

**THE CHALLENGES FACED BY PEOPLE WITH DISABILITIES IN RELATION
TO WORKPLACE ACCOMMODATION IN SOUTH AFRICA**

by

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DISSERTATION

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DEDICATION

I dedicate this study to my grandmother Keadiretse Hellen. I had promised her to make her proud by the achievement of this monumental academic goal and I hope I have fulfilled that promise. This one is for you Bomma.

DECLARATION

I declare that the dissertation titled: **“The challenges faced by people with disabilities in relation to workplace accommodation in south Africa”** hereby submitted to the University of Limpopo, for the degree of Master of Commerce (Human Resource Management) has not previously been submitted by me for a degree at this or any other University; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Mabula MB

29 August 2024

SIGNATURE

DATE

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ABSTRACT

People with disabilities have been facing workplace challenges with regard to reasonable accommodations in both developing and developed countries for the past few decades. The United Nations and its Member States have introduced policies and legislation that promote the employment and reasonable accommodation of people with disabilities. However, little has been done to address the challenges faced by people with disabilities concerning workplace accommodations and South Africa is not an exception. The study aims to investigate the challenges faced by people with disabilities in relation to workplace accommodation in higher institutions of learning. The study employs an exploratory research design and adopts a qualitative approach to aid in capturing the thoughts, feelings, and emotions of the respondents. Thirty respondents from the University of Limpopo in South Africa with disabilities and without disabilities were purposively sampled. Semi-structured interviews were conducted using an interview guide. The data collected was analysed using the thematic content analysis. The findings of this study reveal the lack of implementation of disability-related policies, the maintenance of the infrastructure and attracting people with disabilities to apply for vacant posts in the institution. This study recommends regular workshops for employees to be educated on disability issues and strengthen their awareness and knowledge concerning the needs of people with disabilities as well as make their environments accommodative for people with disabilities.

Keywords: disability, accommodations, people with disabilities, equality and discrimination

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CHAPTER ONE: ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

According to Maslach and Leiter (2016), people with disabilities have been facing workplace challenges with regard to reasonable accommodation in both developing and developed countries for the past few decades. The Integrated National Disability Strategy was developed in 1997 to stimulate actual methods for the prevention of disability, recovery, and comprehension of similar events for people with disabilities. Similarly, through its resolutions and endorsements, the United Nations (UN) has been essential in reassuring establishments to reassess their programmes for those with disabilities to fully participate in the labour market. The United Nations has produced several papers addressing the concerns of people with disabilities, including the United Nations Standard Rules for the Equalisation of Opportunities for People with Disabilities and the World Program of Action Concerning Disabled People. Both works urge for substantial modifications in the environment to meet the diverse needs of people with disabilities (Lang, 2009; Stein & Lord, 2009). Furthermore, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) considers disability to be a self-motivated and developing phenomenon (UNCRPD, 2016). South Africa has historically suffered a variety of discriminatory behaviours. The vast majority of these methods are still in use today. Even though significant thought has been given to discrimination based on gender, colour, and religion, little emphasis has been placed on discrimination based on disability, which is expressly seen as a challenge in the workplace (Ximba, 2016).

South Africa has had a dysfunctional labour market during the apartheid era and continues to be so in post-democratic South Africa (Arnal & Förster, 2010). Similarly, the history of South African workforces may be traced back to exclusion, job reservation, white men's dominance in the workplace, and the marginalised black minority. South Africa's apartheid rule left significant racial disparities in labour market results, such as employment rates and incomes (Rospabé, 2002), job-related fulfilment, poverty (Treiman, McKeever, & Fodor, 1996), and exclusion (Calderón-Larrañaga, Vetrano, Welmer, Grande,

Fratiglioni, & Dekhtyar, 2019). Throughout the apartheid period, black women were the most marginalised category, especially if they were disabled (Marumoagae, 2012). New conventions such as: The Constitution of the Republic of South Africa, No. 108 of 1996; The Employment Equity Act, No. 55 of 1998; The Basic Conditions of Employment Act, No. 75 of 1997; The Labour Relations Act, No. 66 of 1995; and The Code of Good Practice on Aspects of Disability In The Workplace were announced in post-democratic South Africa to address the gaps in relation to the advancement, defence, and accomplishment of the rights of persons with disabilities and the applicability of the rights. According to Healey, Pretorius, and Bell (2011), the regime has spread legislation and practices, which include setting goals for employing individuals with disabilities and bringing them on board as shareholders.

