study was that a convenience sampling method was used and because of the

small number of 145 completed questionnaires, the results cannot be generalised to the whole Public Service.

KEYWORDS

Disability; public sector managers; attitudes; employment; employment legislation; employment equity



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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

The Employment Equity Act (EEA), 55 of 1998, defines people with disability as individuals who in any way have a long-term recurrent physical or mental impairment that constrains their ability to secure employment. About this situation, the South African government has enacted the necessary legislation to equitably integrate people with disabilities in workplaces; and thus put up other laws on how to reduce people with disabilities' being discriminated against in the workplaces (Mathaphuna, 2007). The United Nations (2007) postulated that there are fears associated with employing people with disabilities, such as fear of underperformance. In the view of the United States Office of Personnel Management (2016), employing people with a physical impairment has been a challenge in the African Continent.

In the South African context, Banks and Polack (2014) affirmed that people with disabilities are marginalised and considered as people that do not have valuable contributions to make to the development of the country. Contrary to this view, The Arc (2016) puts up a discourse that connotes the global influence of such persons in the workplaces too, indicative of their ability to contribute to the global economic growth. Concerning the increasing unemployed population of people with disability in the North-West Province, this study investigated public sector managers' perceived attitudes towards people with disabilities.

This study commences by expounding on the background of the study, the problem statement, research objectives, and questions of the study. Also, the significance of this study will be elaborated, delimitation and limitations of the study and finally, the final exposition of the study.

1.2 BACKGROUND TO THE STUDY

The historical background of factors affecting the performance of persons with disabilities relates to the government's ability to employ persons with disabilities that seem to have affiliations to societal beliefs, norms, and values that posed some influence on the quality of the employability of persons with disabilities since the 1800s

(Anti-defamation League, 2005). In harmony with the idea propagated by the Department of Public Information at United Nations (2006), it is advocated that persons with disabilities, who in the time past were not considered for employment by the governments of the time, may at this time and henceforth, may be equitably employed by the governments according to the abilities they possess; and this should be the deliberate efforts of the states concerned on each continent. However, there is a notion that persons with disabilities do not have much to contribute in the employment sector but employing them reduces the cost of government spending on disabled people and poverty as well (Banks & Polack, 2014). As far as history can reflect, the challenge of factors affecting people with disabilities have their background even in the World Health Organization (WHO), that indicated that the problem is quite a global one. That is why the WHO could deal with it as early as 2006 (Gottlieb, Myhill & Blanck, 2010), because the challenge of factors impacting the employability, affects people with disabilities on global levels.

The line of thought advanced by the South African Government's Office of the Deputy President (1997) is that persons with disabilities should be looked at as good performing persons that should contribute to development in an industrious way. Therefore, PWDs should be employed like any other person in the country while creating a user-friendly work environment to promote productivity. According to the report on disability by the World Health Organization (2011), there is a need to integrate the people with disabilities so that they may be able to be industrious without setting prohibitive barriers for such a contribution. The report by Jans, Kaye and Jones (2012) indicated that people with disabilities might contribute by being employed in the environments that are user-friendly to them so that they may gain access to the works of employment. Thus policies have to be formulated to promote the good inclusivity of people with disabilities, so that they too, may equitably be employed and earning a living like all others.

1.3 PROBLEM STATEMENT

According to the Constitution of the Republic of South Africa (Act 106 of 1996), "South Africa belongs to all who live in it; we are united in our diversity". It is on this note that the South African White Paper on an Integrated National Disability Strategy (INDS) supports helping people with disability, avowing that South Africa is a society for all

and encompassing human diversity and the development of all human potential. INDS therefore, inspire employees from all dimensions to assist people with disabilities (PWDs) to make use of their valuable skills, competencies and gifts to achieve development. According to Statistics South Africa (2011), it could be observed that the total population of South Africa is 47,9 million. Consistent with this, the 2011 census indicates that almost 5% of the total population are disabled. That amounts to 2 395 000 PWDs in South Africa. In another analysis by the Commission for Employment Equity, it was observed that 43 716 disabled people are employed in South Africa in 2011 compared to 12 049 employees employed in 2003. In line with this, only 1.8% of PWDs are now employed in all government departments in South Africa. That is against the afore-stated objectives of the Constitution of South Africa, as well as the South African White Paper on an Integrated National Disability Strategy (INDS).

About the challenges faced by people with disabilities (PWDs) in getting assistance and to gain employment in different government departments in South Africa, this study is envisaged to explore public sector manager's attitude towards employing PWDs. Managers are involved in the recruitment and selection of employees and have significant decision-making power regarding the appointment of PWDs (Gottlieb *et al.*, 2010). Consistent with this, Maja, Mann, Sing, Steyn and Naidoo (2011) opined that managers' attitudes towards PWDs are critical and are one of the challenges that PWDs encounter. In the quest to align the objectives of the government departments with the objects of the Integrated National Disability Strategy (INDS) to achieve national development, this study investigated public sector managers' perceived attitudes towards employing persons with disabilities at National and Provincial Government Departments.

The study of Kaye, Jans and Jones (2011) indicated that employees are typically impressed with working with people with disabilities, despite the additional cost of providing facilities in the work environment. In some cases, Maja *et al.* (2011) affirmed that managers are much concerned about the extra cost of maintaining people with disabilities and issues surrounding their medical condition, as it will tend to disrupt work. In essence, some managers do not consider employees with disabilities do productivity bias and teamwork spirit as it is assumed that people living with disabilities are not productive and also, disassociate themselves from others. Some issues

related to training, many barriers such as widespread ignorance and fear have caused managers to accept the services of people with disabilities despite the prescripts of the Employment Equity Act of 1998. Consistent with this, The Human Rights Commission (2017) posited that high unemployment levels among persons with disabilities are prevalent on the African continent, and this represents a significant challenge to ensuring that persons with disabilities live their lives with dignity.

According to Banks and Polack (2014), people with disabilities are very dependable and productive in the work environment despite their predisposition. Wilson-Kovacs, Ryan, Haslam and Rabinovich (2008), opined that advancing the careers of PWDs is baseless about their marginalisation from decision-making processes in the work environment. According to Beatty (2012), barriers to career advancement opportunities for PWDs are due to delusions by the organisational role-players. Also, Beatty (2012) investigated that job careers for PWDs are always in jeopardy as they remain in a particular position for a very long time. Gida and Ortlepp (2007), in their quest to promote disability recognition, maintained that people living with disabilities are quite reliable and can perform better if opportunities for advancement are given to them.

Guimarães, Martins and Barkokébas Junior (2012) attested that inadequate training, barriers and undue judgement based on functional potential, restrict the addition of PWDs in the labour market. In another view, the fears of performing as expected are one of the main reasons that PWDs are excluded from the labour market (Gida & Ortlepp, 2007). Gida and Ortlepp (2007) provided evidence that several institutions and commissions do not have adequate legislative precedents guiding the employability of PWDs. Ofuani (2011) and Li and Goldschmidt (2009) further justified that people with disabilities are helpful, interactive, action-oriented and productive. Therefore, organisations have not been able to give equal opportunities between people with disabilities and people without disabilities that impact negatively on the disabled. Li and Goldschmidt (2009) affirmed that PWDs find it difficult to secure good jobs due to their physical condition and their present environment. Ofuani (2011) ascertained that the workforce with disabilities has low literacy levels and high job insecurities, but despite their situation, they are dependable and productive.

Concerning the preceding discussion, it can be deduced that unemployment is increasing amongst PWDs due to public sector managers' negative attitudes towards people with disabilities. Unless these factors contributing to unemployment amongst PWDs are identified and dealt with, the continued negative attitudes assumed towards discrimination and unemployment would not be resolved.

Based on the general problems regarding perceived attitudes toward employees with disabilities, the problem statement formulated was: ***do public managers have negative attitudes towards people with disabilities?***

1.4 RESEARCH OBJECTIVES

The objectives of this study were to:

- Establish if public sector managers are familiar and comply with policies, guidelines and legislation that govern disability employment
- Determine if public sector managers are aware of their department's internal policies or guidelines that govern the employment of people with disabilities
- Measure public sector managers' perceived attitudes toward people with disabilities
- Establish if there are any differences in public sector managers' perceived attitudes towards PWDs between the demographic variables
- Determine the association between the seven factors and perceived attitudes towards people with disabilities scale
- Based on the data analysis, recommend strategies to change the attitudes of managers towards PWDs

1.5 RESEARCH QUESTIONS

To achieve the objectives above, the following research questions were formulated for this study:

- Are public sector managers familiar and comply they with policies, guidelines and legislation in South Africa that govern disability employment?
- Are public sector managers aware of their department's internal policies or guidelines that govern the employment of people with disabilities?

- What is public sector managers' perceived attitudes towards people with disabilities?
- Are there differences in public sector managers' perceived attitudes towards PWDs between demographic characteristics such as gender, age group and managerial level?
- Is there a correlation between the seven factors or dimensions and perceived attitude towards people with disabilities scale?
- What strategies can be recommended and implemented to change public sector managers' attitudes towards PWDs positively?

1.6 SIGNIFICANCE OF THE STUDY

This study is essential, and the following population groups may benefit from the study outcomes. The Government, as a major employing agent and custodian of good citizenship, will benefit from the study by reviewing the current policies regarding the factors that affect the employability of people with disabilities. This study envisaged creating awareness amongst public sector managers of the challenges that PWDs experience. It is anticipated that the results will be used to address the negative attitudes of managers towards PWDs. This study has made a significant contribution to the body of knowledge by providing a theoretical-conceptual framework for measuring attitudes towards PWDs in the public service context.

1.7 DELIMITATIONS AND LIMITATIONS OF THE STUDY

Simon (2011) affirmed that the delimitations of a study are factors that tend to limit the applicability of the study outcomes and defines the boundary of the study. The target population was only managers at National and Provincial Government Departments and did not include local governments. A convenience sampling method was used and the sample was not representative of all the National and nine Provincial Government Departments. Therefore, the results cannot be generalised to the whole South African Public Service. Additional limitations were financial constraints, lack of time, unavailability of comprehensive databases of prospective participants and poor response rate.

1.8 PRELIMINARY LITERATURE REVIEW

According to the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2014), a large number of PWDs do not have equal opportunity to receive government aids, such as health care, education, employment opportunities and the disability-related services they may need to excel in life. Consistent with this view, the World Health Organisation (2016) confirmed that PWDs experience socioeconomic issues compared to people without disabilities. The World Health Organisation stated that there is a lack of supporting awareness to promote PWDs in the labour market, as it has been proved that PWDs are very useful to the growth of every economy. Even though there is inadequate data about the employability of PWDs, it is a truth that PWDs are marginalised (WHO, 2016).

According to Zola (2005), disability remains a link between poverty and poverty may increase the risk of disability. Zola (2005) postulated that PWDs and their families experience some economic disadvantages. A growing body of empirical evidence from across the world indicates that people with disabilities and their families are more likely to experience economic and social disadvantage than those without a disability. The multiplier effect of neglect on PWDs may affect their quest for education, employment and earnings (Thomas, 1999). Despite the conventional acceptance of the link between disability and poverty, no tangible attempts have been made to encourage development and poverty through employing PWDs (Thomas, 1999). This is because employers have neglected to employ PWDs to alleviate poverty arising from the space of unemployment. Crosson-Tower (2009) further asserted that disability needs to be given a higher priority while a more comprehensible answer is desirable to empower PWDs.

In addition to the afore-stated, Driedger (1989) recommended that PWDs should be incorporated in the development plans of the organisations, as well as implementation, and monitoring of strategies as they are deemed efficient. Despite the role of Community Based Rehabilitation and initiatives by national governments, the barriers to inclusion of PWDs have not been removed (Lee, 2003). Recently, the measures to tackle the stigma of disability are now understood, as disability is viewed as a factor that contributes to poverty. Subsequently, the 1970s community-based rehabilitation

(CBR) is regarded as a crucial measure by which the needs of PWDs are responded to, particularly in developing countries such as South Africa with a limited resource.

According to Brynardt (2010), managers do neglect to offer employment to people with disabilities due to the assumption that PWDs are not productive. It is viewed that PWDs experience worse educational and labour market barriers, also live in abject poverty in the South African contest (Brynard, 2010). According to Gagnon, Mattingly and Connelly Gagnon (2014), an OECD study in 2009 that covered 21 upper-middle and high-income countries indicates that higher poverty rates prevail among the disabled group. To solve this social menace, the representation of PWDs in public service is about 2% of employers' total workforce. It is evident, according to CEE (2013) and Milne (2009), that the public service did not meet the 2% target in 2005 and 2010. Christianson (2012) argued that issues such as HIV/AIDS and severe incapacity are the explanations provided by managers for their inability to employ PWDs. CEE (2012; 2013) reported that the total workforce for PWDs amounts to 0.8% in 2012, while it rose to 1.4% in 2013. Gowan (2010) and Watermeyer, Lorenzo, Priestley and Schneider (2006) postulated that individuals with disabilities are mostly not employed in the formal job sector, lack career progression prospects that invariably may be given to persons without disabilities. The study by Van Niekerk and Van der Merwe (2013) expounded that PWDs encounter issues in achieving promotions due to the negative perceptions of their managers.

The educational level, as well as the employment level of PWDs, are lower than others without a disability. Watermeyer *et al.* (2006) posited that implementing factors such as skills and advancement opportunities to disabled people will help to achieve maximum productivity. The employment of knowledgeable, expert and qualified candidates with disabilities by the managers would bring expertise, diversify the total workforce and upgrade the standing for the PWDs (Konrad, Moore, Doherty, Ng & Breward, 2012). Managers should partake as board members for independent disability institutions, to broaden their expertise regarding the workforce with disabilities (Konrad *et al.*, 2012).

Ofuani (2011) affirmed that managers are reluctant to engage PWDs to fill vacant posts even if they possess the necessary requirements. Christianson (2012) noted that PWDs might obtain the needed qualification for employment but the decision to

employ candidates lies in the hands of managers. Consistent with this, Sing (2012) informed that public service departments ignore candidates' competencies and prioritise their disabilities that disdains the poor response to vacancies targeting candidates with disabilities. According to Keen and Oulton (2009), it is deemed unreasonable and unlawful for a manager to refuse employment to PWDs, and denial to employment due to disability is referred to as disability discrimination (Li & Goldschmidt, 2009). Gaps exist in the perception of the managers' ability to employing people living with a disability. Therefore this study aims to measure the perceived attitudes towards PWDs. If the analysis indicates a negative attitude amongst public sector managers towards PWDs strategies can be recommended and implemented to positively change public sector managers' attitudes towards employing people with disabilities in the public sector.

1.9 RESEARCH METHODOLOGY

In an endeavour to explain a research methodology, McGregor and Murnane (2010:1) explain that it is a branch of knowledge that invents a new knowledge and enhances the formulation of principles, rationales, and philosophy. According to Trainor and Graue (2013), a research methodology is a description and work plan created by the researcher during designing a study, while Clough and Nutbrown (2012) maintained that methodology is a framework that provides rationales for using methods.

In social sciences, the totality of research philosophies, design and/or methods points to a research approach (Creswell & Creswell, 2017:17). Several research approaches exist, and according to Creswell and Creswell (2017), they are the qualitative, quantitative and mixed methods of research. This study adopted a quantitative research approach. Edmonds and Kennedy (2016:24) stated that quantitative research refers to a systematic process of scientific research using quantitative principles. Creswell and Creswell (2017) posited that quantitative research enhances the ability of researchers to examine theories by testing the possible relationship existing among variables and analysing data by applying acceptable statistical techniques. This method enhanced making statistical inferences on the data obtained from the respondents regarding their perceived attitudes towards PWDs.

This study adopts a cross-sectional survey design. The research design is a detailed plan or procedure for research that helps in making decisions from wide assumptions to detailed methods of data collection and analysis (Creswell & Creswell, 2017:3). Punch and Oancea (2014:112) asserted that research design positions the researcher in the empirical world and link the research question to data. In formulating a research design, the researcher should state clearly the kind of questions to be used in collecting data from the respondents, the techniques of collecting data from the respondents, the methods of selecting samples from the population and the data analysis techniques (Creswell & Creswell, 2017:11).

1.9.1 Population and sampling of the study

Remler and Ryzin (2014) maintained that the population refers to the total group where the study will be focused on. Also, the population consists of total objects, people or events that the researcher will study (Bhattacharjee, 2012). In this study, the total population included 1 071 public sector managers (1 071) at National and Provincial Government Departments.

Sampling is done to minimise cost and to study the whole population by taking a smaller fraction of the population (Gray, 2014). Sampling saves time and helps to gather the opinion of the population. A convenience sampling method was used to select participants. Convenience sampling refers to a type of sampling based on the accessibility of the respondents (Maree, 2010:177).

1.9.2 Data Collection Procedure

Self-administered questionnaires were used to collect data. Kumar (2019:145) indicated that questionnaires are a set of questions that are formulated by the researcher (interviewer) to access the opinions and feelings of the respondents on a given phenomenon. The questionnaires were electronically sent to the participants using Survey Monkey. The researcher obtained a database of the line managers at National and Provincial Government Departments. The questionnaire included a letter of introduction that explained the topic, purpose, stated that participation is voluntary, ensuring confidentiality and provided clear instructions on how to complete the questionnaire. The questionnaire consisted of two sections. Section A focused on the

biographical information, while section B included the perceived attitudes towards PWDs scale.

1.9.3 Data analysis and statistical techniques

Creswell and Creswell (2017:32) indicated that the collection of data without strategic analysis is valueless. Data were collected through self-administered questionnaires and analysed using the Statistical Package for Social Sciences (SPSS- version 25). The validity and reliability of the measuring instrument were done by calculating Cronbach's alpha coefficients. Descriptive data analysis was presented using frequency, mean and standard deviation to describe the data collected, while Cohen's d was used to compare the mean scores of the perceived attitude towards people with disabilities between males and females, age groups and managerial levels. The product-moment correlation was done to establish the associations between the seven factors or sub-dimensions and the perceived attitude towards people with disabilities scale.

1.9.4 Ethical considerations

Ethical considerations refer to what the researcher must observe in the process of conducting a study (Hammersley & Traianon, 2012). In this study, the researcher complied with all the ethical guidelines and requirements of the university. The ethical committee of the Faculty of Economics and Management Sciences granted permission to conduct the study and issued a clearance certificate to collect data from the participants. The participants were clearly informed about the topic and purpose of the study, that their participation was voluntary and an assurance was given of confidentiality. It was communicated with the participants that they could withdraw at any time from the study.

1.10 DEFINITIONS OF TERMS

To understand the constructs, the terms have been defined as follows:

Public sector: The term public sector refers to the combination of organisations and/or establishments that are owned and operated by the national, provincial, and local municipalities to provide employment or services to the indebted citizens

(Pettinger, 2017). For this study, the public sector only referred to the National and Provincial Government Departments.

Perceived attitude: Perceived attitude is a general evaluation, recognition or interpretation of information others hold regarding other people's ability/capacity, behaviour and issues (Cristae & Gheorghiu, 2016).

People with disabilities: According to the World Health Organization (WHO) (2011), disability is a condition referring to impairment, activity limitations, and participation restrictions a person may have. In this study, people with disabilities refer to persons who display mental, physical, or any other aspects, that make them not to perform at normal required speed and accuracy, thus need extra additives to perform activities performed by others in the same company, beyond required standards of operations.

1.11 CHAPTERS OUTLINE

This study consisted of Five Chapters.

Chapter One: Introduction and background of the study

Chapter One, included the introduction, the background and problem statement. After that followed the research objectives, research questions, the significance of the study, delimitations and limitations and preliminary literature review. The research methodology included the design, population and sample, data collection procedure, data analysis and statistical techniques and ethical considerations. After that, the definition of terms was given, followed by the chapter outline and summary.

Chapter Two: Literature review

The literature review focused on the theoretical-conceptual framework of this study. After that, the construct disability was conceptualised, followed by discrimination against PWDs, international and South African legislative framework regulating and protecting the rights of PWDs, attitudes towards PWDs, strategies for changing managers' attitudes towards PWDs and lastly the chapter summary.

Chapter Three: Research methodology

This chapter contained the research paradigm, research approach, research design, population, sampling method, measuring instrument, procedures for data collection,

data analysis, validity and reliability of the measuring instrument, ethical considerations and summary

Chapter Four: Data analysis and results

This chapter included the Cronbach's alphas for the factors and attitudes towards people with disabilities scale, descriptive statistics of the demographic variables, knowledge, and compliance with acts and policies regulating disability employment and means scores of the items and factors of attitudes towards people with disabilities scale. After that, the differences in the perceived attitudes of public managers towards PWDs between the demographic variables and the correlation between factors and perceived attitudes towards PWDs were discussed and lastly, the chapter summary was given.

Chapter Five: Discussion of results, recommendations and conclusion

Chapter Five presented discussions on public sector managers' knowledge and compliance with policies, guidelines and legislation in South Africa that govern disability employment, public sector managers' awareness of departmental internal policies and guidelines governing the employment of PWDs and public sector managers' perceived attitudes towards PWDs. The chapter also focused on the differences in public sector managers' attitudes towards PWDs between the demographic characteristics and correlation between the seven dimensions of the attitudes towards PWDs scale. After that followed the recommendations and conclusion.

1.12 SUMMARY

This chapter provided the introduction and background of the study. Chapter One also included the problem statement, research objectives, research questions, significance of the study, delimitations and limitations, literature review, research methodology, the definition of terms, chapter outline and summary.

The next chapter focused on the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focus on the conceptual-theoretical framework, conceptualisation of disability, discrimination against PWDs and international and South African legislative framework regulating and protecting the rights of PWDs. After that follows the attitudes of managers towards PWDs and strategies for changing managers' attitudes towards PWDs and the chapter summary.

2.2 CONCEPTUAL-THEORETICAL FRAMEWORK OF DISABILITY

The conceptual- theoretical framework for this study is based on the Social Justice Theory and the Critical Disability Theory. These theories were selected to elaborate on the need to include people with disabilities in all the activities in the society. It advocates for the acceptance of people with disabilities and to observe all the legislative precedents guiding the acceptability of people with disabilities.

2.2.1 Social Justice Theory

Social justice is viewed by Van den Bos (2003:188) as the reasonable and impartial delivery of power, resources, and obligations in society to all citizens, irrespective of their health condition, race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background. The fundamental philosophies underpinning this theory includes the objects of inclusivity, collaboration, cooperation, equal access, and equal opportunity. Sue (2001:10) opined that these values highlight a society devoid of corruption and archetypal democratic society. Furthermore, it could be observed, according to Hage (2005:242), that a link exists between social justice and the wellbeing of the citizens. This statement is validated by O'Connell, Boat and Warner (2009) as it was revealed that the absence of social justice in every society is one of the primary causes of physical and emotional pains that finally leads to illness. Furthermore, social justice issues and access to resources are also inexorably tied to collective well-being (e.g. relationships and political welfare) of families, communities, and society (Hage 2005; Hage & Kenny, 2009).

Prilleltensky and Nelson (2002) maintained that Social Justice Theory is a concept used to express a fair and just relationship existing between citizens and society. This concept is measured by the explicit and implicit terms for the distribution of wealth, opportunities for personal activity, and social privileges. Societies such as South Africa's need to resolve the problem of social injustice by giving equal treatment and opportunities to both people living with disabilities and those without disabilities. Rawl's Theory of Social Justice emphasises the need to ensure equal justice to everybody and morality in a free society. This theory further deliberates on the need to observe the fundamental principle of individuals to have basic liberty of others (Hage, Romano, Conyne, Kenny, Matthews, Schwartz & Waldo, 2007). This depicts that society must ensure that individuals have equal rights and freedom applicable to other individuals. This theory explains the need to place an equal opportunity for every citizen and avoid discriminations in all circumstances.

The Social Justice Theory was included in this study, in order to highlight the need to treat all classes of citizens equally in the sharing of wealth and in giving equal opportunity to citizens to participate in the employment sector. This theory emphasises the need for society (employers and Public Sector Managers – own insertion) to accommodate or engage people with disabilities in the workplace. This will invariably eliminate the problem of unemployment, also a source of relief to people with disabilities.

2.2.2 Critical Disability Theory

The Theory of Critical Disability was theorised by the scholars of the Frankfurt School, a concept that denotes the group of Western Marxist social researchers and philosophers that originated in Germany. According to Hosking (2008:1), the Critical Disability Theory (CDT) is a legal, philosophical underpinning used to analyse the challenges faced by people with disabilities and the measures to alleviate the problems. The CDT is a derivative from the Critical Social Theory that addresses the contained goal of advancing the emancipatory function of knowledge and also promotes equality. As a theory of jurisprudence, Critical Disability Theory is built on the Critical Legal Studies (CLS) imperatives that combined critical theory concepts with that of legal realism. The formal criticism made from the CLS beliefs and its

failure followed the development of identity jurisprudences focused on factors such as gender, race and humanity (Hoskings, 2008:1)

Bohman (2005) stated that the Critical Disability Theory views disability from two dimensions, that includes a lived experience that only people living with disabilities can express their experiences; and also disability is viewed as a political social and political definition based on societal power relations. Bohman (2005) further advocated the acceptance of people living with disabilities in all areas of life. The underpinning concept of this theory implicated that the society should accommodate people living with disabilities and adjust in their general thoughts by viewing people with disabilities as tragic victims who should adjust to the world around them (Reaume, 2008). This adjustment should be seen by eliminating the barriers in the educational system, transportation system; employment and service sectors and in government appointments. Traditionally, it is believed that the voices of disabled people had been marginalised. This theory strives to revive their voices to encourage acceptance in society.

The Theory of Critical Disability was adopted in this study to emphasise the need to maximise human freedom and bring to an end the domination of others defined by class, power, race or another social construct. This theory is against any kind of oppression, and also tries to emancipate the human race. The society at large (public sector managers and employers) should adopt these objects of this theory in order to avoid discrimination and to accommodate people living with disabilities in employment.

In the next section, the construct disability is explained.

2.3 CONCEPTUALISING DISABILITY

There is no conventionally accepted definition of the word disability due to the difficulty associated with defining the concept. Defining disability is challenging because there are so many other conditions that propped divergent reactions regarding their classification, whether as a form of disability, impairment, handicap or not. Therefore, tailoring or attaching the definition of disability to specific generally acceptable conditions of disability becomes challenging. However, there are some definitions of

disability that appear to garner reasonable global acceptability. Some of this definition also reflects the main objective of this research, therefore, they were used for this study.

The Americans with their Disability Act (2011), defined disability as “physical or mental impairment that substantially limits a major life activity”. This definition lumped impairment and disability together to represent disabilities. It considered disability as a disability. In other words, any form of impairment in an individual is a disability in itself. The definition considers impairment as a condition of limitation or restriction a person suffers when having an impairment.

However, the separation or distinction between disability, impairment, and handicap was marked in the distinctive definitions of the three conditions provided by the World Health Organisation (WHO, 2011). WHO (2011) stated that a disability is “the effect that the impairment has on everyday activities”, while impairment is defined as “the objective pathology or psychological difficulty”, and handicap is defined as “the effect of the impairment on social and occupational roles”. These definitions, though they express distinctive positions, they, however, demonstrate the interconnectivity existing among disability, impairment and handicap. The underlying factor remains that a person who has any of these conditions of disability, impairment and handicap, is generally restricted and may not function normally like his/her counterpart without any such conditions.

Furthermore, according to the American Disability Association (ADA, 2011) “a disability may generally be defined as a condition that may restrict a person's mental, sensory, or mobility functions to undertake or perform a task in the same way as a person who does not have a disability”. It means, in essence, that disability is first a condition. Secondly, it is a restriction on the mental, sensory or mobility functions of an individual. Thirdly, it is also a restriction against an individual to perform tasks like a normal, non-disabled person.

Similarly, but slightly different, Kaplan (1999) defined disability as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”. This definition is similar to the ADA because it acknowledged that disability is a restriction. However, Kaplan

indicated further that disability is an impairment related lack or restriction that inhibits the optimal functioning of a normal individual or person.

In South Africa, the Western Cape Government (2018) online publication defined disability as “the disadvantage or restriction of activity caused by a society that takes little or no account of people who have impairments and thus excludes them from mainstream activity”. This definition locates disability within the context of the social environment where the inability of persons inadvertently leads to stigmatisation and categorisation. In other words, disability is conceived as a “social construct” that “its effects are inflicted upon PWDs by their social environment” (Western Cape Government Publication, 2018). This document went further to clarify that there are different models to the general definition of disability if the individual meanings of types of disabilities are to be seen. To this end, the document outlined some of the models through which that of disabilities can be identified and provided soothing definitions and explanations for them. Some of the identified models are the biometric, philanthropic, sociological, and economic models. The biometric model is linked to a condition traceable to illness or sickness that may or may not be curable. The philanthropic is linked with sympathy or an object of pity and charity. The sociological model traces and defines disability as “a form of human difference or deviation from the social norms of the acceptable levels of activity performance”. Lastly, the economic model defines disability as “a social cost caused both by extra resources that children and adults with disabilities require and by their limited productivity at work, relative to able-bodied people” (Western Cape Government Publication, 2018).

Regarding the question of who is a person with a disability (PWD), the ADA (2011) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on “that person’s association with a person with a disability” (Americans with Disabilities (ADA, 2011)

According to the literature, there are different types of disabilities. There are many recognised types of disabilities across the globe. However, numerous, these types of

disabilities are loosely grouped or categorised under these four conventionally headings; intellectual disabilities, physical disabilities, sensory disabilities and mental illnesses. From the name; intellectual disabilities are associated with impairments that affect an individual intellectual being. It is a condition that restricts or makes it difficult for an individual to communicate, learn and retain information normally. Some of these conditions are the Down syndrome, Fragile X syndrome, Prader-Willi syndrome and development delays (Kaplan, 1999).

Physical disabilities may temporarily or permanently affect a person's physical capacity and/or mobility. Brain and spinal cord injuries are primarily the known causes of this condition. It could also be caused by other things by cerebral palsy, spina bifida, epilepsy and muscular dystrophy (Muller-Kluits, 2017). Sensory disabilities affect the common sense organs of a person, thereby restricting such a person from normal feeling and reaction to the information from these senses. Sensory disorder normally affects the sense of hearing, smell, touch, taste or spatial awareness and they often present in forms of blindness, autism, and hearing loss (Muller-Kluits, 2017). Mental illnesses affect the thinking, emotional state and behaviours of a person. Such disability condition includes depression, schizophrenia, bipolar and eating disorders (Muller-Kluits, 2017). These mental conditions restrict a person from thinking and behaving normally. It also restricts an individual from being emotionally stable (Muller-Kluits, 2017).

Apart from the types mentioned above of disabilities, Othman and Jani (2017) identified other forms of disabilities. They hinted that disability could be multiple that they termed multiple disabilities. It could also be hearing impairment, visual impairment, learning disabilities, and speech impairment. According to them, persons whose intelligence is imbalanced with their biological age are said to be with a type of disability known as learning imbalance. Furthermore, the visually impaired are persons who have low vision in either or both eyes or are visually impaired. Such persons use spectacles or contact lenses to enhance their visual ability. The study further categorises persons with this disability into blind or persons with low vision. Also, they explained that persons with multiple disabilities are persons who had more than one type of disability. For instance, a person with both hearing and vision disabilities is categorised as a person with multiple disabilities.

In the next section discrimination against people with disabilities is discussed.

2.4 DISCRIMINATION AGAINST PEOPLE WITH DISABILITIES

Discrimination, as defined by the advanced learners' dictionary, is "the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex". According to the Australian Human Rights Commission (AHRC, 2017), discrimination occurs when "a person is treated less favourably, or not given the same opportunities, as others in a similar situation because of their disability". In other words, when someone is treated differently on any or all the grounds of the listed characteristics, an act or action of discrimination has taken place. There are two types of discrimination, namely direct and indirect discrimination.

According to the AHRC (2017), direct disability discrimination "happens when a person with a disability is treated less favourably than a person without that disability in the same or similar circumstances". If, for instance, the best individual for a job is not employed as a result of his/her disability, such an act can be regarded as direct disability discrimination. Indirect discrimination is often very noticeable or obvious when it happens, like when an employer sets conditions, practices or requirements that appear to treat all employers equally but disadvantage the disabled because of their condition. The AHRC further explains that such action is considered as discriminatory if a requirement or condition "applies to everyone, but because of their disability the person is not able to comply or, although able to comply, would suffer serious disadvantage by doing so, and the requirement or condition disadvantages a person because of their disability, and it is unreasonable in all of the circumstances" (AHRC).

Furthermore, the British Equity Act (2010) indicates that an act of direct discrimination takes place "when someone is treated differently and not as well as other people because of disability. For example, an employer does not employ a disabled person just because it does not want disabled people in its workforce". According to the Act, there are three ways in which employees could be treated differently by their employers and these include their own disability (ordinary direct discrimination); a perceived disability (direct discrimination by perception); and their association with

someone who is disabled (direct discrimination by association) (British Equity Act, 2010).

The United Kingdom Equality Act (2010) makes it unlawful to discriminate against employees (including workers) because of a mental or physical disability. The EEA of South Africa also makes it unlawful to discriminate against an employee with disabilities by prohibiting such act by managers and employers. The British Equity Act of 2010 states that indirect discrimination “can occur where a workplace rule, practise or procedure is applied to all employees but disadvantages those who are disabled. A disabled employee or job applicant insisting that he/she has been indirectly discriminated against must demonstrate how they have been personally disadvantaged, as well as how the discrimination has or would not be of advantage to other disabled employees or job candidates” (British Equity Act, 2010). In some other situations, indirect discrimination may be acceptable if it is needed for the benefit of the business (British Equity Act, 2010).

2.5 INTERNATIONAL AND SOUTH AFRICAN LEGISLATIVE FRAMEWORK REGULATING AND PROTECTING THE RIGHTS OF PEOPLE WITH DISABILITIES

Today across the globe, there are numerous laws and norms in place to protect PWDs from unfair treatment or from being treated differently from others in society. In other words, the existence of such laws and norms is to ensure equal treatment of PWDs. There are thus numerous international and local laws and legislation regarding the employment of those with disabilities in existence. Some of these laws and legislation will be discussed below.

The Americans with Disability Act was initiated in 1990 by the American Congress. Since then, the law has remained the most influential act regarding the employment of PWDs in the United States of America. The main objective of the law is to make sure that discrimination against PWDs is illegal in the country that was fashioned after the Civil Rights Act of 1964. The law contains five titles, i.e. 1- employment, 2- public entities and public transportation, 3- public accommodation and commercial facilities, 4-telecommunications, and 5-Miscellaneous provisions (Franke, 2017; Johnson,

2003). The central idea behind the entire five tiles is to ensure that PWDs are protected against discrimination on any of the titles above.

Also, in Taiwan, discrimination against PWDs is a serious concern. The government of Taiwan takes the employment of PWDs as essential and therefore, the country put in place necessary anti-discriminatory legislation to ensure the employment of PWDs (Hsiao, 2011). These laws were passed to ensure that the employment of PWDs is secured and respected. The legislation the study further iterated ensures that PWDs not only enjoy equal employment with their able-bodied counterparts but also enjoy a better treatment at their workplace.

There are numerous laws and legislation that ensure the protection of PWDs against discrimination in Taiwan and these include: the Regulation of Education of Shelter Factories and Reward for the Disabled of 2002; the Employment Services Act; and the Protection Act for the Handicapped and Disabled of 1997. The Regulation of Education of Shelter factories and Reward for the Disabled became so significant in Taiwan because it was the first legislation in the country that outlined the functions of employment for individuals or PWDs (The Bureau of Employment and Vocation Training, Republic of China, Taiwan 2012). The law fundamentally ensures that disabled Taiwanese are provided with the opportunity to work or employment, training and experience.

Furthermore, the principal aim of the Employment Services Act of 2003 is to regulate employment discrimination for employees with disabilities in their workplaces. The ESA of 2003 also outlined and stressed the importance of equal employment opportunity for PWDs in the country. The Peoples with Disabilities Rights Protection Act was promulgated to regulate essential issues concerning the employment rights, opportunities, personalised care and accessibility to public areas for the disabled in the country. The legislation, also, obligates private organisations and more prominent public business entities to employ and hire a certain mandatory number of employees with disabilities. The Act also protected PWDs from wage discrimination from their non-disabled counterparts or work colleagues.

In Malaysia, the issue of discrimination against PWDs is a very old one. For being born with any disability in Malaysia implies such a person living with one sort of

discrimination or the other through his/her lifetime (Kaur, Leong, Yusof & Singh, 2015). Such discrimination could come even from the public at numerous public places or even from friends. PWDs are not left out. Many of them who are fortunate to be gainfully employed, face different kinds of discrimination originating from the attitude of their managers.

Correlating this assertion, Khoo, Tiun, and Lee (2013), in their study, alluded that PWDs, face direct and indirect discrimination against them from friends, family, employees and society in general. They opined that despite the availability of anti-discriminatory laws in the country, implementation and compliance had been an extreme challenge. To this end, they intimated that government intervention in recent times had increased the awareness and importance of recognition and compliance with these laws. Thus, according to the study, it is becoming increasingly acceptable because of the growing respect of its function and contribution to the future of PWDs. The anti-discriminatory laws, according to Khoo *et al.* (2013), are fashioned after international principles of human rights, following the paradigm shift from pity or charity approach to human rights advocacy. This position, they argued, formed part of the fundamental universal altruistic principles of a better quality of life and equal opportunity to all, devoid of exclusive privileges only towards non-disabled people, they insisted.

Existing legislation is guarding the rights of PWDs in South Africa today. South Africa has developed some legislation and policies about ensuring fairness and equality of race, gender and disability to overcome all forms of discrimination and segregation in the country. Central to these legislations and policies is the Constitution of South Africa itself. Some of the other legislation include the Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (PEPUDA or the Equality Act, Act No 4 of 2000), the South African Employment Equity Act No 55 of 1998 and the Labour Relations Act 66 of 1995.

One of the fundamental points of significance of the Constitution of South Africa is that it provided a bridge between the unjust past of apartheid and a just future of the new democratic regime. The Interim Constitution came into being in 1994, and since then, it has remained one of the tools for the unification of the country providing for equality

among the citizens. Replaced by the 1996 Constitution, the tenets of unification and non-discrimination continued to remain sacrosanct in the new Constitution. In its preamble, the principal objective of the Constitution was stated that reiterates the commitment to the achievement of equality for all. Section 9 (2) of the Constitution focuses on equality. It states that "Equality includes the full and equal enjoyment of all rights and freedoms". In other words, equality, as stipulated by the Constitution, encourages the accordance of equal rights for all citizens.

Furthermore, about disability, section 9 (3) prohibits the state from discrimination against individuals with a disability. Although this section did not cover only discrimination on the grounds of disability, it, however, emphasised the needlessness of discrimination. Subsection 3 states that "the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth". Accordingly, this section offered a sort of protection for the disabled person against any form of discrimination based on their condition. The entirety of the Constitution reorganises not only the equality of all in the sight of law but also the prohibition against discrimination.

The Constitution, thus, provided the requisite foundation upon other anti-discriminatory legislation to be built. As a foundational document, the Constitution also gave a direction upon which other anti-discriminatory law and legislation were formulated. Apart from prohibiting discrimination, the South African Constitution also promotes the achievement of full equality to all, particularly those that have been disadvantaged as a result of past discriminatory practices of the Apartheid regime in the country.

The Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (PEPUDA) is one of the government's legislative documents that carry detailed and comprehensive anti-discriminatory laws in South Africa. As such, the stipulations of the document "prohibits unfair discrimination by the government, private organisations and individuals and forbids hate speech and harassment" (Department of Labour, 2002). The PEPUDA is a simple document that contains a prohibition of discrimination. In this light, the first section or section 1 of the Act provided a clear definition of what

it considers direct and indirect discrimination. It defines discrimination as “any act or omission that directly or indirectly imposes a burden, obligation or disadvantage on or withholds benefits, opportunities or advantages from any person on one or more of the prohibiting grounds”. Prohibited grounds, in turn, are defined as referring to “race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”. These were the core ground listed in the Constitution of South Africa, more specifically.

Again, like other legislation already reviewed, the PEPUDA equally emphasised the prohibition of discrimination against disabled persons. From the definition, the sphere of discrimination indicates that every individual employed or not, disabled or able-bodied, are equal before the law and should be accorded the same treatment, particularly during employment and also at the workplaces.

There is also the South African Employment Equity Act No 55 of 1998 that provides for employment equity between PWDs and persons who are not disabled (Department of Labour, 2002). The Act is a South African government formal response to the issues of disability. This legislation, also known as “the Act”, has undergone some transformation and refining over time, to become known as “the Code”, referring to the “Codes of Good Practices in particular the Code of Good Practice on Key Aspects on the employment of PWDs” (Jakovljevic & Buckley 2011; Department of Labour, 2002). This legal document refers to the category of persons it protects as “designated groups”. By this categorisation, women, black people and persons with disabilities are referred to as the designated group in this Act. Although other categories in the designated groups are equally important and relevant to society, the foremost concern of this study focuses on persons with disabilities as specifically highlighted above. Overall, the main purpose of the Act was to achieve equality in the workplace. The Act intends to achieve this feat through two strands, that include “promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, to ensure their equitable representation in all occupational categories and levels in the workforce” (EEA, 1998).

According to the South African Human Rights Commission (SAHRC) report (2017) on Disability Monitoring Framework and Guideline for Employees with Disabilities, it is an obligation of an employer to ensure that PWDs are not discriminated against in their workplaces. This, according to the Commission, is one of the conditions indicated in the EEA 1998. The Commission, in this report, provided a vibrant explanation of the rights of employees with disabilities under the EEA 1998. To this end, the Commission outlined the rights of PWDs at their workplace in South Africa under the EEA as follows:

- Employees with disabilities have the right to equal protection and benefit of the law;
- Employees with disabilities have the right to recourse and redress if their rights are violated;
- Employees with disabilities have the right to enjoy the same opportunities and benefits as people without disabilities;
- Employees with disabilities have the right to reasonable accommodation;
- Employees with disabilities have the right to a safe and non-disclosure of their disability status;
- Employees with disabilities have the right to be treated fairly and with respect;
- Employees with disabilities have the right to be included in a decision that affects them.

These rights, according to the report, are covered under the EEA to prohibit unfair treatment and discrimination against PWDs in their work across South Africa. The legislation, according to the report, also provides protection for PWDs who have inherent skills to perform and do the job from any form of discrimination. Therefore, the EEA serves as a protective document or legislation that protects PWDs from any form of discrimination at their workplace.

The report further highlights the right to accommodation for PWDs in their workplace as a specific area of interest to the Commission. In the light of this, the Commission outlined some of the basic forms of accommodation an employer should provide under the EEA to ensure proper integration and efficient performance of the PWDs.

Examples of accommodations for PWDs, as outlined in the report, include the following:

- Lowering a desktop height for a wheelchair user;
- Providing special chairs, desks, technology, devices and computer programmes;
- Providing special telephone equipment for a hearing-impaired worker;
- Allowing a guide dog into the workplace for a blind worker;
- Modified and flexible work schedule for a worker with mobility challenges;
- Allowing a person to change his or her place, time and hours of work;
- Providing a person with a disability the opportunity for redeployment;
- Providing persons with disabilities with accessible parking spaces

It is the responsibility of an employer to provide an employee with a disability with reasonable accommodation to ensure his or her optimal performance in his or her workplace. In other words, the employer must adjust or modify the workplace environment or position, as much as possible, to a level where a disabled employee can work efficiently and effectively (SAHRC, 2017).

According to the Act, a person qualifies for a job if such a person possesses one or a combination of formal qualifications, prior learning, relevant experience or capacity to acquire, within a reasonable time, the ability to do the job (Department of Labour 2002). The implication here is that the provision covers all persons, including the designated groups and the disabled. The Act indirectly prohibits discrimination against the employment of persons with disabilities once such a disabled person poses minimum employment requirements and has applied for the job. It means that the regulation protects disabled and other designated groups from pre-employment as well as workplace discriminatory treatment. The more substantial essence is that the Act gave equal employment rights to all - both able-bodied and the designated groups that included the disabled in society.