The Republic of South Africa's Constitution (Act No. 108 of 1996) is the ultimate legislation of the land and declares all residents' equivalent human rights and actions. Chapter Two of the Constitution sums up the vital rights of all citizens, as well as at what time those rights might be partial. The Bill of Rights provides detailed protection to people with disabilities through Section 9 (3), an equality division. The enactment of the Constitution of the Republic of South Africa has established an acceptable and ethical authority to warrant fairness to alleviate the afflictions of the old apartheid government by elevating all peoples' rights to dignity (Singer, 2015).

Employment equity was characterised as a corrective action instituted by succeeding regimes to achieve superior communal fairness and equivalence, as well as to rectify historically biased discernment in the workplace (Bytenski & Fatoki, 2014; Ferreira & Ferreira-Snyman, 2019). According to Ferreira, Snyman, and Deas (2015), Employment Equity was granted on South African soil solely to restore human dignity. The Employment Equity Act [EEA] 55 of 1998, in particular, was enacted to create a varied and comprehensive workplace that takes into account economically active people (Nkomo, 2011; Oosthuizen & Naidoo, 2010). All employment or human resource management [HRM] practices should be consistent with the Employment Equity Act 55 of 1998's objectives (Nkomo, 2011; Oosthuizen & Naidoo, 2010). It was also advocated that Employment Equity be implemented in such a way that it ensured justice for

all designated groups in the workplace (Ferreira et al., 2015; Oosthuizen & Naidoo, 2010). They also emphasised that the actions and structures needed to implement Employment Equity in the workplace must be in conformity with the terms of the EEA and must be expressly linked to the attainment of numerical goals.

Kola and Pretorius (2014) believe that to address the former discriminations in the South African workplace, including higher institutions of learning, Employment Equity measures were introduced to endorse equivalent opportunity and just treatment and to develop the socioeconomic welfare of all citizens, expressly the designated groups, such as Black people, women and people with disabilities. However, merely implementing Employment Equity measures is not sufficient to foster an inclusive and productive environment. Workplaces in the twenty-first century demand a typical move away from simply adhering to Employment Equity laws and toward creating a harmonious workplace that includes employees with disabilities (Daya, 2014; Hasse, 2011). A variety of criteria (including age, colour, religion, gender, occupational levels, and impairments) promote workforce occupational evolution, leading to contests such as underemployment, poor salaries, favouritism, and insufficient promotion possibilities (Beatty, 2012; Gowan, 2010; Ofuani, 2011). Employees with disabilities, according to Lengnick-Hall and Gaunt (2007), are thought to be useless, unproductive, and cause unnecessary challenges for the business; as a result, they are only eligible for partial job advancement.

Focusing on the rest of the sections in the chapter, the chapter defined the research problem and then explained the study's purpose by outlining the research aim and objectives. The following sections of the chapter described the research questions and gave extensive definitions of relevant terminology. Delving deeper into the chapter, a full examination of the research methodology followed, including considerations for quality criteria, the study's significance, a summary of forthcoming chapters, and concluding remarks.

1.2 RESEARCH PROBLEM

People living with disabilities are confronted with various challenges in relation to workplace accommodation in institutions of higher learning. In support, Chiwandire and Vincent (2017) indicate that South African institutions of higher learning have a long road ahead regarding putting into practice the on-paper obligations that the republic has made to forming educational settings that are available and universally inclusive. As stated by Booth (2016), people with disabilities suffer exclusions in institutions of higher learning stemming from recruitment, selection, and social integration to performance management. Hurst (2018) highlighted that when people with disabilities enrol in higher education, they are taking advantage of the opportunity to expand their knowledge, develop their social skills, get respectable credentials, and expose themselves to gaining higher chances of being included in the employment pool and fight the unemployment rate. With challenges faced by people with disabilities in South Africa, Strickland (2019) has noted that although new structures and facilities must now adhere to the National Building Rules of 1986, their enforcement is insufficient and many new structures constructed on campuses are still inaccessible, notably to those in wheelchairs.

It is for these reasons that this study explored the employment journey embarked upon by people with disabilities; challenges they face preceding employment, and reasonable accommodation put in place to accommodate them in the workplace environment in South Africa. As a result, the focus of the study was geared towards the widespread inadequacies and the challenges confronting people with disabilities that make it practically difficult to secure and sustain work. Singal and Jeffery (2009) maintained that, for institutions of higher learning greater inclusion and participation of people with disabilities in decision-making are essential for accurately identifying the factors that impede the usage of facilities: To develop, implement, and evaluate policies and programmes that are accessible to persons with disabilities, more attention needs to be paid to hearing their views.