Section 6 (1) of the Act provides that “No person may unfairly discriminate, directly or indirectly, against an employee, in an employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status,

conscience, belief, political opinion, culture, language and birth". This section of the EEA clearly emphasises the prohibition of all forms of discrimination against a disabled employee, either by his or her employer or colleagues at his or her workplace. The central point in the section is that the emphasised unfair discrimination reflects a connection and alignment with the antecedents of the Constitution of South Africa on discrimination.

Unfortunately, these different types of legislation have made little or no impact on the discrimination against PWDs in South Africa (Dunn, 2018). According to research conducted by Kok (2017), the anti-discriminatory legislation was promulgated in South Africa for three major reasons: "to illustrate its ostensible abhorrence of discrimination, to set up forums where discrimination complaints may be lodged and decided, to cause major realignment in the distribution of income and unemployment rates of vulnerable and marginalised groups, so that these figures become proportionately equivalent to the most privileged group".

The central objective of the Labour Relations Act (LRA) 66 of 1995 (LRA) was to discourage, as well as prevent, discriminatory treatment against PWDs and applicants with disabilities from unemployment. However, the main focus was on discrimination against PWDs. The Act provided anti-discriminatory regulation to protect the human rights and equal status of PWDs in their work environment. According to section 187 (1) (f) of the LRA, it would be tantamount to unfair dismissal when a PWD is dismissed on the grounds of his or her disability. The section considers such treatment as discriminatory against such an employee and, thus, is prohibited by the law. The section considers as discriminatory any direct or indirect action of unfair dismissal of PWDs on the grounds of his or her disabled condition.

Schedule 7, section 2 (1)(a) of the LRA 2002 as amended, went further to prohibit discrimination against PWDs beyond dismissal based on their disability. To this end, this section states that PWDs, other than unfair dismissal, should not be treated differently from their able-bodied counterparts at their workplaces. The emphasis here, by implication, is equality or equal treatment for all in the workplaces, despite the disability status of any employee. Moving a step further, Chapter 11 of the LRA regulates discrimination against applicants with disabilities. In other words, it is also

unlawful for an employer to discriminate against PWDs, even at the point of their application for a job. By extension, the chapter protected the equality rights of PWDs to ensure their employment and avoid non-discriminatory treatment against them.

Despite all these legislations and policies, Kok (2017) explained that the adherence to anti-discrimination legislation in South Africa is low. The study attributed this situation to the lack of commitment that goes beyond the passing of the symbolic laws. Kok (2017) further argues that the lack of commitment to adherence has defeated the principle aim and objective of promulgating this legislation. Furthermore, the study indicated that the law in itself, apart from outlining the anti-discrimination laws, failed to include guidelines for adherence and commitment to implementation on the part of the general public. Including adherence and compliance guidelines in the legislation would have strengthened the process of redressing discrimination cases, the study argues further.

The South African Integrated National Disability Strategy (INDS) is part of the policy of the Reconstruction and Development (RDP) to engage disabled persons in society and also to remove discrimination against them, particularly at their workplaces. “(t)hey will design, in consultation with disabled persons, a comprehensive programme for disabled persons that will enhance their engagement in society and remove discriminatory practices against them, especially in the workplace” (INDS 1997). This policy has a direct connection with RDP that forms part of its origin. The INDS was published for the development of disabled persons and the promotion, as well as protection, of their rights, particularly at workplaces. The INDS is based on the following principles:

- A person driven process - the right to self-representation is emphasised as a fundamental principle;
- Integration and sustainability - due to the piecemeal manner in which disability management was dealt with in the past, it has led to the very poor circumstances disabled persons find themselves in. Disability management must be fully integrated into the principles, strategies and framework; and
- Strategic guidelines - the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities and the Disability Rights Charters, will be the

guiding documents in developing, implementing and monitoring INDS (INDS 1997).

Apart from these basic principles, the INDS also has identified and documented some policy guidelines. They include prevention; public education and awareness-raising; health care; rehabilitation; barrier-free access; transport; communication; data, information and research; education; employment; human resource development; social welfare and community development; social security; housing; and sport and recreation (INDS, 1997).

One of the issues emphasised by INDS remains that in the country, most PWDs have been omitted from the conventional South African society, thereby preventing them from having access to fundamental socio-political and economic rights. It would imply that the INDS is a response to this identified circumstance which the disabled South Africans find themselves in their bid to rectify the situation. This confirms why one of the critical strategies suggestions is that “employment targets for persons with disabilities at entry and higher levels, must be determined for both the private and public sector” (INDS, 1997).

The Technical Assistance Guidelines (TAG) was originally issued by the Department of Labour on the Employment of Persons with Disabilities in 2003. The purpose of the TAG is to help employers, employees, trade unions and PWDs in comprehending the EEA, as well as the code of good practice. The idea is to ensure that this aspect of the employment of PWDs in the workplace code is covered. The TAG, apart from providing definitions of what connotes disability and impairment with examples, also advanced guidelines on how to deal with the following human resource management practices, especially as it relates to PWDs. These include recruitment and selection; medical and psychological testing and other similar assessments; placement; training and career enhancement; retaining persons with disabilities; termination of employment; workers’ compensation; confidentiality and disclosure of disability; employee benefits; employment equity planning in respect of persons with disabilities; and education and awareness.

In addition to the aforementioned, Driedger (1989) stated that people with disabilities need to be included in development efforts, both as beneficiaries and in the design,

implementation, and monitoring of interventions. Despite the role of Community Based Rehabilitation, and many other promising initiatives by national governments or national and international NGOs, systematic removal of barriers and social development has not occurred, and disability still is often considered in the medical component of development (Lee, 2003). Responses to disability have undergone a radical change in recent decades: the role of environmental barriers and discrimination in contributing to poverty and exclusion is now well understood. Since the 1970s, community-based rehabilitation (CBR) has been an important strategy to respond to the needs of people with disabilities, particularly in developing countries. CBR was initially promoted to deliver rehabilitation services in countries with limited resources.

2.6 ATTITUDES OF MANAGERS TOWARDS PEOPLE WITH DISABILITIES

The attitude of managers towards PWDs is a serious discussion topic for many researchers and authors. Discrimination against employing persons, individual and employees with disabilities, according to Paez and Arendt (2014), has continued as a severe challenge in many organisations and institutions across the globe. This is notwithstanding the existence of various legislation guarding against such actions by employers and managers working (Martz, 2007). Paez and Arendt (2014) opined that the level of discrimination against male and female PWDs is dependent on certain key factors. These factors, according to them, influence the level of attitude employers and managers exhibit towards the employment of a male or female PWDs into their organisation. Paez and Arendt (2014) illustrated that their own disability, frequent exposure, past working experience and gender, are some of the factors and characteristics of managers and employers that influence their attitude towards PWDs. In most cases, they are potentially responsible for the increase or decrease in discrimination against PWDs, they argued. Furthermore, managers who have worked with PWDs will similarly have a positive or negative attitude towards PWDs, depending on the impression such disabled persons left while working with such managers (Martz, 2007).

In the study, they conducted in Brazil, Castro, Moreira and da Silva, Castro (2017) indicated that managers' attitude towards PWDs occasioned discrepancy in wages. Most of the managers working in organisations they understudied indicated that the

issue of wage discrepancy between PWDs and unimpaired workers mostly result from the status of their probable unobservable features, their performances, as well as their limitations. Castro *et al.* (2017) further explained that in some instances, as indicated by most managers, most PWDs are severely impaired in such a way that their performance and productivity is affected. Sometimes, these features or characteristics are covert and not readily accessible at first glance, until such individual is put to occupational tests. It is only then that their efficiency and production capacity is tested. Thus, the managers argue that an individual possessing characteristics capable of diminishing his/her production capacity deepen the negative attitude of managers and employers towards such PWDs. The consequence, therefore, creates the basis for wage discrepancy.

The result of a study conducted by Unger (2002) precipitated a different perspective. The findings of Unger's study show that managers and employers are more concerned with employing people with disabilities other than persons with mental disorders and blindness. Depending on the severity of the disability, managers and employers consider certain disabilities more serious than others. Thus, Unger expressed that employers and managers in the tourism industries in the study express greater concern over employing persons with mental disorders and emotional disabilities. The inference remains that the attitude of managers and employers is premised on the type or severity of the disability an individual is suffering from. The study equally shows that managers and employers from another sphere of business also understudied persons with mental and emotional disabilities as a more serious concern, compared to persons with physical or communication disabilities.

Castro *et al.* (2017) demonstrated that a positive or negative attitude of managers towards wage discrepancy against PWDs could be affected, influenced or informed by gender. The gender of an individual with a disability, according to their findings, could dictate the wage status of such PWDs. Along with this line, their findings indicated that male employees with disabilities are mostly paid higher wages than their female counterparts. The existence of this wage discrimination implies that the attitude of many managers and employers towards PWDs is informed by many factors. These include, more specifically among others, gender. This position is a digression from the views of Unger, who demonstrated that the attitude of managers and employers

toward PWDs result from the balance between the type and the severity of the disability. It further refutes the argument of many authors (Smit 2012; Wegner *et al.*, 2011; Surender, Ntshongwana, Noble and Wright (2007; Unger 2002), who argued wage gap between disabled and unimpaired employees is purely an issue of discrimination, based on the severity of the disability, but rather an attitude based on the gender of the employee with a disability. Thus, the wage discrepancy attitude of managers, according to Castro *et al.* (2017), is a function of wage structure differentiation based on gender-related disability rather than the severity of the disability.

Manager's attitudes towards PWDs is also based on demographic variables. This section will review the literature on the demographic variations that inform the attitude of managers towards PWDs. In some instances, PWDs experience pre-employment discrimination due to demographic variations. These variations stand as barriers to their employment, while others are affected by some demographic variations after their employment and within their working environment.

This section will present a review of the literature under this theme in two strands. First, it will present a review to demonstrate the differences in managers' attitude towards PWDs, based on demographic variations. These demographic variables include age and experience of managers; socio-demographic characteristics and gender and sex.

Secondly, a demographic variation as a barrier to the employment of PWDs is discussed. The second part of this review is significant to establish a link between the different discriminatory attitude of managers towards PWDs before and after employment. The discussion will help determine the origin of different managers' attitude towards PWDs. These barriers include the disability itself; larger societal problems; inequality and poverty; lack of jobs; and underdevelopment. As already indicated, one of the objectives of this study is to measure public sector managers' perceived attitudes towards employees with disabilities. Therefore, that last part of this section focuses on seven factors that determine managers' attitudes towards PWDs. These factors form the sub-dimensions of the measuring instrument that was used in this study to measure the attitudes of managers towards PWDs. These factors include

teamwork and costs; training of people with disabilities; characteristics of PWDs; perception about skills of people with disabilities; productivity perceptions of disabled workers; managers' helpfulness towards disabled workers; and managers' interaction with PWDs.

In some studies, conducted in this area by authors such as Adams and Oldfield (2012), Alfasi (nd), Bejlland *et al.* (2010), Snyder, Carmichael, Blackwell, Cleveland and Thornton (2010), Unger (2002), Paez and Arendt (2014), Nota, Santilli, Ginevra and Soresi (2013), McManus, Feyes and Saucier (2011), and Simkhada, Shyangdan, Van Teijlingen, Kadel, Stephen and Gurung, (2013), their numerous findings gave insight to the reason for the variation in the attitude of managers towards PWDs. Some views are related, while the perception of other authors is quite divergent. Many of these views reflect the connection between disability and experience in the working relationship among managers, PWDs, and other colleagues, as well as other socio-demographic variations.

Regarding age and experience of managers, the findings of a study conducted by Adams and Oldfield (2012), the experience of managers in their work relationship with disabled persons or employees of a particular age group is surrounded with deep, typified suspicion and discomfort or fear caused by prejudices. According to the study, younger employees with disabilities between the ages of 18 and 25 behave more erratically than those above this age bracket. This switch in mood affects their productivity. Thus, it informs the variety in the attitude of managers towards PWDs. The effects of a manager's interaction with PWDs often left marks that usually result in biased attitudes from managers and employers. Such bias, according to the study, creates a certain level of suspicions about the optimum performance of a disabled employee within his/her workplace. It encourages the unfortunate prejudice in managers to make negative assumptions about the capability of an employee with disabilities. Such prejudice-related suspicion, the report went further to explain, often cloud managers' ability to appraise performance efficacy of employees with disabilities. The report also indicated that such suspicion sometimes leads to fear in managers, that in many cases result in such managers discriminating against employing persons with disabilities (Scior, 2011).

However, Unger (2002) expressed a divergent opinion regarding the attitudes of managers' towards PWDs. His study identified numerous demographic variations that informed the attitude of many managers towards PWDs. According to the findings of the study by Unger (2002), variables such as specific disability, previous experiences with PWDs, size of the employer, and sector of business or industry, influence managers' or employers' attitude towards PWDs. Unger (2002) explained in his findings, the link between these variables with the demography of PWDs and the attitude of managers and employers. In this sense, Unger (2002) explained that the experience of many managers with employees with a particular disability in a workplace relationship results in specific attitudinal behaviour they exhibit toward PWDs. The study went ahead to indicate that some of these managers and employers go as far as discriminating against people with disabilities, even at the point of not wanting to employ them because of their experience with such people. By extension, in this situation, the attitude of such discrimination revolves around persons within a certain age group and with specific disabilities both as employees or applicants. It implies that employees within a particular age and with a specific disability would face discriminatory attitudes under managers who had developed an experienced-based attitude against this group.

According to the study conducted by Bjelland, Bruyere, Von Schrader, Houtenville, Ruiz-Quintanilla and Webber (2010) on age and employment discrimination in the USA, one of their findings is that age discrimination remain widespread and it impacts on job security, retention, deployment and promotion of older workers with disabilities. The study hinted that managers often have negative beliefs about older PWDs. They believe that such older PWDs "do not perform as well, are less trainable, more resistant to change, less economically beneficial, costlier, and a poorer return on investment as compared with younger workers" (Bejlland *et al.*, 2010). As such, most managers discriminate against providing or granting older PWDs the opportunity to benefit from further training; promotion increased incentives and retention.

According to Alfasi (2010), most of the workplace demographic discrimination are socially related. While acknowledging that socio-demographic discrimination has been abolished by the law in Israel, where he conducted the study, Alfasi noted in his findings that many managers and organisations still indulge in the discriminatory

practice. The study noted that most disabled employees are discriminated at the workplace because of their social characteristics, such as race, tribe and ethnic group. The study indicated that Arab disabled employees are discriminated against based on any or all of these grounds and their disabled Jews colleagues at their workplace.

Some of the examples cited in the study reflect the situation discussed. For instance, the study indicated that most disabled Arabs in Israel are employed as temporary workers through personal companies that thus create unequal working conditions between them and disabled Jews, employed directly into the companies. Secondly, the study also revealed that a large number of disabled Arab workers became victims of labour laws and that, affect their wage payments. The overriding inference from these examples from the study is that disabled Arab employees are victims of discrimination, based on their socio-demographic characteristics such as race (Alfasi, 2010). The findings of the study by Muschalla (2016) further revealed that gender is another demographic characteristic of discrimination. In this light, Kiregu, Murindahabi, Tumusiime, Thomson, Hedt-Gauthier and Ahayo. (2016) indicated that disabled female employees suffer more discrimination in the workplace than their male counterparts. His findings reveal that disabled female employees receive lower wages than their male colleagues. It also identified variance in the working conditions of male and female disabled employees at many organisations. Such discrimination, according to the study, is noticed where managers provide better working conditions for disabled male employees than their female counterparts. Also, the findings of the study equally reveal that many managers promote disabled male employees at their organisation more than their female colleagues (Vornholt, Uitdewilligen and Nijhuis (2013). Also, from a different perspective, the study further indicates the female/male manager or gender dichotomy that influences discrimination against PWDs at their workplace. To this end, the study postulates that female managers in some organisations tend to discriminate more against male PWDs than their female colleagues and vice versa. It also indicated that some female managers also prefer to work rather with male PWDs than female PWDs and vice versa. From whichever perspectives one is coming, the underlying constant from the study is that a particular group of PWDs suffer discrimination based on their gender that is informed by the gender status of the manager. As complicated as the findings of this study are, the

overall implication remains that the workplace discrimination against PWDs at this level revolves around demographic characteristics of gender or sex.

However, according to the International Labour Organisation Statistic Report (nd), male and female PWDs in Australia experience wage difference discrimination with their able-bodied male and female colleagues. The report indicated that in Australia in 2005, the wage gap between female PWDs and their able-bodied female colleagues stood at 44%, while the gap stood at 49% for the male PWDs. The report stated that gender-related disability constitutes a wage discrimination status or standard for both female and male PWDs. Similarly, even when female and male PWDs are doing the same work, there is a wage gap resulting from the gender status factor. Thus, managers' attitude towards male PWDs differ from female PWDs, because such an attitude is informed by gender that leads to the wage gap, the report further emphasised.

As indicated, the variations can be viewed as a barrier to the employment of PWDs. The emphasis of this section is to establish where the discrimination against PWDs starts. The literature reviewed in this section revealed that discrimination against PWDs commences at various stages of the employment process. In some cases, at the advert stage, considerations are not made about PWDs (Surender *et al.*, 2007; Martz, 2007), while in other cases, PWDs are equally excluded from the interview if they applied at all (Gagnon *et al.*, 2014; Brynard 2010; Martz 2007). In other cases, still, PWDs are discriminated from employment just because they are disabled (Smit *et al.*, 2014; Wegner *et al.*, 2011; Brynard, 2010). Further still, Thomas, (2016), WHO (2016), CRPD (2014), Crosson-Tower (2009), Stille 2009, Gagnon *et al.*, (2014), Brynard (2010) and Zola (2010) are of the opinion that poverty and inequality are serious socio-demographic factors that influence the employment attitude of managers and employers towards PWDs. While Jakovljevic and Buckley (2011) postulated that underdevelopment is also a contributing factor to the employment of PWDs, generally speaking, this section will review this literature to enhance understanding of how these variations could lead to the unemployment of PWDs and link it with the origin of workplace discrimination against PWDs.

Smit (2012) identified broader perspectives on the factors that could lead to unemployment or serve as barriers to the employment of PWDs. Accordingly, Martz (2007) indicated that attitudinal barriers to their employment include negativity, prejudice, stereotyping and discrimination. Also, inaccessible, unavailable or unaffordable transportation, and inaccessible buildings, as well as other psychological factors that touch on self-confidence and esteem, personal expectations and poor acceptance of the disability, cause a severe barrier to employment of PWDs. Surender *et al.* (2007) further outlined that certain health conditions that could be worsened through working or work-related activities, as well as a lack of education, and skills could present as barriers to the employment of PWDs. The two most important facets of barriers to employment of PWDs include natural (the disability itself) and larger societal problems (inequality, poverty, lack of jobs and underdevelopment) that hinder the employment of PWDs in South Africa. Disability in itself has been identified by many scholars (Smit *et al.*, 2014; Wegner *et al.* 2011; Brynard 2010), as one of the foremost barriers to the employment of PWDs. However, while expressing this collective view, these authors also divulged that other divergent views on disability are a barrier to the employment of PWDs. These authors mentioned above indicated that these factors are controlled by the severity and nature of the disability (Smit *et al.*, 2012). These barriers will continue to hunt disabled persons as long as the onus of finding a job for the disabled remains an individual and not a societal responsibility. The study also gave a wider perspective that disabled persons are less likely to be employed by managers and employers when they potentially conceive that the severity of the disability could lead to less production or inefficiency. In this sense, the pre-perception that the condition of a disability could reduce the level of production or output of a disabled person if he/she is employed narrows his or her chances of employment.

Furthermore, some managers have a connotation that PWDs are generally unproductive. Suggestively, for these managers, disability means unproductiveness notwithstanding the level or severity, and consequently, they are unemployable. Brynard (2010) supports this idea and explains that managers do neglect to offer employment to people with disabilities due to the assumption that PWDs are not productive. The inference from this disposition is that disability implies unproductiveness and is tantamount to unemployment by extension. In other words,

disability, according to managers, is synonymous to unproductivity and thus, PWDs should not be employed if an organisation is productivity-driven.

The study conducted by Wegner *et al.* (2011) demonstrated that there are many reasons that militate against the employment of PWDs. The study reveals that discrimination, physical environment, skill and experience, non-disclosure, and disability policy and legislation are among the most prominent factors militating against the employment of PWDs globally. Discrimination, according to the study, arises from the attitude or negative impression exhibited by people without disabilities against PWDs at the workplace. The exhibition of this character leads to discrimination that in many cases, result in the unemployment of PWDs. Sometimes, PWDs are viewed as inferior by those who do not have disabilities, and therefore, they are considered non-productive. Wegner *et al.* (2011) regard these as negative attitudes against PWDs. They are also products of awareness and lack of knowledge growing from a prejudicial attitude against PWDs.

In addition to this, further studies conducted by other authors equally shows that certain conditions from the larger community, where many PWDs leave contributions as barriers to their employment. Conditions such as inequality, poverty, lack of jobs and underdevelopment are some of the factors identified by some authors as barriers to the employment of PWDs across the larger global community (WHO, 2011; Shanker *et al.*, 2014; Santuzzi, Waltz, Finkelstein and Rupp, 2014; Vornholt *et al.* (2013). However, the level of employability of PWDs in some cases and countries differ irrespective of subsisting conditions like inequality, poverty, lack of jobs and underdevelopment. In other words, these factors affect the employment of PWDs inversely in different situations and countries. These factors are discussed afterwards.

Persons with disabilities experience worse educational and labour market outcomes and are more likely to be poor than persons without disabilities (Brynard, 2010). This statement indicates that PWDs are likely to be less educated or receive less education than persons without disabilities. As a consequence, PWDs are thus exposed to poverty due to lack of jobs associated with their likely low level of education. It also indicates that PWDs are discriminated against in education due to their condition. An OECD study of 2009 covering 21 upper-middle and high-income countries shows

higher poverty rates among working-age people with disabilities than among working-age people without disability in all but three countries (Norway, Slovakia & Sweden; Gagnon *et al.*, 2014). The relative poverty risk (poverty rate of working-age disabled relative to that of working-age non-disabled people) was shown to be more than two times higher in Australia, Ireland, and the Republic of Korea, and the lowest only slightly higher than for non-disabled people in Iceland, Mexico, and the Netherlands. Working-age people with disabilities were found to be twice as likely to be unemployed. When employed, they are more likely to work part-time. Moreover, unless they were highly educated and had a job, they had low incomes (Stille, 2009).

Disability is a development issue, because of its bi-directional link to poverty, as Zola (2005) postulated that disability might increase the risk of poverty, and poverty may increase the risk of disability. A growing body of empirical evidence from across the world indicates that people with disabilities and their families are more likely to experience economic and social disadvantage than those without a disability. The onset of disability may lead to the worsening of social and economic well-being and poverty through a multitude of channels, including the adverse impact on education, employment, earnings, and increased expenditures related to disability (Thomas, 1999).

Despite the widely acknowledged interconnection between disability and poverty, efforts to promote development and poverty reduction have not always adequately included disability (Thomas, 1999). This is because employers have neglected to employ people with disabilities to alleviate poverty arising from the space of unemployment. Crosson-Tower (2009) further asserts that disability needs to be a higher priority, while a more coherent response is needed to empower PWDs. According to the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2014), a large percentage of people with disabilities do not have equal access to health care, education, and employment opportunities. More so, PWDs do not receive the disability-related services that they require to prosper. Also, they experience exclusion from everyday life activities in the employment sector. Consistent with this view, the World Health Organisation (2016) affirms that persons with disabilities experience worse socioeconomic outcomes and poverty than persons without disabilities. In this regard, the World Health Organisation states that there is a lack of supporting an awareness to promote people with disabilities in the employment

sector, as it has been proved that PWDs are very useful to the growth of every economy. There is no agreement on definitions, though little internationally-comparable information seems available on the incidence regarding the employment, distribution and trends of disability. There are few documents providing a compilation and analysis of the ways countries have developed policies and responses to address the needs of people with disabilities (WHO 2016).

As stated earlier, PWDs are likely to be less educated. Hence, the probability of their unemployment widens and increases, unfortunately. In support of this position, Surender *et al.* (2007) argue that the poor education level of PWDs is one of the fundamental factors responsible for the lack of jobs they experience. They stressed that through education, in a sense, does not automatically connote acquisition of skills, it, however, provides the individual with the necessary aids with which such an individual can easily acquire skills once he or she is employed. Therefore, education is a necessary tool as well as a requirement for employment. Unfortunately, this opportunity for education is regrettably unavailable for many PWDs in numerous countries across the globe. Hence, the condition becomes a prerequisite for their lack of jobs (Waterhouse, Kimberley & Glover, 2010). Gagnon *et al.* (2014) argue that poverty also militates against the education of PWDs. Gagnon *et al.* (2014) emphasised that education of most PWDs require special education equipment and skills, that are expensive in some countries, so that it may be impossible for a particular category of parents to afford. The study argues that poor parents of most PWDs, for instance, are unlikely to afford the payment of the education of their children, particularly in countries where the education of such persons is not free. Therefore, the study explained that PWDs will remain educationally underdeveloped and cannot be employed and that, consequently, inform their lack of jobs.

In most underdeveloped countries in Africa, education for PWDs is low, expensive and complicated. Thus, the education of PWDs becomes difficult in some cases and impossible in others and this often enhances the creation of a barrier to their employment. The study conducted by Melissa *et al.* (2010) divulged that many African countries pay less attention to issues regarding the educational development of PWDs. The study identified the lack or insufficiency of educational training facilities in the countries under study when compared with other developed countries of the world.

From a different perspective, Jakovljevic and Buckley (2011) argued that where such facilities are available in many underdeveloped countries, they are very few and hardly accessible to the people. The point here is that not only is there an insufficiency of special educational training facilities for PWDs in underdeveloped countries, but also inaccessibility of such facilities where they are available. They further reiterate the fact that most of these special education facilities are ill-equipped while others have obsolete equipment. Differing from their original point of view, Jakovljevic and Buckley (2011) further explicated that the inability of many managers to employ PWDs is traceable to the unavailability of assistive equipment in their organisations. To this end, they indicated that many managers consider employing PWDs disastrous to the organisation when there is a lack of assistive materials to aid the functionality of that disabled employee within his or her working environment. In other words, the non-availability of specific assistive equipment in the work environment of a disabled person not only creates an employment barrier against him or her but also informs systematic discrimination against such PWDs. Furthermore, certain physical factors could create barriers to the employment of PWDs. Issues like geographical location and environment of the PWDs could affect and determine their level of employability. Alluding to this view, the report of the 2011 Statistics of South Africa establishes that PWDs living in urban areas of the country have higher access to assistive devices than their rural counterparts. This point conforms with the perception of Gagnon *et al.* (2014) that the physical location of a PWD often determines his or her access to assistive devices even in the work environment. The study conducted by the Department of Training and Education (DTE) in Australia in 2005, focused on a plethora of disability-related employment barriers and its findings placed attitude, stereotype, physical and communication barriers, workplace policy and procedure and education and training at the nexus of barriers to employing the disabled. Part of the findings of the DTE study demonstrates that attitude is multifaceted. The study shows that the exhibition of certain characteristics such as stereotypical attitude towards the disabled persons, lack of disability awareness, lack of expectation, focus on impairment rather than skills and abilities, by an employer, constitute discrimination arising from attitude. Also, stereotyping was highlighted in the study as one of the identified areas through which PWDs are discriminated against. The perception in this regard showcases disability as an impediment against performance. Hence, it is

regarded as a less productivity-related issue that could easily represent an inefficiency in the workplace.

To measure the perceived attitudes of managers towards PWDs the following seven factors formed the sub-dimensions of the measuring instrument used in this study, namely teamwork and costs; training of people with disabilities; characteristics of PWDs, perception about skills of people with disabilities; productivity perceptions of PWDs, managers' helpfulness towards disabled workers and managers' interaction with PWDs (discomfort).

According to Hammond (2016), managers do have a common misconception of hiring people with disabilities due to the conventional thought that people with disabilities are dependent and costly to retain. The United Nations (2014) affirmed that the lack of understanding and lack of awareness have mainly contributed to the stigma that PWDs contribute to being a liability to their employers, rather than contributing to teamwork. Furthermore, Hammond (2016) opines that the following are the benefits of employing people with disabilities:

- The employment of people with disabilities enhances the external organisational image.
- People with disability have more endurance and can build team spirit and connections with customers.
- PWDs are friendly and supportive workplace morale and teamwork.
- PWDs generally have a high retention rate and can take less sick leave.
- The employment costs for PWDs are invariably lower than for other employees.
- The worker's compensation cost for people with disabilities is considerably lower.
- In the right role, people with disability are as productive and perform tasks as well as other employees.

According to Michele (2016), one of the vital reasons why managers do not employ people with disabilities is the perception that the training for PWDs is expensive. Also, the cost of providing suitable accommodations for them is too high. Michele (2016) further indicated that it is a mere misconception that to accommodate the disabled person in a workplace is more expensive. This view was validated by Maja *et al.*

(2011), as it was clarified that disabled workers do not require special accommodation and the accommodation for those that do, are minimal. In the study of Slawson (2016), it was specified that it does not cost much to train people with disabilities, it only costs time and patience to train them.

The World Health Organization (2011) and Hanass-Hancock and McKenzie (2017) affirmed that it is estimated that more than one billion people or 15% of the total world population are living with disabilities and most importantly the developing countries. Hanass-Hancock and Mitra (2016) and Mitra, Posarac and Vick (2011) posited that during the last two decades, researchers have argued that disability and poverty are understood as being interwoven, as it is believed that disability increases the risk of poverty and poverty leading to disability. Schneider, Waliuya, Munsanje and Swartz (2011) maintain that disabled people are always living in poverty and are thereby unable to attain formal education, leading to joblessness. In the view of Banks and Polack (2013), Graham, Moodley, Ismail, Munsaka and Marguerite (2014) and Groce, Kembhavi, Wirz, Lang, Trani and Kett (2011), people living with disabilities lack job skills and the technical skills to handle their job duties. In a contrary view, the reason for the inability of people with disabilities to lack the desired skills required to handle their job tasks is a result of striving to acquire formal education due to poverty and neglect (International Labour Office & International Disability Alliance 2015; South African Department of Social Development, 2016).

Hanass-Hancock and McKenzie (2017) confirmed that the population of people living with disabilities in South Africa is 12%, based on the 2011 GHS. This population incorporates people ranging from 6 years old and above. It is also evident that the employment opportunities of employment are higher with people without disabilities when compared with people with disabilities. This implies that more individuals with disabilities are economically inactive owing to poverty, lack of skills, lack of work experience. This may be linked to the likelihood that more severe disabilities can limit an individual's job prospects, thus causing them to remain out of the labour force. People with disabilities also have significantly fewer years of education on average, compared to people with no disabilities, which again limits job prospects.

According to Kulkarni and Lengnick-Hall (2014), one of the reasons managers present for their inability to employ people with disabilities includes that they do not possess

the desired knowledge, skills, ability and other job-related knowledge (KSAOs). The managers' attitude about the ability of PWDs to possess the needed KSAOs to perform job specification remains mixed. Most employers think that PWDs lack needed skills and cannot perform their job tasks, while some managers are of the view that PWDs are as prompt, hard-working, and knowledgeable in their job specifications as anybody. Consistent with this, a study conducted by Millington *et al.* (2000) identified a limited number of generic behavioural descriptors used as selection factors across jobs. Kulkarni and Lengnick-Hall (2014) move further to affirm that people with disabilities demonstrate accountability for time on task. This signifies that people with disabilities exhibit conscious competencies, such as being where they are supposed to be when they are needed. This study indicates that PWDs are more committed and satisfied with their job specification than others. Also, Kulkarni and Lengnick-Hall (2014) asserted that there is no comparable literature on the KSAOs of PWDs and people without disabilities, but it is a known fact that PWDs have far lower levels of education than people without disabilities. Data from the CPS in 1998 shows that 31% of those with disabilities had not completed high school, whereas only 17.5% of those without disabilities had not done so (Schwochau & Blanck, 2000). Also, while 23.8% of individuals without disabilities had more than 16 years of education, only 10.5% of individuals with disabilities had more than 16 years.

According to Maja *et al.* (2011), in the South African context, it is assumed that a percentage amounting to 70% of children with disabilities who are at the appropriate school-going age do not attend formal education. This inevitably results in increasing levels of limited skills and illiteracy amongst PWDs. This invariably affects the level of education and acquisition of skills for people with disabilities. In the study of Maja *et al.* (2011), it was affirmed that a lack of skills and qualifications among PWDs were a barrier to engage them in the work process. Wordsworth's (2003) study further indicated that employers think that PWDs do not have the capacity, as well as the experience or skills to handle certain job tasks. A study by Hosey and Matis (2008) indicates that while employers are eager to employ PWDs, they failed to employ them as they do not have the required expertise and experience.

Hossey and Mattis (2008) affirm that organisations experience some barriers in the process of recruiting employees with disabilities, though there are many benefits

regarding productivity. Organisations indicate that employing PWDs is a business strategy that can increase the companies' profitability levels. Because PWDs are friendly and can keep relationships, they attract more customers, thus providing more business opportunities. It is also emphasised in the study of Maja *et al.* (2011) that the benefit of employing PWDs involves the scoring of equity points. This makes organisations more lucrative and competitive.

According to Müller (2013), equal opportunities in the workplace is the key concept of disability policy. The choice of giving a chance to people with disabilities to demonstrate their expertise experience benefits the employers in various dimensions. Müller (2013) further points out that countries of the world should promulgate policies that should guide the employment of people with disabilities. In South Africa, some policies such as the Employment Equity Act, Code of Good Practice, Technical assistance guidelines on employing people with disabilities (TAG), and Skills Development Act are available. People with disabilities are considered an untapped resource of skills and talents, and should, therefore, be considered for employment in various organisations. Hiring people with disabilities increases workforce morale. Many employers report that teamwork and morale improve when disabled workers become part of the staff.

Research showed that people with different forms of disabilities face varying kinds of challenges standing as barriers to their employment. To this end, they argued that since the physically or visually impaired are usually challenged by easy access to transportation and easy movement around, their movement or access to workplaces becomes an employment barrier against them in this circumstance. The DTE research findings further indicate that persons with vision, hearing and learning impairment suffer unemployment for numerous reasons. Telwatte, Anglim, Wynton and Moulding (2017), Kaye *et al.* (2012) and Schur, Nishii, Adya, Kruse, Bruyère and Blanck (2014) collectively affirm that the employers may lack low vision aids and other specialised equipment to assist disabled persons but pinpoints that the disabled persons can achieve more than expected in their job specifications if they are provided with the needed working aids. Telwatte *et al.* (2017) posit that the employees sometimes do not adequately provide and assist the disabled employees that invariably retard their performance. In the view of Kaye *et al.* (2012), disabled employees are always ready

to prove their competence but lack employees' helpfulness in most cases to achieve their desired work plans in organisations.

According to Kulkarni and Lengnick-Hall (2014), an employee needs social skills in the workplace to get along with others. However, there is no available study comparing people with disabilities and people without disabilities on socialisation or interaction level or trainability/task flexibility. In this regard, the Human Rights Commission (2017) postulated that employers have more positive attitudes about social skills and personality traits on PWDs than people without disabilities. The Human Rights Commission (2017) further opined that PWDs are more dependable and have equal or lower levels of absenteeism than people without disabilities, thus staying with their job specification more than people without disabilities. Kulkarni and Valk (2010) validated this finding by asserting that 72% percent of the companies surveyed in their study reported the performance and interaction levels of their employees with disabilities as excellent or good. In contrary to these views, Kulkarni and Lengnick-Hall (2014) said that employers sometimes have the fear that co-workers will react negatively to cooperating effectively with workers with a disability, thereby reducing the productivity and profitability of the firm. In association with this view, Wilson and Scior (2015) opined that co-workers' relationships with people with disabilities had been mixed, especially when it involves mental or emotional disability. Co-workers have a fear of increased workloads and a negative effect on work outcomes, also the loss of work rewards if their own job performance is dependent upon an individual with a disability's job performance. Co-workers fear a negative effect on interpersonal outcomes such as a feeling of awkwardness, discomfort, ambivalence, and guilt about how they can interact with PWDs. However, Connolly, Williams and Scior (2013) affirmed that managers do not adequately relate with the employees with disabilities in the work environment as it is believed that employees with disability have little or nothing to offer. Quarmby (2011) in his book titled *'We are Failing Disabled People'* highlighted the managers' negligence of the disabled people's career that has resulted in immense underperformance and blames to the disabled. Furthermore, Quarmby (2011) further informs that managers should interact with people with disabilities, direct them on what to do and incorporate them into the production process to attain optimal performance.

2.7 STRATEGIES FOR CHANGING MANAGERS' ATTITUDES TOWARDS PWDS

Despite the negative attitudes of managers towards and the barriers facing PWDS, there are some strategies to change managers' attitudes towards PWDS. According to the SAHRC Disability Monitoring Framework and Guidelines (2017), there is a need for developing a workplace disability strategy to encourage interaction and cooperation between managers and PWDS and among PWDS and other employees, both within and outside their workplace (Connolly *et al.*, 2013). In this regard, the Commission developed a six-step management strategy that would improve the attitude of managers towards PWDS as well as improve the interaction between them. The first step encourages the reliance on the commitment of leaders, managers and disability champions to resolve numerical and workplace culture issues, to improve the attitude of all parties, especially the attitude of managers, toward PWDS. The second step involves the regular assessment and auditing of the workplace to ensure compliance with numerical and cultural obligations of managers and employers as required of them by the EEA plan.

The third step encourages the implementation of a disability management program through appropriate human resources to improve the input of PWDS. The fourth step looks at developing a framework that will outline the organisations and managers' approach towards disability management. This framework will specify policies and legal obligations, define clear roles and responsibilities, and clarify programme expectations, targets, time frame and resource allocations. The focus of the fifth step is on integration. It sees the integration and alignment of the disability strategy with other people's processes such as workforce planning, employment equity and skills development, as a means of influencing attitudinal changes in managers and organisations.

According to the sixth step, the attitude of managers towards PWDS can be changed through effective capacity building, involving training and awareness. To this end, the Commission encourages the promotion of awareness for general and specific disability-related topics to improve the attitude of managers and organisations towards PWDS. The final step focuses mostly on monitoring and evaluation of outcomes. The

step encourages establishing an internal departmental monitoring mechanism responsible for gathering relevant and reliable information on the continuous improvement and tracking the progress made on disability workplace relations outcomes. Ultimately, managers should be educated about disability and understand the challenges PWDs experience in the workplace. Hayden *et al.* (2015) maintained that credible legislation must be made and adopted by every country in order to support PWDs to be employed, assisted and earn a living.

2.8 SUMMARY

The conceptual-theoretical framework of disability in this study was founded on Social Justice and Critically Disability Theories. The construct of disability was conceptualised with specific reference to the different types of disabilities. PWDs experienced various challenges. One of these challenges is discrimination against PWDs. The International and South African legislative framework regulating and protecting the rights of PWDs were discussed to educate, sensitise and create awareness amongst managers that they have to comply with these acts, policies and guidelines. The attitudes towards PWDs were discussed with specific reference to the factors that determine attitudes. Some strategies to change the attitudes of managers towards PWDs were recommended, followed by the chapter summary.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

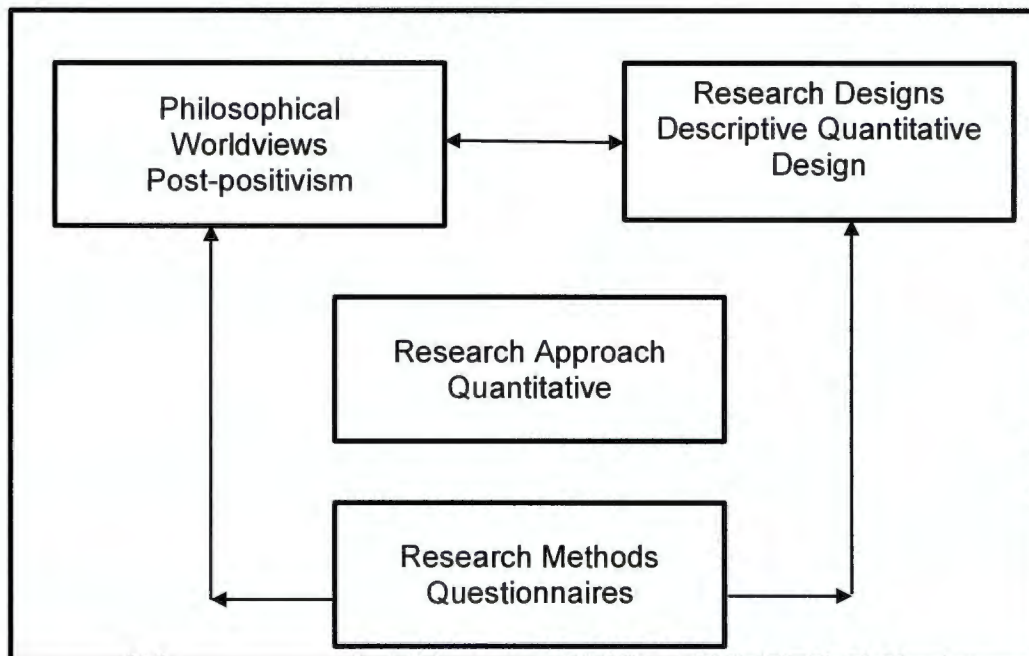
This chapter focuses on the research methodology of this study. Firstly the research paradigm, research approach and research design are discussed. After that follows a discussion of the research population and sampling methods, data collecting methods and instruments, data analysis, validity and reliability of data collecting instruments and ethical considerations.

3.2 RESEARCH PARADIGM

A research paradigm, according to Bryman (2016), refers to a cluster of beliefs that influences the researcher's action in particular study guides. According to Creswell and Creswell (2017:6), a research paradigm sets the researcher on the type of philosophies and/or general beliefs of the phenomena under study. Blair *et al.* (2014) viewed a research paradigm as the totality of beliefs that tend to influence the research study, as well as the data analysis. This study adopted the post-positivist paradigm. According to Rubin and Rubin (2011), post-positivist philosophers believe that reality is more than fixed, and also measurable and knowable. Creswell and Creswell (2017) further asserted that the post-positivist philosophers mostly believe in the existence of one truth and external reality.

In the Nineteenth Century, the post-positivist research paradigm was conceived after the positivist period. Creswell and Creswell (2017) and Smith (1983) pointed out that the post-positivist belief was theorised out of the works of philosophers such as Comte, Durkheim, Newton Mill and Locke. The post-positivist paradigm rejected the general ideology of absolute truth and stressed the causes and effect of outcomes. The post-positivist paradigm, according to Creswell and Creswell (2017), develops knowledge through testing of hypotheses among interacting variables, while Bhattacharjee (2012) declared that the post-positivist paradigm follows a process of empirical observation and logical reasoning to find answers to the research questions. Figure 3.1 presents the interconnection of worldviews, research designs and methods.

Figure 3.1: The interconnections of worldviews, designs and methods



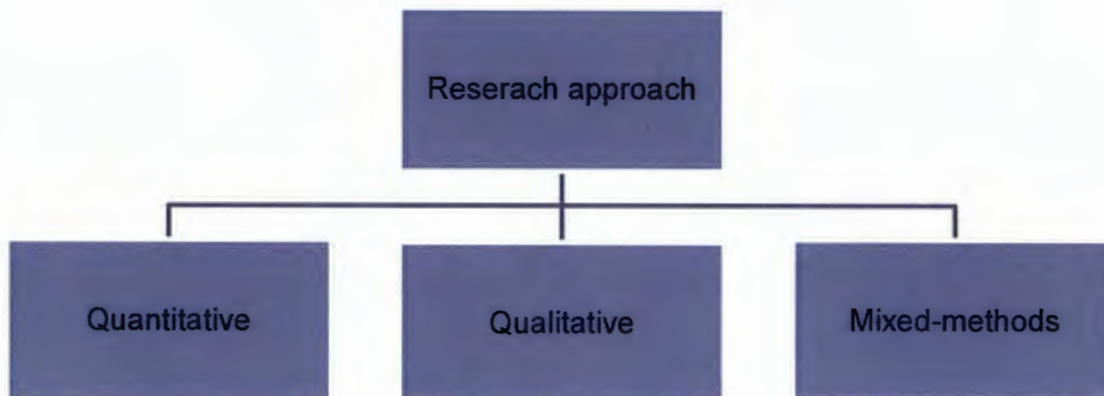
Source: Adapted from Creswell and Creswell (2017)

The main aim of this study was to measure public sector managers' perceived attitudes towards PWDs. This paradigm enables the researcher to use common reasoning in a detailed scientific process in providing answers to the research questions. The adoption of this paradigm facilitated the collection of data from participants through close-ended self-administered questionnaires.