1.3 PURPOSE OF THE STUDY

1.3.1 Research aim

The research aims to investigate the challenges faced by people with disabilities in relation to workplace accommodation in South Africa.

1.3.2 Objectives of the study

The objectives of this study are formulated as follows:

- To establish whether there are employment policies relating to the employment and recruitment of people with disabilities at the University of Limpopo.
- To investigate the extent to which the University of Limpopo recruits and attracts people with disabilities.
- To identify the selection concerns regarding the employment of people with disabilities at the University of Limpopo.
- To explore how people with disabilities are integrated into a community of workers at the University of Limpopo.
- To investigate the performance management concerns of people with disabilities at the University of Limpopo.

1.4 RESEARCH QUESTIONS

The study addressed the following research questions in relation to the defined research problem, research aims, and research objectives outlined above:

- Are you aware of any employment policies in relation to the recruitment of people with disabilities at the University of Limpopo?
- To what extent does the University of Limpopo recruit and attract people with disabilities?
- What are selection concerns regarding the employment of people with disabilities at the University of Limpopo?
- How are people with disabilities integrated into a community at the University of Limpopo?

- What are the performance management concerns of people with disabilities at the University of Limpopo?

1.5 DEFINITION OF CONCEPTS

1.5.1 Disability

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) acknowledges that disability is a fluid notion. However, (Smart, 2018) defines disability as a physical or mental condition that restricts a person's movements, senses, or activities.

1.5.2 People with Disabilities

People with disabilities are defined by the Employment Equity Act No. 55 of 1998 (as modified) as people who have a long-term or repeating bodily or mental impairment that essentially restricts their possibilities of access to, or movement in, work (Shaar, & McCarthy, 1994). The International Labour Organisation (2011) characterises a disabled individual as a person whose possibilities of securing, coming back to, holding and developing inappropriate employment are impressively abbreviated because of a properly-known physical, sensual, scholarly, or mental impairment. Individuals who are limited in their daily activities because of a physical or mental disability but can actively participate in the labour market and are employable in positions relevant to their qualifications are typically deemed people with disabilities (Turcotte, 2014).

1.5.3 Reasonable Accommodation

According to Chapter 6 of Technical Assistance, reasonable accommodations are modifications or alterations to the way a job is normally performed and should make it possible for a suitably qualified person with a disability to perform as everyone else. Syma (2018) also shares this view and refers to reasonable accommodation as any modification or adjustment to a job or to the working environment that will enable a person from a designated group to have access to participate or advance in employment. However, the researcher prefers to use workplace accommodations for this study.

1.5.4 Recruitment

Recruitment is the procedure through which work candidates could be pulled in to compete in filling vacant positions (Ximba, 2016; Armstrong, 2020). According to Degenaar (2018), recruitment is a technique through which corporates or organisations find, pull in, illuminate, orientate and persuade prospective employees by applying proper enrolment strategies to recruit and select the best suitable candidates from the competitors.

1.5.5 Selection

Bernardin (2018) states that selection is a procedure of proof of resemblance and valuation to settle on an exact choice about a planned up-and-comer. Roberts (2015) contends that selection is a limited strategy that identifies an appropriate candidate from the unsuitable candidates.

1.5.6 Performance management

This alludes to a procedure of observing, adjusting, and upgrading workforce performance toward the achievement of strategic goals (SABPP, 2013). According to Wright, Domagalski, and Collins (2011), performance management includes the management of budgets (executing projects on time and within the allocated financial resources and profitably); and the management of employees' levels of productivity to advance and achieve corporate goals.

1.5.7 Promotion

Promotion is a worker's upward move to a higher position; it is an affirmation of an employee's exceptional performance which is compensated with a higher salary, benefits, authority and higher-class status (Goyal & Shrivastava, 2012; Tuwei, Matelong, Boit & Tallam, 2013). Go and Kleiner (2001) characterises promotion as a hierarchical practice to recognise and reward exceptional performance.

1.6 RESEARCH METHODOLOGY

This research used the qualitative method because it was conducted in a natural setting. A non-probability sampling technique called purposive sampling was used in this study. The sampling technique was used to select employees with disabilities to be interviewed for the study. Additionally, employees who work closely with people with disabilities were also purposefully sampled and interviewed. Semi-structured interviews were used to obtain data from the respondents. Thematic Content Analysis (TCA) was used to analyse the accumulated data.