3.3 RESEARCH APPROACH

Creswell and Creswell (2017:6) maintained that the research approach incorporates the philosophical assumptions, research design and research methods that are used to address the problem of the study. In scientific research, Maree (2015:220) explained that there are three types of approaches, namely quantitative, qualitative and mixed methods. Figure 3.2 presents the three types of research approaches. This study adopts a quantitative approach. For the sake of clarity, the subsequent sections explain the various approaches, as well as the motivation for adopting the quantitative approach.

Figure 3.2: Research approach



Source: Adapted from Creswell and Creswell (2017)

According to Lapan, Quartaroli and Riemer (2011:23), quantitative research aims to be independent of the studied phenomena and attempts to generalise the findings of a general research population. Kumar (2019:44) noted that a quantitative research approach is profoundly grounded in rational truth where variables are measured and objectivity established. According to Creswell and Creswell (2017:7), it is possible to explore a large sample size using a quantitative approach, also the reliability and validity of findings can be established while the findings can be presented in an analytical or numeric format, thus reserving the chances for the researcher to draw conclusions that can be generalizable. According to Edmonds and Kennedy (2016:201), the quantitative research approach is viewed as an approach that provides definite systematic steps in scientific inquiry that empowers the researcher by testing theories and thus, analysing the relationships existing among variables, measured by using detailed instruments and statistical procedures as a means of data analysis. The advantages of a quantitative approach are summarised below by Creswell and Creswell (2017:7), Kumar (2019) and DeCuir-Gunby and Schutz (2016:44).

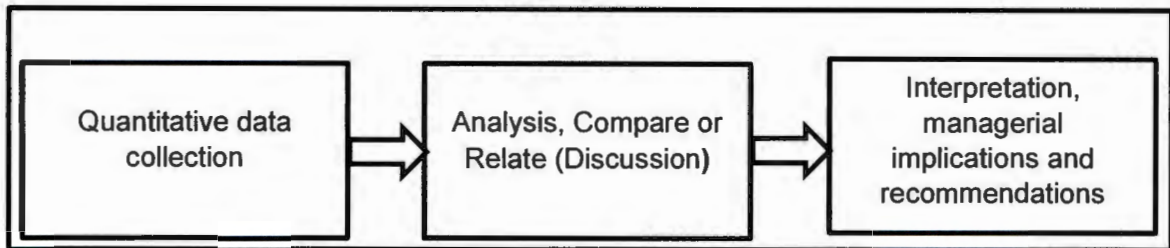
- Adopting a quantitative approach enables the researcher to test the existing relationship existing among interacting variables.
- A quantitative approach reserves the right of a researcher to present findings using numbers, graphs, charts and tables.
- A questionnaire that obtains the objective feelings and opinions of the respondents can be used as a data collecting instrument in a quantitative approach.
- A quantitative research approach saves cost by adopting questionnaires as a method of data collection.
- The adoption of questionnaires in a quantitative approach enables the researcher to cover a wider response within a short time frame.

The next section explains the research design chosen for this study.

3.4 RESEARCH DESIGN

This study followed a quantitative paradigm by using close-ended self-administered questionnaires to gather data from public sector managers about their perceived attitudes towards PWDs. Maree (2015:263) stated that research design is a strategy that specifies the philosophical assumptions, data collecting strategies, data analysis techniques and the presentation of data. Based on this definition, the strategy of enquiry, also known as the research design, is determined by the researcher's philosophical assumption, the researcher's skills and practice and even patterns of data collection. Bhattacharjee (2012) mentioned that research design is a process of collecting data, instrument validation and development, sampling process and data analysis to seek a solution to unravel the problems under investigation. Punch and Oancea (2014) also stated that research design places the researcher in the practical world and connects research objectives and questions to data. Therefore, this study adopted a cross-sectional survey research approach. According to Salkind (2010:3), a cross-sectional survey design involves the process of collecting data from respondents at a single point in time. This method enhanced effective descriptive statistics by measuring the interrelationship existing among interacting variables (Salkind, 2010:3). Figure 3.3 presents the overall research design.

Figure 3.3: Research design of the study



Source: Adapted from Creswell and Creswell (2017)

3.5 POPULATION OF THE STUDY

In this study, the total population includes public sector managers at National and Provincial Government Departments. Relmer *et al.* (2011:145) added that the population refers to the total group where the study will be focused on. Also, the population consists of total objects, people and events that the researcher will study (Bhattacharjee, 2012:66). A total of 1 071 public sector managers at National and Provincial Government Departments comprised the population of this study.

3.6 SAMPLING METHOD

According to Bhattacharjee (2012), sampling is the process of selecting elements of a population for inclusion in a research study. Gray (2014) affirmed that sampling is done to study the characteristics of the larger group to minimise cost, save time and to avoid inconveniences involved in scheduling appointment with the whole population. Sampling is done to minimise cost and to undertake the study of the whole population by taking a smaller fraction of the population (Gray, 2014). Sampling saves time and helps to gather the opinion of the population. In this study, the total population consisted of 1 071 public sector managers and a convenience sampling method was used. Convenience sampling refers to a type of sampling based on the accessibility of the respondents (Maree, 2010:177). It further encouraged the readiness of data since the respondents can be contacted at will. One hundred and fifty-five questionnaires

were returned. Ten questionnaires were incomplete and were excluded from the data analysis. Therefore only 145 questionnaires were usable and analysed.

3.7 MEASURING INSTRUMENT

According to Gray (2014), a data collecting technique is simply a procedure by which the researcher collects the respondents' responses to a phenomenon in a study. In this study, a self-administrated questionnaire was adopted from various validated instruments measuring the perceived attitudes towards people with disabilities. According to Gray (2014:352) and Maree (2015), a self-administered questionnaire is a procedure by which the researcher distributes the questionnaires personally or electronically to the chosen participants. Maree (2015), Creswell and Creswell (2017) and Bhattarchajee (2012) advocated the following benefits of using questionnaires to collect data:

- The adoption of questionnaires saved cost.
- The administration of questionnaires is very easy.
- They are convenient to administer, thereby saving time and other arrangements involved in other methods of data collection.
- Questionnaires are structured in the way that it is very easy to answer.
- Questionnaires are easy to code and to analyse.

The questionnaire consists of two sections. Section A includes the biographical characteristics of the respondents such as gender, age group, managerial levels, number of years of service, level of government and qualification level.

Section B contains a questionnaire measuring public sector managers' perceived attitudes towards people with disabilities. This questionnaire is a combination of various instruments that measure the perceived attitudes towards PWDs. The factors of productivity perceptions and helpfulness were adopted from the scale used by Telwatte *et al.* (2017). The teamwork and cost; training; characteristics and skills factors were adopted from the scale used by Paez and Arendt (2014), while the interaction with PWDs factor used the scale that was validated by Iacono, Tracy, Keating and Brown (2009).

The questionnaire consists of seven factors or sub-dimensions and thirty-nine items.

These sub-dimensions include:

- Teamwork and costs – 11 items
- Training - 3 items
- Characteristics of PWDs – 4 items
- Skills of PWDs – 3 items
- Productivity perceptions of PWDs – 6 items
- Helpfulness towards PWDs - 7 items
- Interaction with PWDs - 5 items

A five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used.

3.8 PROCEDURES FOR DATA COLLECTION

According to Maree (2015), selecting respondents in a given study is a tedious process. Creswell and Creswell (2017) mentioned that the recruitment of respondents is the totality of activities done in the process of selecting respondents that are included in the study. It includes the capacity of the researcher to explain to the respondents the nature and importance of the study to acquire informed consent to participate in the study. A database of 1 071 public sector managers was obtained. The questionnaire was captured electronically on Survey Monkey. The questionnaire was sent to the e-mail addresses of the participants. The response rate was very slow and low. Regular reminders were sent and the importance of their collaboration and participation was emphasised. After eight weeks, only 155 questionnaires were returned. One of the contributing factors of the low response rate was that some of the websites at the respective government departments security settings blocked the e-mails. Given the time limitation, the researcher retrieved the returned questionnaires, which was already in an Excel spreadsheet format from Survey Monkey. The Excel spreadsheet was then converted into SPSS. The researcher cleaned the data and found ten questionnaires that were incomplete. Therefore, only 145 questionnaires were usable.

3.9 DATA ANALYSIS

According to Bastic and Matalon (2007:138), data is seemingly meaningless until it is interpreted and analysed by the researcher. Data collected through questionnaires in

this study were analysed using the Statistical Package for Social Science (SPSS – version 25)). The following statistical techniques were used:

3.9.1 Descriptive statistics

According to Boeree (2005), descriptive statistics is the term given to the analysis of data that helps describe, show or summarise data in a meaningful way such that patterns might emerge from the data. They are simply a way to describe our data. Descriptive data analysis was presented using frequency, mean deviation and standard deviation to describe the data collected.

3.9.3 Cohen's d

Cohen's d is an effect size used to indicate the standardised difference between two means. The effect size will be used to denote the strength of an association between two variables, independent of the sample size (N). Cohen's d can be used to accompany the reporting of t-tests and ANOVA results, for example (Zechmeister *et al.*, 2003). Cohen suggested that $d=0.2$ be considered a 'small' effect size, 0.5 represents a 'medium' effect size and 0.8 a 'large' effect size. This means that if two groups' means do not differ by 0.2 standard deviations or more, the difference is trivial, even if it is statistically significant. For the independent samples t-test, Cohen's d is determined by calculating the mean difference between two groups and then dividing the result by the pooled standard deviation. Cohen's d is the appropriate effect size measure if two groups have similar standard deviations and are of similar size.

3.9.3 Pearson product-moment correlation

The Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short) is a measure of the strength of a linear association between two variables and is denoted by r (Plummer, 2014). A Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient, r , indicates how far away all these data points are to this line of best fit. Pearson product-moment correlation is concerned with the relationships between two ranked variables (X and Y). It measures the strength and direction of linear relationships between two variables that are always between +1 and -1. The relationship between the seven factors of the scale was determined using the Pearson

product-moment correlation coefficient. The interpretation of the correlation coefficients is based on the following benchmark: a significant correlation coefficient ($p\text{-value} < 0.05$) indicates that there is a significant relationship (either negative or positive) between the variables, $r = 0$ indicates no correlation, $0 < r < 0.3$ indicates a weak correlation, $0.3 \leq r < 0.5$ indicates moderate correlation and $r \geq 0.5$ indicates a strong correlation between the factors (Weinberg & Abramowitz, 2016). Positive correlations imply that one-factor increases (toward the agreement side) as the other one increases. Therefore, a Pearson product-moment correlation was done to establish the association between the seven factors and the total perceived attitudes towards PWDs scale.

3.10 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT

The quality and rigour of this study were ensured by conducting Cronbach's alphas to determine reliability and validity of the measuring instrument used in this study. Reliability measures the consistency of an instrument (Gratton & Jones, 2011:92). The values of Cronbach's alpha ranges from 0 to +1 and values above 0.80 are preferred, while values above 0.70 are acceptable (Pallant, 2011:22). The validity of the instrument refers to the instruments' competency to measure what it is expected to measure (Bastic & Matalon, 2007:121). As indicated, the perceived attitudes towards PWDs scale used in this study was adapted from various other scales. In a study conducted by Telwatte *et al.* (2017), the Cronbach's alphas of productivity perceptions were 0.77 while helpfulness was 0.80, respectively. The study by Paez and Arendt (2014) showed Cronbach's alphas of teamwork and cost (0.92); training (0.73); characteristics (0.74) and skills (0.72). According to Iacono *et al.* (2009), the Cronbach's alpha for the interaction with PWDs scale was 0.84.

3.11 ETHICAL CONSIDERATIONS

Ethical considerations refer to what the researcher must observe in the process of conducting a study (Hammerseley & Traianon, 2012:16). In this study, the researcher obtained approval from the ethical committee of the Faculty of Economic and Management Sciences to conduct this study and issued a clearance certificate to collect data from the participants. The participants were informed about the topic and

purpose of the study. They were informed that their participation was voluntary and ensured that the information provided remained confidential.

3.12 SUMMARY

This chapter presented the research paradigm and methodology of the study. The post-positivist paradigm was selected, as well as the quantitative research approach. A cross-sectional survey design was chosen that enabled the researcher to collect data through an electronic self-administered questionnaire. The questionnaires were sent to the participants, using Survey Monkey. The total population was 1 071 public sector managers, and a convenience sampling method was used. The perceived attitudes of public sector managers were measured by a questionnaire that consisted of seven factors. The data were analysed in SPSS using different statistical methods. The measuring instrument used were validated in other similar studies. This study complied with the protocol and ethical guidelines of the University. Chapter Four presents the research results.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

The data analysis aimed to find answers to the research questions, namely

- are public sector managers familiar and do they comply with policies, guidelines and legislation in South Africa that govern disability employment?;
- are public sector managers aware of their department's internal policies or guidelines that govern the employment of people with disabilities?;
- what is public sector managers' perceived attitudes towards people with disabilities?;
- are there differences in public sector managers' attitudes towards PWDs between demographic characteristics such as gender, age group and managerial level?;
- is there a correlation between the seven factors or dimensions and the attitude towards people with disabilities scale?; and
- what strategies can be recommended and implemented to change public sector managers' attitudes towards PWDs positively?

The following sections comprise the Cronbach's alphas for the factors and attitudes towards people with disabilities scale, descriptive statistics of the demographic variables, knowledge, and compliance with acts and policies regulating disability employment and means scores of the items and factors of attitudes towards people with disabilities scale. Also, the differences in the perceived attitudes of public managers towards PWDs between the demographic variables and the correlation between factors and perceived attitudes towards PWDs.

4.2 CRONBACH'S ALPHAS FOR THE FACTORS AND ATTITUDES TOWARDS PEOPLE WITH DISABILITIES SCALE

Reliability of a measuring instrument is the ability of the instrument to repeat similar responses each time it is used (Pallant, 2011:85). Reliability can be measured by estimating correlation coefficients. In this study, Cronbach's alpha (α) reliability coefficient was applied to measure the reliability of the questionnaire. The numerical value of Cronbach's alpha (α) reliability coefficient ranges from 0 to 1. A high value (close to 1) indicates a good internal consistency of the items in the scale (Kimberlin & Winstertein, 2008:2277).

The Cronbach's alphas for the seven factors of the perceived attitudes towards PWDs and total scale are illustrated in Table 4.1.

Table 4.1 Cronbach's Alphas

Sub-scales and scale	Cronbach's alpha
Teamwork and costs	0.82
Training	0.79
Characteristics of PWDs	0.66
Skills of PWDs	0.87
Productivity perceptions of PWDs	0.69
Helpfulness towards PWDs	0.78
Interaction with PWDs	0.79
Total perceived attitude scale	0.77

The Cronbach's alpha coefficients in Table 4.1 indicated that most factors were above 0.70, suggesting that all the factors had relatively high internal consistency.

4.3 DESCRIPTIVE STATISTICS

Descriptive statistics were done on the demographic characteristics of participants, knowledge and compliance with acts and policies regulating disability employment, as well as knowledge regarding internal policies governing the employment of PWDs. Descriptive statistics were also applied to calculate the mean scores of the items and factors of attitudes towards PWDs scale.

4.3.1 Demographic variables

The data analysis computed in this section includes the demographic characteristics of the participants, such as gender composition, age groups, post levels, years of service and qualification levels (see Table 4.2).

Table 4.2: Descriptive statistic of demographic variables

Demographic variables		Frequency	Percent
Gender	Male	64	44.1
	Female	81	55.9
	Total	145	100.0
Age group	20-29	4	2.8
	30-39	23	15.9
	40-49	62	42.8
	50-59	53	36.6
	60 and older	3	2.1
	Total	145	100.0
Managerial level	Junior management	21	14.5
	Middle Management	57	39.3
	Senior Management	67	46.2
	Total	145	100.0
Years of service within the public service	0 – 10 years	27	18.6
	11- 20 years	55	37.9
	21 – 30 years	47	32.4
	31 - 40 years	14	9.7
	41 and more years	2	1.4
	Total	145	100.0

Demographic variables		Frequency	Percent
Qualification level	National Certificate (Matric)	9	6.2
	Degree or Diploma	48	33.1
	Honours Degree or Post graduate diploma	45	31.0
	Masters	41	28.3
	PhD	2	1.4
	Total	145	100.0

Regarding gender, slightly more than half (56%) of the respondents were males and the rest were females (44%). This also reflects in the management positions in South Africa, where the number of males is predominantly higher than females. The age group of the respondents reflects that the majority of the respondents were in the age group 40-49 (43%), followed by those in the age group 50-59 (37%), then those in the age group 30-39 (16%). Those in age groups of 20-29 and 60 or older form only 5% of the total number of respondents. This distribution shows that the sector managers are mature and knowledgeable enough to take decisions by themselves.

The majority of the respondents were in senior management positions (46%), followed by middle managers (39%) and a relatively low percentage comprised junior management (14%). The distribution of this response indicates that reliable inferences could be obtained since the majority of the respondents are in the senior managerial positions.

Regarding years of service, the results showed that the majority of the respondents have 11-20 years, followed by 21-30 years in the public sector (32%), then those who have 0-10 years (19%) in the sector that is followed by those who have 31-40 years in the sector (10%). A negligibly small percentage comprises respondents who have at least 41 years within the sector. This shows that they have reasonable experience in management to respond effectively to the problem of this study.

About the qualification, the majority of the respondents have a degree or diploma qualifications (33%), followed by those with an Honours or a postgraduate diploma (31%), those with a Master's degree (28%), National Certificate (Matric) (6%) and a very small percentage comprised those who have a PhD (1%).

4.3.2 Descriptive statistics regarding knowledge and compliance with acts and policies regulating disability employment

Respondents were asked if they are familiar with and comply with the Employment Equity Act, the Code of Good Practice and Technical Assistance Guidelines on employing people with disabilities (TAG) and Skills Development Act that that governs disability employment. Their responses are summarised in Table 4.3.

Table 4.3: Response to knowledge and compliance with acts and policies regulating disability employment

Are you familiar with and comply with the Employment Equity Act that governs disability employment?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	132	91.0	91.0	91.0
No	13	9.0	9.0	100.0
Total	145	100.0	100.0	
Are you familiar with and comply with the Code of Good Practice that governs disability employment?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	121	83.4	83.4	83.4
No	24	16.6	16.6	100.0
Total	145	100.0	100.0	
Are you familiar with and comply with Technical Assistance Guidelines that govern disability employment?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	106	73.1	73.1	73.1
No	39	26.9	26.9	100.0
Total	145	100.0	100.0	
Are you familiar with and comply with the Skills Development Act that governs disability employment?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	106	73.1	73.1	73.1
No	39	26.9	26.9	100.0
Total	145	100.0	100.0	

The majority of the respondents indicated that they are acquainted with all the applicable legislation and Acts measured in Figure 4.3 such as the Employment Equity

Act (91%), Code of Good Practice (83%), Technical Assistance Guidelines (73%), and Skills Development Act (73%). However, there is still a noticeable percentage (9%-40%) of respondents who indicate that they are not familiar with these. It is therefore important that the government should communicate effectively to all the managers in all the public entities to embrace the contents of this legislation guiding the employment and development of people living with disabilities.

The respondents were also asked if their department/organisation have internal policies or guidelines when governing the employment of persons with disabilities. Their responses are illustrated in Table 4.4.

Table 4.4: Knowledge regarding internal policies or guidelines governing the employment of people with disabilities

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	101	69.7	69.7	69.7
No	7	4.8	4.8	74.5
In the process of developing one	13	9.0	9.0	83.4
I do not know	24	16.6	16.6	100.0
Total	145	100.0	100.0	

The majority of the respondents (69.7%) indicated that their organisations have internal policies or guidelines governing the employment of people with disabilities, followed by none (4.8%) in the process of developing (9%) and those who do not know (24%),

4.4. Descriptive statistics of the mean scores of the items and factors of attitudes towards people with disabilities scale

This section describes the responses obtained from the public sector managers regarding items and factors of attitudes towards people with disabilities. The higher the scores of the attitude statements about PWDs are, they indicate attitudes that are more favourable. Eleven items measured the teamwork and costs factor (see table 4.5), I feel it is not too costly to give additional training to people with disabilities ($M=3.71$; $SD=1.15$); people with disabilities do not make other people uncomfortable ($M=3.70$; $SD=1.26$); people with disabilities do not increase operational costs ($M=3.37$; $SD=1.20$); supervisors find/would find it hard to get disabled people to adopt new ways of doing the job ($M=2.63$; $SD=1.13$); people with disabilities do not need special attention from co-workers ($M=3.30$; $SD=1.10$); depending on the job, it does not cost/would not cost me more to train people with disabilities ($M=3.65$; $SD=1.07$); depending on the job, people with disabilities are not harder to train than people without disabilities ($M=3.62$; $SD=0.91$); people with disabilities do not work slower than people without disabilities ($M=3.42$; $SD=1.05$); depending on the disability, it does not cost/would not cost me more to train people with disabilities ($M=3.69$; $SD=0.97$); depending on the disability, people with disabilities are not harder to train than people without disabilities ($M=3.70$; $SD=0.95$); and after training, people with disabilities do not need special attention from supervisors ($M=3.41$; $SD=1.02$). Teamwork and costs factor ($M=3.54$; $SD=0.65$).

The training factor ($M=2.97$; $SD=0.94$) was measured by three items namely; I do not use/would not use different training methods for people with disabilities ($M=2.89$; $SD=1.08$); I do not believe disabled people need to be trained differently than people without disabilities ($M=3.23$; $SD=1.09$) and I train/would train all people using the same methods whether they are disabled or not ($M=2.80$; $SD=1.19$).

The characteristics factor ($M=2.81$; $SD=0.62$) was measured by four items namely I feel people with disabilities are more dependable than people without disabilities ($M=2.68$; $SD=0.93$); people with disabilities are absent less often than people without disabilities ($M=2.73$; $SD=0.87$); I believe that generally, people with disabilities cooperate better than people without disabilities ($M=2.95$; $SD=0.91$) and people with disabilities are more loyal to the organisation than people without disabilities ($M=2.89$; $SD=0.78$).

The skills factor ($M=3.83$; $SD=0.82$) was measured by three items, namely providing training in communication skills for people with disabilities is important ($M=3.77$; $SD=0.99$); providing training in technical skills for people with disabilities is important ($M=3.92$; $SD=0.83$) and providing training in social skills for people with disabilities is important ($M=3.80$; $SD=0.93$).

The productivity perceptions factor ($M=3.79$; $SD=0.53$) was measured by six items, namely people with disabilities can hold supervisory positions ($M=4.49$; $SD=0.68$); people with disabilities can work on hazardous jobs ($M=2.69$; $SD=1.06$); people with disabilities increase the workload of their co-workers ($M=4.03$; $SD=0.86$); people with disabilities need constant help to perform common work tasks ($M=3.74$; $SD=0.83$); people with disabilities require more supervision than non-disabled people ($M=3.88$; $SD=0.84$) and people with disabilities slow down the rate at which work is completed ($M=3.91$; $SD=0.82$).

The total helpfulness factor ($M=4.13$; $SD=0.55$) was measured by seven factors namely; I would socialise with a co-worker who was disabled during my work breaks ($M=4.37$; $SD=0.65$); I would share my workspace or desk with a co-worker who was disabled ($M=4.34$; $SD=0.79$); I would assist a new co-worker who was disabled in learning his or her new job ($M=4.41$; $SD=0.72$); I would take on more work to assist a co-worker who was disabled ($M=3.47$; $SD=1.09$); I would accept a job that would require me to work closely with co-workers who are disabled ($M=4.10$; $SD=0.79$); I would change the way I do my job to make it easier for a co-worker who was disabled to do their job ($M=3.88$; $SD=0.90$); and I would avoid working in a group with a co-worker who was disabled ($M=4.13$; $SD=0.56$).

Finally, the total interaction factor ($M=4.21$; $SD=0.62$) was measured by five factors that were: I feel unsure because I do not know how to behave towards people with disabilities ($M=3.94$; $SD=0.92$); I feel uncomfortable and find it hard to relax in the presence of people with disabilities ($M=4.30$; $SD=0.81$); I cannot help staring at people with disabilities ($M=4.30$; $SD=0.80$); I tend to make contacts only brief and finish with people with disabilities as quickly as possible ($M=4.43$; $SD=0.78$); and lastly I am afraid to look at an employee with a disability straight in the face ($M=4.43$; $SD=0.78$).

Table 4.5: Public sector managers mean ratings for factors and attitudinal statements about people with disabilities scale

Statements and factors		N	Min	Max	Mean	SD
1	I feel it is not too costly to give additional training to people with disabilities.	145	1	5	3.71	1.154
2	People with disabilities do not make other people uncomfortable.	145	1	5	3.70	1.259
3	People with disabilities do not increase operational costs.	145	1	5	3.37	1.201
4	Supervisors find/would find it hard to get disabled people to adopt new ways of doing the job.	145	1	5	2.63	1.130
5	People with disabilities do not need special attention from co-workers.	145	1	5	3.30	1.101
6	Depending on the job, it does not cost/would not cost me more to train people with disabilities.	145	1	5	3.65	1.071
7	Depending on the job, people with disabilities are not harder to train than people without disabilities.	145	1	5	3.62	.913
8	People with disabilities do not work slower than people without disabilities.	145	1	5	3.42	1.052
9	Depending on the disability, it does not cost/would not cost me more to train people with disabilities.	145	1	5	3.69	.968
10	Depending on the disability, people with disabilities are not harder to train than people without disabilities.	145	1	5	3.70	.953
11	After training, people with disabilities do not need special attention from supervisors.	145	1	5	3.41	1.017
Teamwork and cost		145	2	5	3.54	.647
12	I do not use/would not use different training methods for people with disabilities.	145	1	5	2.89	1.081
13	I do not believe disabled people need to be trained differently than people without disabilities.	145	1	5	3.23	1.093
14	I train/would train all people using the same methods whether they are disabled or not.	145	1	5	2.80	1.188
Training		145	1	5	2.97	.939

Statements and factors		N	Min	Max	Mean	SD
15	I feel people with disabilities are more dependable than people without disabilities.	145	1	5	2.68	.933
16	People with disabilities are absent less often than people without disabilities.	145	1	5	2.73	.868
17	I believe that generally, people with disabilities cooperate better than people without disabilities.	145	1	5	2.95	.908
18	People with disabilities are more loyal to the organisation than people without disabilities.	145	1	5	2.89	.783
Characteristics		145	1	5	2.81	.615
19	Providing training in communication skills for people with disabilities is important.	145	1	5	3.77	.991
20	Providing training in technical skills for people with disabilities is important.	145	1	5	3.92	.829
21	Providing training in social skills for people with disabilities is important.	145	1	5	3.80	.932
Skills		145	1	5	3.83	.820
22	People with disabilities can hold supervisory positions.	145	1	5	4.49	.678
23	People with disabilities increase the workload of their co-workers.	145	1	5	4.03	.858
24	People with disabilities need constant help to perform common work tasks.	145	1	5	3.74	.834
25	People with disabilities can work on hazardous jobs.	145	1	5	2.69	1.057
26	People with disabilities require more supervision than non-disabled people.	145	1	5	3.88	.841
27	People with disabilities slow down the rate at which work is completed	145	1	5	3.91	.824
Productivity perceptions		145	2	5	3.79	.534
28	I would socialise with a co-worker who was disabled during my work breaks.	145	2	5	4.37	.645

Statements and factors		N	Min	Max	Mean	SD
29	I would share my workspace or desk with a co-worker who was disabled.	145	1	5	4.34	.785
30	I would assist a new co-worker who was disabled in learning his or her new job.	145	1	5	4.41	.723
31	I would take on more work to assist a co-worker who was disabled.	145	1	5	3.47	1.087
32	I would avoid working in a group with a co-worker who was disabled.	145	1	5	4.31	.854
33	I would accept a job that would require me to work closely with co-workers who are disabled.	145	1	5	4.10	.788
34	I would change the way I do my job to make it easier for a co-worker who was disabled to do their job.	145	1	5	3.88	.904
Helpfulness		145	2	5	4.13	.546
35	I feel unsure because I do not know how to behave towards people with disabilities.	145	1	5	3.94	.922
36	I feel uncomfortable and find it hard to relax in the presence of people with disabilities.	145	1	5	4.30	.809
37	I cannot help staring at people with disabilities.	145	1	5	4.30	.800
38	I tend to make contacts only brief and finish with people with disabilities as quickly as possible.	145	1	5	4.11	.906
39	I am afraid to look at an employee with a disability straight in the face.	145	1	5	4.43	.779
Interaction		145	1	5	4.21	.623
Perceived attitude scale		145	2	5	3.61	.347

The frequency responses for the thirty-nine (39) attitudinal statements are illustrated in table 4.6. The teamwork and cost factor was measured by eleven statements. For statement one: I feel it is not too costly to give additional training to people with disabilities 6.9% strongly disagree, 11.7% disagree, 8.3% neither agree nor disagree, 49.7% agree while 23.4% strongly agree. For statement two: People with disabilities do not make other people uncomfortable, 6.9% strongly disagree, 15.9% disagree,

9.0% neither agree nor disagree, 36.6% agree and 31.7% strongly agree. For statement three: People with disabilities do not increase operational costs, 7.6% strongly disagree, 20% disagree, 17.9% neither agree nor disagree, 37.2% agree and 17.2% strongly agree. In statement four: Supervisors find/would find it hard to get disabled people to adopt new ways of doing the job, 13.1% strongly disagree, 42.8% disagree, 19.3% neither agree nor disagree, 17.9% agree and 6.9% strongly agree. For statement five: People with disabilities do not need special attention from co-workers, 3.4% strongly disagree, 24.8% disagree, 24.1% neither agree nor disagree, 33.1% agree while 14.5% strongly agree. For statement six: Depending on the job, it does not cost/would not cost me more to train people with disabilities, 4.8% strongly disagree, 14.5% disagree, 8.3% neither agree nor disagree, 55.9% agree while 16.6% strongly agree. For statement seven: Depending on the job, people with disabilities are not harder to train than people without disabilities workers, 0.7% strongly disagree, 13.1% disagree, 24.1% neither agree nor disagree, 47.6% agree while 14.5% strongly agree. In response to statement eight: People with disabilities do not work slower than people without disabilities, 4.8% strongly disagree, 15.2% disagree, 26.2% neither agree nor disagree, 40.7% agree and 13.1% strongly agree. Regarding statement nine: Depending on the disability, it does not cost/would not cost me more to train people with disabilities, 3.4% strongly disagree, 10.3% disagree, 15.2% neither agree nor disagree, 55.9% agree and 15.2% strongly agree. The responses to statement ten: Depending on the disability, people with disabilities are not harder to train than people without disabilities 2.8% strongly disagree, 9.7% disagree, 19.3% neither agree nor disagree, 51.7% agree and 16.6% strongly agree. Statement eleven: After training, people with disabilities do not need special attention from supervisors, 2.8% strongly disagree, 20.7% disagree, 20% neither agree nor disagree, 46.2% agree and 10% strongly agree.

The training factor was measured by three statements. For statement twelve: I do not use/would not use different training methods for people with disabilities, 6.9% strongly disagree, 37.9% disagree, 20% neither agree nor disagree, 29.7% agree and 5.5% strongly agree. Statement thirteen: I do not believe disabled people need to be trained differently than people without disabilities' 6.2% strongly disagree, 23.4% disagree, 19.3% neither agree nor disagree, 42.8% agree and 8.3% strongly agree. Statement fourteen: I train/would train all people using the same methods whether they are

disabled or not, 13.1% strongly disagree, 34.5% disagree, 20% neither agree nor disagree, 24.1% agreed and 8.3% strongly agree.

The characteristics factor was measured by four statements. Statement fifteen: I feel people with disabilities are more dependable than people without disabilities, 6.9% strongly disagree, 39.3% disagree, 36.6% neither agree nor disagree, 13.1% agree while 4.1% strongly agree. Statement sixteen: People with disabilities are absent less often than people without disabilities, 8.3% strongly disagree, 26.9% disagree, 51% neither agree nor disagree, 11% agree and 2.8% strongly agree. Statement seventeen: I believe that generally, people with disabilities cooperate better than people without disabilities, 2.8% strongly disagree, 28.3% disagree, 46.9% neither agree nor disagree, 15.2% agree and 6.9% strongly agree. For statement eighteen: People with disabilities are more loyal to the organisation than people without disabilities, 3.4% strongly disagree, 23.4% disagree, 56.6% neither agree nor disagree, 13.8% agree while 2.8% strongly agree.

The skills factor was measured by three statements. Statement nineteen: Providing training in communication skills for people with disabilities is important, 2.1% strongly disagree, 11.7% disagree, 15.2% neither agree nor disagree, 49% agree while 22.1% strongly agree. Statement twenty: Providing training in technical skills for people with disabilities is important, 0.7% strongly disagree, 8.3% disagree, 9.7% neither agree nor disagree, 61.4% agree and 20% strongly agree. Statement twenty-one: Providing training in social skills for people with disabilities is important, 2.1% strongly disagree, 9.7% disagree, 13.8% neither agree nor disagree, 55.2% agree while 19.3% strongly agree.

The productivity perceptions were measured by six statements. Statement twenty-two: People with disabilities can hold supervisory positions, 1.4% strongly disagree, 0% disagree, 2.1% neither agree nor disagree, 41.4% agree while 55.2% strongly agree. For statement 23: People with disabilities increase the workload of their co-workers, 30.3% strongly disagreed, 48.3% disagree, 16.6% neither agree nor disagree, 3.4% agree and 1.4% strongly agree. Statement 24: People with disabilities need constant help to perform common work tasks, 13.1% strongly disagree, 57.2% disagree, 22.1% neither agree nor disagree, 5.5% agree while 2.1% strongly agree. Statement twenty-

five: People with disabilities can work on hazardous jobs, 1.4% strongly disagree, 3.4% disagree, 16.6% neither agree nor disagree, 48.3% agreed and 30.3% strongly agree. Statement twenty-six: People with disabilities require more supervision than non-disabled people, 19.3% strongly disagree, 57.2% disagree, 17.2% neither agree nor disagree, 4.1% agreed and 2.1% strongly agree. Statement twenty-seven: People with disabilities slow down the rate at which work is completed, 22.1% strongly disagree, 53.1% disagree, 20% neither agree nor disagree, 3.4% agree while 1.4% strongly agree.

The helpfulness factor was measured by seven statements: For statement twenty-eight: I would socialise with a co-worker who was disabled during my work breaks 0% strongly disagree, 1.4% disagree, 4.8% neither agree nor disagree, 49% agreed while 44.8% strongly agree. For statement twenty-nine: I would share my workspace or desk with a co-worker who was disabled, 1.4% strongly disagree, 2.1% disagree, 4.8% neither agree nor disagree, 44.1% agree while 47.6% strongly agree. Statement thirty: I would assist a new co-worker who was disabled in learning his or her new job, 0.7% strongly disagree, 2.1% disagree, 3.4% neither agree nor disagree, 42.8% agree while 51% strongly agree. For statement thirty-one: I would take on more work to assist a co-worker who was disabled, 3.4% strongly disagree, 17.9% disagree, 24.8% neither agree nor disagree, 35.9% agree while 17.9% strongly agree. For statement thirty-two: I would avoid working in a group with a co-worker who was disabled, 45.5% strongly disagree, 4 7.6% disagree, 2.8% neither agree nor disagree, 0.7% agree while 3.4% strongly agree. For statement thirty-three: I would accept a job that would require me to work closely with co-workers who are disabled, 1.4% strongly disagree, 3.4% disagree, 7.6% neither agree nor disagree, 58.6% agree while 29% strongly agree. For statement thirty-four: I would change the way I do my job to make it easier for a co-worker who was disabled to do their job, 1.4% strongly disagree, 9% disagree, 12.4% neither agree nor disagree, 55.2% agree while 22.1% strongly agree.

The interaction factor was measured by five statements. For statement thirty-five: I feel unsure because I do not know how to behave towards people with disabilities, 26.2% strongly disagree, 52.4% disagree, 12.4% neither agree nor disagree, 6.9% agree while 2.1% strongly agree. For statement thirty-six: I feel uncomfortable and find it hard to relax in the presence of people with disabilities, 44.10% strongly disagree,

46.9% disagree, 5.5% neither agree nor disagree, 1.4% agree while 2.1% strongly agree. For statement thirty-seven: I cannot help staring at people with disabilities, 45.5% strongly disagree, 43.4% disagree, 6.9% neither agree nor disagree, 3.4% agree while 2.1% strongly agree. For statement thirty-eight: I tend to make contacts only brief and finish with people with disabilities as quickly as possible, 33.1% strongly disagree, 55.2% disagree, 4.8% neither agree nor disagree, 3.4% agree while 3.4% strongly agree. Finally, for statement thirty-nine: I am afraid to look at an employee with a disability straight in the face, 54.4% strongly disagree, 38.6% disagree, 3.4% neither agree nor disagree, 2.1% agree while 1.4% strongly agree.

Table 4.6: Public sector managers frequency responses to attitudinal statements about people with disabilities

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
1. I feel it is not too costly to give additional training to people with disabilities.	Strongly disagree	10	6.9	6.9	6.9
	Disagree	17	11.7	11.7	18.6
	Neither agree or disagree	12	8.3	8.3	26.9
	Agree	72	49.7	49.7	76.6
	Strongly agree	34	23.4	23.4	100.0
	Total	145	100.0	100.0	
2. People with disabilities do not make other people uncomfortable.	Strongly disagree	10	6.9	6.9	6.923.4
	Disagree	23	15.9	15.9	22.8
	Neither agree or disagree	13	9.0	9.0	31.7
	Agree	53	36.6	36.6	68.3
	Strongly agree	46	31.7	31.7	100.0
	Total	145	100.0	100.0	
3. People with disabilities do not increase operational costs.	Strongly disagree	11	7.6	7.6	7.6
	Disagree	29	20.0	20.0	27.6
	Neither agree or disagree	26	17.9	17.9	45.5
	Agree	54	37.2	37.2	82.8

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	25	17.2	17.2	100.0
	Total	145	100.0	100.0	
4. Supervisors find/would find it hard to get disabled people to adopt new ways of doing the job.	Strongly disagree	19	13.1	13.1	13.1
	Disagree	62	42.8	42.8	55.9
	Neither agree or disagree	28	19.3	19.3	75.2
	Agree	26	17.9	17.9	93.1
	Strongly agree	10	6.9	6.9	100.0
	Total	145	100.0	100.0	
5. People with disabilities do not need special attention from co-workers.	Strongly disagree	5	3.4	3.4	3.4
	Disagree	36	24.8	24.8	28.3
	Neither agree or disagree	35	24.1	24.1	52.4
	Agree	48	33.1	33.1	85.5
	Strongly agree	21	14.5	14.5	100.0
	Total	145	100.0	100.0	
6. Depending on the job, it does not cost/would not cost me more to train people with disabilities.	Strongly disagree	7	4.8	4.8	4.8
	Disagree	21	14.5	14.5	19.3
	Neither agree or disagree	12	8.3	8.3	27.6
	Agree	81	55.9	55.9	83.4
	Strongly agree	24	16.6	16.6	100.0
	Total	145	100.0	100.0	
7. Depending on the job, people with disabilities are not harder to train than people without disabilities.	Strongly disagree	1	0.7	0.7	0.7
	Disagree	19	13.1	13.1	13.8
	Neither agree or disagree	35	24.1	24.1	37.9
	Agree	69	47.6	47.6	85.5
	Strongly agree	21	14.5	14.5	100.0
	Total	145	100.0	100.0	
8. People with disabilities do not work slower than	Strongly disagree	7	4.8	4.8	4.8
	Disagree	22	15.2	15.2	20.0

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
people without disabilities.	Neither agree or disagree	38	26.2	26.2	46.2
	Agree	59	40.7	40.7	86.9
	Strongly agree	19	13.1	13.1	100.0
	Total	145	100.0	100.0	
9. Depending on the disability, it does not cost/would not cost me more to train people with disabilities.	Strongly disagree	5	3.4	3.4	3.4
	Disagree	15	10.3	10.3	13.8
	Neither agree or disagree	22	15.2	15.2	29.0
	Agree	81	55.9	55.9	84.8
	Strongly agree	22	15.2	15.2	100.0
	Total	145	100.0	100.0	
10. Depending on the disability, people with disabilities are not harder to train than people without disabilities.	Strongly disagree	4	2.8	2.8	2.8
	Disagree	14	9.7	9.7	12.4
	Neither agree or disagree	28	19.3	19.3	31.7
	Agree	75	51.7	51.7	83.4
	Strongly agree	24	16.6	16.6	100.0
	Total	145	100.0	100.0	
11. After training, people with disabilities do not need special attention from supervisors.	Strongly disagree	4	2.8	2.8	2.8
	Disagree	30	20.7	20.7	23.4
	Neither agree or disagree	29	20.0	20.0	43.4
	Agree	67	46.2	46.2	89.7
	Strongly agree	15	10.3	10.3	100.0
	Total	145	100.0	100.0	
12. I do not use/would not use different training methods for people with disabilities.	Strongly disagree	10	6.9	6.9	6.9
	Disagree	55	37.9	37.9	44.8
	Neither agree or disagree	29	20.0	20.0	64.8
	Agree	43	29.7	29.7	94.5
	Strongly agree	8	5.5	5.5	100.0

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	Total	145	100.0	100.0	
13. I do not believe disabled people need to be trained differently than people without disabilities.	Strongly disagree	9	6.2	6.2	6.2
	Disagree	34	23.4	23.4	29.7
	Neither agree or disagree	28	19.3	19.3	49.0
	Agree	62	42.8	42.8	91.7
	Strongly agree	12	8.3	8.3	100.0
	Total	145	100.0	100.0	
14. I train/would train all people using the same methods whether they are disabled or not.	Strongly disagree	19	13.1	13.1	13.1
	Disagree	50	34.5	34.5	47.6
	Neither agree or disagree	29	20.0	20.0	67.6
	Agree	35	24.1	24.1	91.7
	Strongly agree	12	8.3	8.3	100.0
	Total	145	100.0	100.0	
15. I feel people with disabilities are more dependable than people without disabilities.	Strongly disagree	10	6.9	6.9	6.9
	Disagree	57	39.3	39.3	46.2
	Neither agree or disagree	53	36.6	36.6	82.8
	Agree	19	13.1	13.1	95.9
	Strongly agree	6	4.1	4.1	100.0
	Total	145	100.0	100.0	
16. People with disabilities are absent less often than people without disabilities.	Strongly disagree	12	8.3	8.3	8.3
	Disagree	39	26.9	26.9	35.2
	Neither agree or disagree	74	51.0	51.0	86.2
	Agree	16	11.0	11.0	97.2
	Strongly agree	4	2.8	2.8	100.0
	Total	145	100.0	100.0	
17. I believe that generally, people with disabilities cooperate	Strongly disagree	4	2.8	2.8	2.8
	Disagree	41	28.3	28.3	31.0

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
better than people without disabilities.	Neither agree or disagree	68	46.9	46.9	77.9
	Agree	22	15.2	15.2	93.1
	Strongly agree	10	6.9	6.9	100.0
	Total	145	100.0	100.0	
18. People with disabilities are more loyal to the organisation than people without disabilities.	Strongly disagree	5	3.4	3.4	3.4
	Disagree	34	23.4	23.4	26.9
	Neither agree or disagree	82	56.6	56.6	83.4
	Agree	20	13.8	13.8	97.2
	Strongly agree	4	2.8	2.8	100.0
	Total	145	100.0	100.0	
19. Providing training in communication skills for people with disabilities is important.	Strongly disagree	3	2.1	2.1	2.1
	Disagree	17	11.7	11.7	13.8
	Neither agree or disagree	22	15.2	15.2	29.0
	Agree	71	49.0	49.0	77.9
	Strongly agree	32	22.1	22.1	100.0
	Total	145	100.0	100.0	
20. Providing training in technical skills for people with disabilities is important.	Strongly disagree	1	0.7	0.7	0.7
	Disagree	12	8.3	8.3	9.0
	Neither agree or disagree	14	9.7	9.7	18.6
	Agree	89	61.4	61.4	80.0
	Strongly agree	29	20.0	20.0	100.0
	Total	145	100.0	100.0	
21. Providing training in social skills for people with disabilities is important.	Strongly disagree	3	2.1	2.1	2.1
	Disagree	14	9.7	9.7	11.7
	Neither agree or disagree	20	13.8	13.8	25.5
	Agree	80	55.2	55.2	80.7
	Strongly agree	28	19.3	19.3	100.0

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	Total	145	100.0	100.0	
22. People with disabilities can hold supervisory positions.	Strongly disagree	2	1.4	1.4	1.4
	Neither agree or disagree	3	2.1	2.1	3.4
	Agree	60	41.4	41.4	44.8
	Strongly agree	80	55.2	55.2	100.0
	Total	145	100.0	100.0	
23. People with disabilities increase the workload of their co-workers.	Strongly agree	2	1.4	1.4	1.4
	Agree	5	3.4	3.4	4.8
	Neither agree or disagree	24	16.6	16.6	21.4
	Disagree	70	48.3	48.3	69.7
	Strongly disagree	44	30.3	30.3	100.0
	Total	145	100.0	100.0	
24. People with disabilities need constant help to perform common work tasks.	Strongly agree	3	2.1	2.1	2.1
	Agree	8	5.5	5.5	7.6
	Neither agree or disagree	32	22.1	22.1	29.7
	Disagree	83	57.2	57.2	86.9
	Strongly disagree	19	13.1	13.1	100.0
	Total	145	100.0	100.0	
25. People with disabilities can work on hazardous jobs.	Strongly disagree	2	1.4	1.4	1.4
	Disagree	5	3.4	3.4	4.8
	Neither agree or disagree	24	16.6	16.6	21.4
	Agree	70	48.3	48.3	69.7
	Strongly agree	44	30.3	30.3	100.0
	Total	145	100.0	100.0	
26. People with disabilities require more supervision than non-disabled people.	Strongly agree	3	2.1	2.1	2.1
	Agree	6	4.1	4.1	6.2
	Neither agree or disagree	25	17.2	17.2	23.4

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	83	57.2	57.2	80.7
	Strongly disagree	28	19.3	19.3	100.0
	Total	145	100.0	100.0	
27. People with disabilities slow down the rate at which work is completed.	Strongly agree	2	1.4	1.4	1.4
	Agree	5	3.4	3.4	4.8
	Neither agree or disagree	29	20.0	20.0	24.8
	Disagree	77	53.1	53.1	77.9
	Strongly disagree	32	22.1	22.1	100.0
	Total	145	100.0	100.0	
28. I would socialise with a co-worker who was disabled during my work breaks.	Disagree	2	1.4	1.4	1.4
	Neither agree or disagree	7	4.8	4.8	6.2
	Agree	71	49.0	49.0	55.2
	Strongly agree	65	44.8	44.8	100.0
	Total	145	100.0	100.0	
29. I would share my workspace or desk with a co-worker who was disabled.	Strongly disagree	2	1.4	1.4	1.4
	Disagree	3	2.1	2.1	3.4
	Neither agree or disagree	7	4.8	4.8	8.3
	Agree	64	44.1	44.1	52.4
	Strongly agree	69	47.6	47.6	100.0
	Total	145	100.0	100.0	
30. I would assist a new co-worker who was disabled in learning his or her new job.	Strongly disagree	1	0.7	0.7	0.7
	Disagree	3	2.1	2.1	2.8
	Neither agree or disagree	5	3.4	3.4	6.2
	Agree	62	42.8	42.8	49.0
	Strongly agree	74	51.0	51.0	100.0
	Total	145	100.0	100.0	
31. I would take on more work to assist a co-worker who was disabled.	Strongly disagree	5	3.4	3.4	3.4
	Disagree	26	17.9	17.9	21.4

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	Neither agree or disagree	36	24.8	24.8	46.2
	Agree	52	35.9	35.9	82.1
	Strongly agree	26	17.9	17.9	100.0
	Total	145	100.0	100.0	
32. I would avoid working in a group with a co-worker who was disabled.	Strongly agree	5	3.4	3.4	3.4
	Agree	1	.7	.7	4.1
	Neither agree or disagree	4	2.8	2.8	6.9
	Disagree	69	47.6	47.6	54.5
	Strongly disagree	66	45.5	45.5	100.0
	Total	145	100.0	100.0	
33. I would accept a job that would require me to work closely with co-workers who are disabled.	Strongly disagree	2	1.4	1.4	1.4
	Disagree	5	3.4	3.4	4.8
	Neither agree or disagree	11	7.6	7.6	12.4
	Agree	85	58.6	58.6	71.0
	Strongly agree	42	29.0	29.0	100.0
	Total	145	100.0	100.0	
34. I would change the way I do my job to make it easier for a co-worker who was disabled to do their job.	Strongly disagree	2	1.4	1.4	1.4
	Disagree	13	9.0	9.0	10.3
	Neither agree or disagree	18	12.4	12.4	22.8
	Agree	80	55.2	55.2	77.9
	Strongly agree	32	22.1	22.1	100.0
	Total	145	100.0	100.0	
35. I feel unsure because I do not know how to behave towards people with disabilities.	Strongly agree	3	2.1	2.1	2.1
	Agree	10	6.9	6.9	9.0
	Neither agree or disagree	18	12.4	12.4	21.4
	Disagree	76	52.4	52.4	73.8

Statements	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	38	26.2	26.2	100.0
	Total	145	100.0	100.0	
36. I feel uncomfortable and find it hard to relax in the presence of people with disabilities.	Strongly agree	3	2.1	2.1	2.1
	Agree	2	1.4	1.4	3.4
	Neither agree or disagree	8	5.5	5.5	9.0
	Disagree	68	46.9	46.9	55.9
	Strongly disagree	64	44.1	44.1	100.0
	Total	145	100.0	100.0	
37. I cannot help staring at people with disabilities.	Strongly agree	1	.7	.7	.7
	Agree	5	3.4	3.4	4.1
	Neither agree or disagree	10	6.9	6.9	11.0
	Disagree	63	43.4	43.4	54.5
	Strongly disagree	66	45.5	45.5	100.0
	Total	145	100.0	100.0	
38. I tend to make contacts only brief and finish with people with disabilities as quickly as possible.	Strongly agree	5	3.4	3.4	3.4
	Agree	5	3.4	3.4	6.9
	Neither agree or disagree	7	4.8	4.8	11.7
	Disagree	80	55.2	55.2	66.9
	Strongly disagree	48	33.1	33.1	100.0
	Total	145	100.0	100.0	
39. I am afraid to look at an employee with a disability straight in the face.	Strongly agree	2	1.4	1.4	1.4
	Agree	3	2.1	2.1	3.4
	Neither agree or disagree	5	3.4	3.4	6.9
	Disagree	56	38.6	38.6	45.5
	Strongly disagree	79	54.5	54.5	100.0
	Total	145	100.0	100.0	

4.5 DIFFERENCES IN THE PERCEIVED ATTITUDES OF PUBLIC SECTOR MANAGERS TOWARDS PEOPLE WITH DISABILITIES BETWEEN GENDER, AGE GROUPS AND MANAGERIAL LEVELS

To compare the mean score of the control variables, namely gender, age groups and managerial levels, Cohen's d was used to establish if there were significant practical and statistically differences between the mean scores. The following explains the Cohen's d scores obtained in the different factors measured in the study.

The mean scores of perceived attitudes of male managers and female managers towards people with disabilities were compared on the seven factors or dimensions of the scale (see table 4.7). Findings for the comparison between male and female managers showed that the d effect was very small to small extent on all seven factors, namely teamwork and costs ($M=3.36$, $SD=0.68$) with $d=-0.22$; training ($M=3.01$; $SD=0.91$) with $d=0.06$; characteristics ($M=2.81$; $SD=0.60$) with $d=-0.01$; skills ($M=3.90$; $SD=0.81$) with $d=0.15$; productivity perceptions ($M=3.79$; $SD=0.49$) with $d=-0.01$; helpfulness ($M=4.14$; $SD=0.56$) with $d=0.05$ and interaction ($M=4.18$; $SD=0.59$) with $d=-0.09$. Therefore, there were no differences in the mean scores between male and female managers' perceived attitudes towards people with disabilities. The results showed that gender had no bearing on managers' perceived attitudes towards people with disabilities.

The mean scores of the perceived attitudes towards people with disabilities of managers between the three age groups, namely 30-39; 40-49 and 50-59 were compared on the seven subscales of the scale (see table 4.8). Due to the small representation, the age group 20-29 ($N=4$) and age group 60 and older ($N=3$) were excluded from the data analysis. Regarding teamwork and costs, the finding showed a very small difference between age group 30-39 ($M=3.58$; $SD=0.61$) and age group 40-49 ($M=3.53$; $SD=0.67$) with $d=0.08$ and small difference with age group 50-59 ($M=3.55$; $SD=0.67$) with $d=0.06$. There was a small difference in the mean scores between age group 40-49 and age group 50-59 with $d=-0.03$. Training showed also a small difference in the mean scores between age group 30-39 ($M=3.13$; $SD=0.98$), age group 40-49 ($M=2.90$; $SD=0.89$) with $d=0.24$ and a small difference with age group 50-59 ($M=2.99$; $SD=1.01$) with $d=0.15$. There was also a small difference in the mean scores between age group 40-49 and age group 50-59 with $d=-0.09$. Characteristics

showed very small differences in the mean scores between age group 30-39 ($M=2.77$; $SD=0.63$), age group 40-49 ($M=2.79$; $SD=0.68$) with $d=-0.03$ and with age group 50-59 ($M=2.85$; $SD=0.52$) with $d=-0.11$. There was also a very small difference between age group 40-49 and age group 50-59 with $d=-0.09$. Regarding skills, there is a very small difference in mean scores between age group 30-39 ($M=3.87$; $SD=0.79$), age group 40-49 ($M=3.78$; $SD=0.81$) with $d=-0.10$ and no difference with age group 50-59 ($M=3.87$; $SD=0.88$) with $d=0.00$. There was also a very small difference between age group 40-49 and age group 50-59 with $d=-0.09$. Regarding productivity perceptions, there were small differences in the mean scores between age group 30-39 ($M=3.67$; $SD=0.45$), age group 40-49 ($M=3.83$; $SD=0.53$) with $d=-0.09$ and age group 50-59 ($M=3.80$; $SD=0.58$) with $d=-0.16$. There was also a small difference in the mean scores between age group 40-49 and age group 50-59 with $d=0.06$. Helpfulness showed small differences in the mean scores between age 30-39 ($M=4.07$; $SD=0.51$), age group 40-49 ($M=4.22$; $SD=0.50$) with $d=-0.29$; $d=0.31$ and age group 50-59 ($M=4.03$; $SD=0.61$) with $d=0.8$. There was also a small difference between age group 40-49 and age group 50-49 with $d=0.31$. Lastly, interaction showed very small differences in the mean scores between age group 30-39 ($M=4.30$; $SD=0.49$), age 40-49 ($M=4.23$; $SD=0.65$) with $d=0.10$ and age group 50-59 ($M=4.19$; $SD=0.64$) with $d=0.12$. There was a small difference between age group 40-49 and age group 50-59 with $d=0.07$.

The mean scores of perceived attitudes of junior, middle and senior management toward people with disabilities were also compared on the seven factors or dimensions of the scale (see table 4.9). Regarding teamwork and costs, there was small difference in the mean scores between junior management ($M=3.26$; $SD=0.53$) and middle management ($M=3.55$; $SD=0.71$) with $d=-0.41$, as well as a medium difference with senior management ($M=3.61$; $SD=0.61$) with $d=-0.57$. There was a small difference in the mean scores between middle and senior management with $d=-0.09$. Training revealed a very small difference between the mean score of junior management ($M=2.92$; $SD=0.87$), middle management ($M=3.11$; $SD=0.95$) with $d=-0.19$ and senior management ($M=2.88$; $SD=0.95$) with $d=0.04$. There was also a very small difference in the mean scores between middle management and senior management with $d=0.24$. Regarding characteristics, there was a very small difference in the mean scores between junior management ($M=2.86$; $SD=0.65$), middle management ($M=2.74$; $SD=0.66$) with $d=0.19$ and senior management ($M=2.87$; $SD=0.56$) with $d=-$

0.01. There was also a very small difference between the mean scores of middle management and senior management with $d=-0.19$. Skills showed a moderate difference in the mean scores between junior management ($M=4.35$; $SD=0.56$) and middle management ($M=3.78$; $SD=0.87$) with $d=0.65$ and a large difference with senior management ($M=3.71$; $SD=0.79$) with $d=0.81$. There was a small difference between the mean scores of middle management and senior management with $d=0.08$. Regarding productivity perceptions, there was a moderate difference in the mean scores between junior management ($M=3.51$; $SD=0.43$), middle management ($M=3.85$; $SD=0.53$) with $d=-0.65$ and senior management ($M=3.82$; $SD=0.55$) with $d=-0.57$. There was a small difference between the mean scores of middle management and senior management with $d=0.06$. Helpfulness revealed a small difference in the mean scores between junior management ($M=4.25$; $SD=0.57$) and middle management ($M=4.02$; $SD=0.54$) with $d=0.41$ and a small difference with senior management ($M=4.18$; $SD=0.54$) with $d=0.12$. There was a small difference between the mean scores of middle management and senior management with $d=-.30$. Lastly, regarding interaction, there was a small difference in the mean scores between the junior management ($M=4.10$; $SD=0.86$) and middle management ($M=4.21$; $SD=0.54$) with $d=-.0.14$ and senior management ($M=4.25$; $SD=0.61$) with $d=-0.18$. There was a small difference in the mean scores between the middle management and senior management with $d=-0.06$.

Table 4.7: Comparison of the perceived attitudes towards people with disabilities between gender

Gender		N	Minimum	Maximum	Mean	Std. Deviation	d(1 vs 2)
Male	Teamwork and cost	64	1.73	4.82	3.46	0.68	-0.22
	Training	64	1.00	5.00	3.01	0.91	0.06
	Characteristics	64	1.50	4.75	2.81	0.60	-0.01
	Skills	64	1.00	5.00	3.90	0.81	0.15
	Productivity perceptions	64	1.83	4.83	3.79	0.49	-0.01
	Helpfulness	64	1.57	5.00	4.14	0.56	0.05
Female	Interaction	64	2.00	5.00	4.18	0.59	-0.09
	Teamwork and cost	81	1.82	5.00	3.61	0.61	
	Training	81	1.00	5.00	2.95	0.97	
	Characteristics	81	1.00	4.50	2.82	0.63	
	Skills	81	1.67	5.00	3.77	0.83	
	Productivity perceptions	81	2.33	5.00	3.79	0.57	
	Helpfulness	81	2.43	5.00	4.11	0.54	
	Interaction	81	1.00	5.00	4.24	0.65	

Table 4.8 Comparison of perceived attitudes towards people with disabilities between age groups

Age group		N	Min	Max	Mean	Std. Deviation	d (1 vs 2)	d (1 vs 3)	d (1 vs 4)	d (1 vs 5)
20-29	Teamwork and costs	4	2.64	3.55	3.11	0.39	-0.77	-0.63	-0.65	-1.50
	Training	4	3.00	3.67	3.42	0.32	0.29	0.58	0.42	1.24
	Characteristics	4	2.00	3.25	2.63	0.60	-0.23	-0.24	-0.38	-0.71
	Skills	4	4.00	4.33	4.08	0.17	0.27	0.37	0.25	0.66
	Productivity-perceptions	4	3.50	4.33	3.83	0.36	0.35	0.01	0.06	0.35
	Helpfulness	4	4.00	5.00	4.46	0.43	0.77	0.49	0.71	1.20
	Interaction	4	3.40	5.00	4.10	0.68	-0.29	-0.19	-0.13	0.33
							d (2 vs 3)	d (2 vs 4)	d (2 vs 5)	
	Teamwork and costs	23	2.18	4.91	3.58	0.61	0.08	0.06	-0.18	
	Training	23	1.00	5.00	3.13	0.98	0.24	0.15	0.58	
30-39	Characteristics	23	1.50	3.75	2.77	0.63	-0.03	-0.11	-0.52	
	Skills	23	2.33	5.00	3.87	0.79	0.10	0.00	0.44	
	Productivity perceptions	23	3.00	5.00	3.67	0.45	-0.30	-0.16	0.15	
	Helpfulness	23	3.14	5.00	4.07	0.51	-0.29	0.08	0.23	
	Interaction	23	3.40	5.00	4.30	0.49	0.10	0.12	0.54	
40-49							d (3 vs 4)	d (3 vs 5)		
	Teamwork and costs	62	1.91	4.82	3.53	0.67	-0.03	-0.25		
	Training	62	1.00	4.33	2.90	0.89	-0.09	0.38		
	Characteristics	62	1.00	4.75	2.79	0.68	-0.09	-0.49		
	Skills	62	1.00	5.00	3.78	0.81	-0.09	0.35		
	Productivity perceptions	62	2.33	4.83	3.83	0.53	0.06	0.35		
	Helpfulness	62	2.86	5.00	4.22	0.50	0.31	0.53		
	Interaction	62	1.00	5.00	4.23	0.65	0.07	0.47		
							d (4 vs 5)			
	Teamwork and costs	53	1.73	5.00	3.55	0.67	-0.22			
50-59										

	Training	53	1.00	5.00	2.99	1.01	0.43			
	Characteristics	53	1.75	4.00	2.85	0.52	-0.41			
	Skills	53	2.00	5.00	3.87	0.88	0.44			
	Productivity perceptions	53	1.83	5.00	3.80	0.58	0.31			
	Helpfulness	53	1.57	5.00	4.03	0.61	0.13			
	Interaction	53	2.00	5.00	4.19	0.64	0.42			
	Teamwork and costs	3	3.55	3.82	3.70	0.14				
	Training	3	2.00	3.33	2.56	0.69				
	Characteristics	3	2.50	4.00	3.17	0.76				
	Skills	3	2.33	4.00	3.44	0.96				
60 and older	Productivity perceptions	3	2.67	4.17	3.56	0.79				
	Helpfulness	3	3.86	4.00	3.95	0.08				
	Interaction	3	2.80	4.60	3.80	0.92				

Table 4.9: Comparison of perceived attitudes towards people with disabilities between managerial levels

Managerial level		N	Minimum	Maximum	Mean	Std. Deviation	d(1 vs 2)	d (1 vs 3)
Junior management	Teamwork and costs	21	1.82	4.18	3.26	0.53	-0.41	-0.57
	Training	21	1.00	4.00	2.92	0.87	-0.19	0.04
	Characteristics	21	1.50	3.75	2.86	0.65	0.18	-0.01
	Skills	21	3.33	5.00	4.35	0.56	0.65	0.81
	Productivity perceptions	21	2.50	4.33	3.51	0.43	-0.65	-0.57
	Helpfulness	21	3.14	5.00	4.25	0.57	0.41	0.12
	Interaction	21	1.00	5.00	4.10	0.86	-0.14	-0.18
Middle Management							d (2 vs 3)	
	Teamwork costs	57	1.91	4.91	3.55	0.71	-0.09	
	Training	57	1.00	5.00	3.11	0.95	0.24	
	Characteristics	57	1.00	4.00	2.74	0.66	-0.19	
	Skills	57	1.00	5.00	3.78	0.87	0.08	
	Productivity perceptions	57	2.33	5.00	3.85	0.53	0.06	
	Helpfulness	57	2.43	5.00	4.02	0.54	-0.30	
Senior Management	Interaction	57	2.80	5.00	4.21	0.54	-0.06	
	Teamwork costs	67	1.73	5.00	3.61	0.61		
	Training	67	1.00	5.00	2.88	0.95		
	Characteristics	67	1.75	4.75	2.87	0.56		

	Skills	67	1.67	5.00	3.71	0.79		
	Productivity perceptions	67	1.83	5.00	3.82	0.55		
	Helpfulness	67	1.57	5.00	4.18	0.54		
	Interaction	67	2.00	5.00	4.25	0.61		

4.6 CORRELATION BETWEEN THE FACTORS OF THE PERCEIVED ATTITUDES OF PUBLIC SECTOR MANAGERS TOWARDS PEOPLE WITH DISABILITIES AND TOTAL SCALE

There was a medium positive correlation between the teamwork and cost and training factor ($r=.385$), productivity perceptions ($r=.474$), helpfulness ($r=.412$, interaction ($r=.383$) and practically a significant positive relationship with the total perceived attitude scale ($r=.734$). Regarding training, the results revealed a medium positive relationship with productivity perceptions ($r=.310$) and a strong positive correlation with the total perceived attitudes scale ($r=.559$). The characteristics factor indicated a small positive relationship with the total perceived attitude scale ($r=.266$), while the skills factor had a medium positive relationship with the total perceived attitude scale ($r=.320$). The productivity perceptions factor had medium positive associations with helpfulness ($r=.355$), interaction ($r=.413$) and a strong positive correlation with the total perceived attitude scale ($r=.607$). The helpfulness factor had a medium positive relationship with the interaction factor ($r=.403$) and a strong positive relationship with the total perceived attitude scale ($r=.597$). The interaction factor had a strong positive relationship with the total perceived attitude scale ($r=.569$).

4.7 SUMMARY

The data analysis was done to provide answers to the research questions and attain the research objectives. The Cronbach's alphas for the factors and attitudes towards people with disabilities scale was done to measure the reliability and validity of the measuring instrument. Descriptive statistics were done of the demographic variables, knowledge, and compliance with acts and policies regulating disability employment, and knowledge regarding internal policies governing the employment of PWDS. Descriptive statistics of the mean scores of the items and factors of attitudes towards PWDs. Cohen's d was used to measure the differences in the perceived attitudes of public managers towards PWDs between gender, age groups and managerial levels. Pearson product-moment correlation was done to measure the correlation or association between the factors of the perceived attitudes toward PWDs and total scale. A discussion of the results follows in Chapter Five.

CHAPTER FIVE

DISCUSSION OF RESULTS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter interprets the findings made in chapter four. More so, conclusions and recommendations are made to alleviate the problems of this study. This study investigated public sector managers' attitude towards involving people with disabilities (PWDs) in getting involved in government employment in South Africa. As noted in the problem statement, the managers have a negative attitude towards people with disabilities and this section will discuss the findings obtained in the survey conducted in the study. The discussion of the results is done according to the objectives stated in Chapter One of this study. The objectives were to:

- Establish if public sector managers are familiar and comply with policies, guidelines and legislation in South Africa that govern disability employment
- Determine if public sector managers are aware of their department's internal policies or guidelines that govern the employment of people with disabilities
- Measure public sector managers perceived attitudes toward people with disabilities
- Establish if there are any differences in public sector managers perceived attitudes towards PWDs between the demographic variables
- Determine the association between the seven factors and attitudes towards people with disabilities scale
- To change, based on the data analysis strategies, the attitudes of managers towards PWDs

5.2 PUBLIC SECTOR MANAGER'S KNOWLEDGE AND COMPLIANCE WITH POLICIES, GUIDELINES AND LEGISLATION IN SOUTH AFRICA THAT GOVERN DISABILITY EMPLOYMENT

The first objective of this study was to establish if public sector managers were familiar and comply with policies, guidelines and legislation in South Africa that govern disability employment. According to the results obtained, the majority indicated that

they were familiar and comply with the Employment Equity Act (91%), Code of Good Practice (83.4%) Technical Assistance Guidelines (73.1%) and Skills Development Act (73.1%). Deduced from the results, participants seem to be informed and knowledgeable about the acts and policies regulating disability employment. However, the statistics regarding the employment of PWDs in the public service did not support the practice of compliance and implementation (see section 1.3). Despite these numerous acts and policies, Kok (2017) observed that compliance levels are low. However, the reasons for non-compliance fall outside the ambit of this study.

5.3 PUBLIC SECTOR MANAGER'S AWARENESS ABOUT DEPARTMENTAL INTERNAL POLICIES AND GUIDELINES GOVERNING THE EMPLOYMENT OF PEOPLE WITH DISABILITIES

The second research objective was to determine if public sector managers were aware of their department's internal policies or guidelines that govern the employment of people with disabilities. The majority of respondents (69.7%) indicated that their respective departments had internal policies governing the employment of PWDs. Although participants seem knowledgeable and aware of these internal policies, compliance and implementation seemed to be a problem, as reflected by the low employment statistics of PWDs in the public service (see section 1.3).

5.4 PUBLIC SECTOR MANAGERS' PERCEIVED ATTITUDES TOWARDS PEOPLE WITH DISABILITIES

The third research objective was to measure public sector managers perceived attitudes toward people with disabilities. Public sector managers had moderately positive perceived attitudes towards people with disabilities, as reflected by the overall mean score of 3.61 (1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree and 5=strongly agree) on 39 attitudinal statements (see tables 4.5 and 4.6). The mean scores were moderate to high for teamwork and costs (M=3.54); productivity perceptions (M=3.79); skills (M=3.83); helpfulness (M=4.13); interaction (M=4.21) and slightly low for both training (M=2.97) and characteristics (M=2.81). The perceived attitudes scale (M=3.61) was moderate. For some of the individual statements, participants reported either a neutral or negative attitude toward PWDs. According to Kleynhans and Kotze (2010:414), a neutral score can be interpreted as

an absence of a positive attitude, apathy toward PWDs or denial of the potential of PWDs. While managers had overall positive attitudes towards PWDs on all seven dimensions, it did not mean that participants had no concerns at all. These concerns are related to the neutral and negative scores on certain items. These concerns will be elaborated on in the following sections.

The teamwork and costs factor had an overall mean score of 3.54, which indicated a positive attitude toward PWDs on this dimension. However, one of the statements that supervisors find/would find it hard to get disabled people to adopt new ways of doing the job obtain the lowest mean ($M=2.63$; $SD=.1130$), suggesting that public managers were in slight disagreement that it is hard to get disabled people to adopt new ways of doing the job. The mean score of 3.65 revealed that participants felt that it would not cost more to train PWDs. This supported Hammond's (2016) argument that PWDs facilitate teamwork and are inexpensive to hire. However, participants in the studies of Chao *et al.* (2018, 20) and Paez and Arendt (2014, 181) indicated that it would cost more to train PWDs. The results of the two studies above, strengthening the perception that the training of PWDs is expensive (Michele, 2016).

The overall mean score for the training dimension was lower at 2.97. The statement that I do not use/would not use different training methods for people with disabilities mean ($M=2.89$) indicated that 44.8% disagreed, 20% neither agreed nor disagreed with only 35.2% agreed. This suggested that managers were in slight disagreement and that 44.8% would use different training methods for PWDs. The statement that I train/would train all people using the same methods whether they are disabled mean was low ($M=2.80$), with 47.6% disagreed; 20% neither agreed nor disagreed and only 32.4% agreed. This indicated that respondents were slightly in disagreement regarding this statement and showed a preference to use different training methods for PWDs. These results correspond with the findings of a study by Paez and Arendt (2014, 181), that revealed slight agreement that different training methods would be used to train PWDs. These results are contradictory to the findings of Maja *et al.* (2011) and Slawson (2016), which revealed that PWDs do not require special training to be engaged in the process of work but requires only patience to accommodate them.

The four statements that measured the characteristics factor had all low scores. I feel that people with disabilities are more dependable than people without disabilities had

a mean ($M=2.68$) with 46.2% disagreed; 36.6% neither agreed nor disagreed (neutral), and only 17.2% agreed. Therefore, the results did not support the opinion of Banks and Polack (2014) that people with disabilities are very dependable and productive, despite their predisposition. People with disabilities are absent less often than people without disabilities mean ($M=2.73$) with 35.2% disagreed, 51% neither agreed or disagreed (neutral), and only 13.8% agreed. The results did not correlate with the Human Rights Commission (2017) view that PWDs are more dependable and have equal or lower levels of absenteeism than people without disabilities. Respondents were in disagreement regarding their responses to the statement I believe that generally, people with disabilities cooperate better than people without disabilities ($M=2.95$) with 31.1% disagreed, 46.9% neither agreed nor disagreed and only 22.1% agreed. Therefore, the results of this study did not support the notion that people with disabilities cooperate better than people without disabilities. Respondents were neutral towards the statement that people with disabilities are more loyal to the organisation than people without disabilities ($M=2.89$), with 26.8% agreed, 56.6% neither agreed nor disagreed and only 16.6% agreed. The mean of the characteristics factor was low ($M=2.81$), suggesting that public sector managers were in slight disagreement regarding the characteristics of PWDs.

The three statements that measured the perceived skills of PWDs and the skills factor had moderately high mean scores, indicating that providing training in communication, technical and social skills for PWDs were regarded as important by the respondents. These results are supported by the findings of the studies by Chao, Huang, Fried, Hsu and Ososkie (2018:20) and Paez and Arendt ((2014:181) that revealed that participants ranked the provision of social, technical and communication skills for PWDs very high. However, Chao's *et al.* (2018) study revealed that participants perceived their subordinates with disabilities lacking essential skills and competencies compared to those without disabilities.

The statements that measured the productivity perceptions and the productivity perceptions factor of PWDs ranged between moderate ($M=3.74$) to high ($M=4.49$) mean scores except one statement that people with disabilities can work on hazardous jobs ($M=2.69$). The results concurred with the findings of Telwatte *et al.* (2016:13) that participants had positive perceptions of the productivity of PWDs. Ofuani (2011) and

Li and Goldschmidt (2009) also supported the notion that people with disabilities are helpful, interactive, action-oriented and productive. The results of a study by Chao *et al.* (2018:20) revealed that participants perceived that PWDs needed more special attention from supervisors. This view is not supported by the results of this study that showed a positive mean score of 3.91.

The helpfulness factor obtained a high mean score (M=4.13) and the mean scores of the seven statements ranged between moderate (M=3.47) to high (M=4.41), suggesting that public managers are willing to support and assist PWDs. This result concurred with the findings of Telwatte *et al.* (2016:13) that showed that participants were willing to help people with disabilities.

The interaction factor obtained a high mean score (M=4.21) and the five statements measuring the interaction factor ranged between (M=3.94) and (M=4.43) suggesting that public managers had a positive experience and interaction with PWDs. This result is supported by the study of Telwatte *et al.* (2016:13) that reported that participants had experienced low levels of discomfort around PWDs.

5.5. DIFFERENCES IN PUBLIC SECTOR MANAGERS' ATTITUDES TOWARDS PEOPLE WITH DISABILITIES BETWEEN DEMOGRAPHIC CHARACTERISTICS

The fourth objective was to establish if there are any differences in public sector managers' perceived attitudes towards PWDs between the demographic variables. Findings for the comparison between male and female managers showed that the *d* effect was very small to a small extent on all seven factors. The mean scores of the perceived attitudes towards people with disabilities of managers between the three age groups, namely 30-39, 40-49 and 50-59, showed statistically and practically no significant differences. The mean scores of perceived attitudes of junior, middle and senior managers toward people with disabilities were compared on the seven factors or dimensions of the scale. Owing to the small representation, the senior management was excluded in the analysis and it reveals statistically and practically no significant differences in the mean scores, as well as the Cohen's *d* values. Therefore, gender, age groups, and managerial levels did not have any bearing or impact on the perceived

attitudes of managers towards PWDs. The findings correlated with the findings of a study conducted by Paez and Arendt (2014), that showed no statistically significant differences were found for the mean scores of the teamwork and costs, training, characteristics and skills factors based on gender and job position (management level).

5.6 CORRELATION BETWEEN THE SEVEN DIMENSIONS OF THE ATTITUDES TOWARDS PEOPLE WITH DISABILITIES SCALE

The fifth research objective was to determine the association between the seven factors of the attitudes towards people with disabilities scale. The Pearson product-moment correlation coefficient is a measure of the strength of the linear relationship between the seven factors. The results showed strong positive correlations between the total perceived attitude scale and teamwork and costs ($r=.734$), training ($r=.559$), productive perceptions ($r=.607$), helpfulness ($r=.597$), medium positive relationship with skills ($r=.320$) and a weak positive correlation with characteristics ($r=.266$).

5.7 RECOMMENDATIONS

The last objective was, based on the data analysis and results, to recommend some strategies to change the attitudes of public sector managers towards PWDs. This study has implications for both the public service and PWDs regarding employment and improving the lives of PWDs. The results showed that the majority of participants indicated that they were familiar and comply with the various acts and external/internal policies regulating disability employment. Despite these numerous acts and policies, the employment statistics of PWDs in the public service indicated that compliance and implementation levels are low. To ensure compliance and implementation, monitor and evaluation systems should be developed and implemented. Public managers should comply with the various acts and policies (both external and internal) by attaining equity targets regarding the employment of PWDs and should be part of the critical performance indicators of managers. These policies and acts can only be implemented if sufficient resources and effective human resource management support are provided.

Although the results have shown that participants generally reported positive attitudes towards PWDs, some concerns were identified. Based on the results, the following main concerns identified by the participants necessitate remedial interventions.

Regarding the training and costs factor, the participants had indicated that they found it difficult to get PWDs to adopt new ways of doing the job. This necessitates the implementation of sound induction and continuous personal development and training programmes. Public managers should use different training methods to accommodate PWDs with different types of disabilities based on proper need assessments and performance gaps identified during the performance management cycle. During recruitment and selection, public managers should ensure, through appropriate psychometric tests and other selection tools, that candidates with different types of disabilities meet the job requirements such as qualifications, skills, attributes, knowledge, personality characteristics and other requirements specified in the job descriptions. A comparative should be done regarding the absenteeism rate between PWDs and people without disabilities to prove or reject the perception that PWDs are more absent from work than people without disabilities. Managers should also ensure that PWDs perform jobs if they meet the physical and mental requirements.

5.8 CONCLUSION

This study investigated public sector managers' perceived attitudes towards people with disabilities. This study was motivated by the challenges faced by employees with disabilities in getting assistance and gaining employment in the South African Public Service. The conceptual-theoretical framework of this study was the Social Justice and Critical Disability theories. To clarify and conceptualise disability, the different types of disabilities were discussed. One of the major challenges that PWDs experience is discrimination. The various forms of discrimination against PWDs were discussed, followed by international and South African legislation that regulate and protect the rights of PWDs. The focus of the study was on public sector managers' perceived attitudes towards PWDs. The various factors that determine attitudes were discussed. The study was conducted within the quantitative paradigm using a cross-sectional survey design. A convenience sampling method was used to collect data. The main findings of the study were the non-compliance by managers to implement policies (external and internal) and legislation regarding the employment of PWDs in the public

service. Regarding attitudes, the main problems identified were the inability of PWDs to adapt to new ways of doing their jobs, that different training methods should be used to cater to the needs of different disability types. Respondents also disagreed that PWDs had special characteristics, such as dependability, lower absenteeism rates, cooperate better or are more loyal compared to people without disabilities. Therefore, managers have to ensure that they recruit and employ PWDs that meet the behavioural and personality characteristics required by the job. Regarding productivity perceptions, participants had indicated that PWDs could not work on hazardous jobs. Managers should ensure that PWDs meet the physical and mental requirements of the job. The main limitation of this study was that a convenience sampling method was used and because of the small number of 145 completed questionnaires, the results cannot be generalised to the whole Public Service. However, this study has contributed to the body of knowledge by providing a theoretical-conceptual framework and a validated measuring instrument to measure public sector managers' attitudes towards people with disabilities.

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APPENDIX A: QUESTIONNAIRE



Dear Participant,

My name is Lenky Mpotanyana Leah Molamu, an MBA student at the Business School in the Faculty of Economic and Management Sciences of the North-West University, Mafikeng campus. I am conducting a research study on the selected public sector managers' perceived attitudes towards people with disabilities (PWDs) under the supervision of Professor Petrus Albertus Botha. Your name has been randomly selected to participate in the study. Your participation is critical to the success of this study. I will appreciate if you can complete the questionnaire. The questionnaire will require approximately 10 to 15 minutes to be completed.

Should you agree to take part in the study, please note that your participation will be voluntary. I would also like to assure you that your identity will not be revealed and your responses will remain confidential.

Thank you for your assistance.

Yours sincerely,

E-mail: lenky.molamu@vodamail.co.za

Cell: 076 868 3233/ 060 7344 065

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

Male	Female
1	2

2. Age group

20 – 29	1
30 – 39	2
40 – 49	3
50 – 59	4
60 and older	5

3. Indicate your managerial level

Junior management	1
Middle Management	2
Senior Management	3

4. Indicate the number of years service within the public service

0 – 10 years	1
11- 20 years	2
21 – 30 years	3
31 - 40 years	4
41 and more years	5

5. Indicate your qualification level

National Certificate (Matric)	1
Degree or Diploma	2
Honours Degree or Post graduate diploma	3
Masters	4
PhD	5

Are you familiar and comply with the following policies, guidelines and legislation in South Africa that govern disability employment?

		Yes	No
6.	Are you familiar with and comply with the Employment Equity Act that govern disability employment?	1	2
7.	Are you familiar with and comply with the Code of Good Practice that governs disability employment?	1	2
8.	Are you familiar with and comply with Technical Assistance Guidelines on employing people with disabilities (TAG) that governs disability employment?	1	2
9.	Are you familiar with and comply with the Skills Development Act that governs disability employment?	1	2

10. Does your department /organisation have internal policies or guidelines when governing the employment of persons with disabilities?

Yes	1
No	2
In the process of developing one	3
I do not know	4

SECTION B: ATTITUDES TOWARDS PEOPLE WITH DISABILITIES

Please read carefully and respond to the following statements as honest as possible.

The scale for the statements are:

1 = Strongly disagree

2 = Disagree

3 = Neither disagree or agree

4 = Agree

5 = Strongly agree

Statements		Strongly disagree	disagree	Neither disagree or agree	Agree	Strongly agree
Teamwork and cost						
1	I feel it is not too costly to give additional training to people with disabilities.	1	2	3	4	5
2	People with disabilities do not make other people uncomfortable.	1	2	3	4	5
3	People with disabilities do not increase operational costs.	1	2	3	4	5
4	Supervisors find/would find it hard to get disabled people to adopt new ways of doing the job.	1	2	3	4	5
5	People with disabilities do not need special attention from co-workers.	1	2	3	4	5
6	Depending on the job, it does not cost/would not cost me more to train people with disabilities.	1	2	3	4	5
7	Depending on the job, people with disabilities are not harder to train than people without disabilities.	1	2	3	4	5

8	People with disabilities do not work slower than people without disabilities.	1	2	3	4	5
9	Depending on the disability, it does not cost/would not cost me more to train people with disabilities.	1	2	3	4	5
10	Depending on the disability, people with disabilities are not harder to train than people without disabilities.	1	2	3	4	5
11	After training, people with disabilities do not need special attention from supervisors.	1	2	3	4	5
Training						
12	I do not use/would not use different training methods for people with disabilities.	1	2	3	4	5
13	I do not believe disabled people need to be trained differently than people without disabilities.	1	2	3	4	5
14	I train/would train all people using the same methods whether they are disabled or not.	1	2	3	4	5
Characteristics						
15	I feel people with disabilities are more dependable than people without disabilities.	1	2	3	4	5
16	People with disabilities are absent less often than people without disabilities.	1	2	3	4	5
17	I believe that generally, people with disabilities cooperate better than people without disabilities.	1	2	3	4	5
18	People with disabilities are more loyal to the organisation than people without disabilities.	1	2	3	4	5
Skills						
19	Providing training in communication skills for people with disabilities is important.	1	2	3	4	5
20	Providing training in technical skills for people with disabilities is important	1	2	3	4	5

21	Providing training in social skills for people with disabilities is <u>important</u> .	1	2	3	4	5
Productivity perceptions of people with disabilities						
22	People with disabilities can hold supervisory positions	1	2	3	4	5
23	People with disabilities increase the workload of their co-workers*	1	2	3	4	5
24	People with disabilities need constant help to perform <u>common</u> work tasks*	1	2	3	4	5
25	People with disabilities can work on hazardous jobs	1	2	3	4	5
26	People with disabilities require more supervision than non-disabled people*	1	2	3	4	5
27	People with disabilities slow down the rate at which work <u>is completed</u> *	1	2	3	4	5
Helpfulness towards people with disabilities						
28	I would socialise with a co-worker who was disabled during my work breaks	1	2	3	4	5
29	I would share my workspace or desk with a co-worker who was disabled	1	2	3	4	5
30	I would assist a new co-worker who was disabled in learning his or her new job	1	2	3	4	5
31	I would take on more work to assist a co-worker who was disabled	1	2	3	4	5
32	I would avoid working in a group with a co-worker who was disabled*	1	2	3	4	5
33	I would accept a job that would require me to work closely with co-workers who are disabled	1	2	3	4	5
34	I would change the way I do my job to make it easier for a co-worker who was disabled to do their job	1	2	3	4	5

Interaction with people with disabilities						
35	I feel unsure because I do not know how to behave towards people with disabilities*	1	2	3	4	5
36	I feel uncomfortable and find it hard to relax in the presence of people with disabilities*	1	2	3	4	5
37	I cannot help staring at people with disabilities*	1	2	3	4	5
38	I tend to make contacts only brief and finish with people with disabilities as quickly as possible*	1	2	3	4	5
39	I am afraid to look at an employee with a disability straight in the face*	1	2	3	4	5

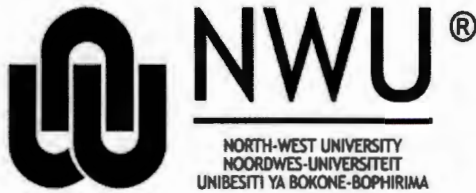
* Items reversed scored

Attitudes towards people with disabilities factors and scale

Factors and scale	Items
Teamwork and cost	1-11
Training	12-15
Characteristics	16-19
Skills	20-22
Productivity perceptions of people with disabilities	23-29
Helpfulness towards people with disabilities	30-36
Interaction with people with disabilities	37-41
Attitudes towards people with disabilities scale	1-41

Thank you for your participation

APPENDIX B: ETHICAL CLEARANCE



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Human Resource Research Ethics Committee Tel: 018 289
2044

Email: Betchani.Tchereni@nwu.ac.za

08-May-2018

12630829@nwu.ac.za

Per e-mail

Dear **PROF PETRUS ALBERTUS BOTHA**

APPROVAL OF ETHICS APPLICATION: NWU-HS-2018-0057

The following application has been reviewed by the Human Resource Research Ethics Committee (HRREC) on 18-Apr-2018.

Name of student: MLM MOLAMU - 16345398.

Name of supervisor/promoter: PROF PETRUS ALBERTUS BOTHA.

Title of study: Public Sector Manager's perceived attitudes towards persons with disabilities. **Application Risk Level:** Minimal, low or negligible risk. This letter serves to inform you that your application has been approved from **18-Apr-2018** to **17-Apr-2021**.

Special conditions of the approval (if applicable): Yours Sincerely

Prof B. Tchereni

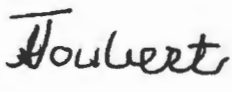
Chairperson: Human Resource Research Ethics Committee (HRREC)

APPENDIX C: EDITOR'S CERTIFICATE

EDITOR'S CONFIRMATION, SIGNATURE AND CONTACT DETAILS

I, Aartia Joubert, accredited member of the South African Translators' Institute, hereby confirm that I have edited the thesis
PUBLIC SECTOR MANAGERS' PERCEIVED ATTITUDES TOWARDS PEOPLE WITH DISABILITIES

By
LENKY MPOTANYANA LEAH MOLAMU

Signature: 

Date: 01 March 2019

Aartia Joubert
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