This study ensured ethical considerations with regard to the consent to conduct the study by asking permission to conduct the study from the Research Ethics Committee (TREC), which was granted. Informed consent forms were distributed to all participants before their involvement in the study, ensuring their understanding of the study's purpose, voluntary participation, and the option to withdraw if they chose not to continue. Respondents were assured of confidentiality and anonymity. Therefore, the identities of the respondents were not disclosed. The researcher ensured that during the process of data collection, respondents were not exposed to any harm.

1.7 QUALITY CRITERIA

Shenton (2004) suggests that for a qualitative study to be trustworthy, it should have credibility, transferability, dependability and conformability. Rigor was ensured in this study. This is defined as the thoroughness, accuracy, confirmability and ethical soundness of all aspects of a study's design (Cameron, 2011).

1.8 SIGNIFICANCE OF THE STUDY

Challenges faced by people with disabilities are present and persist in various economic spheres within South Africa and these directly influence the effect of the employability of people with disabilities in South Africa. Seen through the lens of human rights perspective, the platform upon which challenges are built and the core reasons for these challenges are lack of policies, implementation of existing HR policies, discrimination, lack of inclusion, lack of reasonable

accommodation, and stigma amongst others all have negative and far-reaching impact on people with disabilities (Sander, 2019). Apathy and lack of value placed on the lives of people with disabilities further compound the situation.

Therefore, it is within this context that the study expands the existing body of knowledge on the challenges faced by people with disabilities with regard to reasonable accommodation in the workplace and will serve as a reference document for other researchers and practitioners seeking to conduct a similar study in this field. In doing that, the study looked at different Human Resource policies that protect people with disabilities and guide employees on how to better accommodate people with disabilities. The study further touches on the policymakers and how they can monitor the implementation of the existing policies to ensure that people with disabilities are faced with minimum to non-hardships or challenges.

The study on the challenges faced by people with disabilities with regard to workplace accommodation has tremendous potential for the University of Limpopo, assisting in the knowledge and compliance with disability legislation. By performing a detailed investigation of the challenges faced by employees with disabilities, the institution can examine its current procedures and establish how well they match with existing regulatory frameworks. This procedure enables the identification of specific gaps or limitations, offering critical insights for the institution to fix flaws and improve its compliance with disability legislation.

Based on the study's results, the University of Limpopo can consult with relevant stakeholders, such as disability advocacy groups and legal experts, for additional guidance on aligning its operations with broader regulatory settings. The study's suggestions can serve as a platform for continuing improvement, allowing the institution to make adjustments that provide a more friendly and legally compliant environment for employees with disabilities. In essence, the study serves as a strategic tool for the institution in navigating the complexities of disability legislation, fostering good change and inclusivity in the workplace.

By including employees with disabilities as study respondents, it was possible to gain insight into how they feel about the challenges they face, the accommodations provided to them by their respective employers and the experiences they had with their co-workers. Also, by including people who work

closely with employees with disabilities will allow the researcher to understand the experiences people have with working with people with disabilities and the experiences they have observed in terms of the challenges that the employees with disabilities face.

1.9 OVERVIEW OF THE CHAPTERS

The research is divided into five chapters detailed as follows:

1.9.1 Chapter One: Introduction and Background

This chapter discusses the background and rationality of the study. Moreover, it provides the research problem and discussion of the purpose of the study along with the research questions and definition of concepts. The chapter further summarised the research methodology and quality criteria. The researcher concludes the chapter with the ethical considerations and the significance of the study.

1.9.2 Chapter Two: Literature review

This chapter provides a cursory look at literature both nationally and internationally. In this section, a brief introduction of the most used phenomenon in the study is provided. Information on the understanding of the nature of disability is outlined. Moreover, a discussion on the challenges faced by people with disability and the legislative framework is presented. This chapter further offers a comprehensive exploration of challenges faced by persons with disabilities in relation to workplace accommodation. The chapter also discusses the adopted theoretical framework.

1.9.3 Chapter Three: Research Methodology

This section outlines the methodology and research design that the study adopted and a brief description of a qualitative research method. Population and sampling techniques were outlined. The researcher also discusses the use of data collection and a semi-structured interview tool. Detailed information on the data analysis is discussed in the chapter. Furthermore, quality criteria which were observed and used in the study are bound to measure the quality of the data

collected. The chapter also highlights the ethical considerations used in the study.

1.9.4 Chapter Four: Data analysis and interpretation

The chapter focuses on data interpretation and analysis. In this chapter online observation and thematic content analysis were used to analyse the accumulated data. Literature and theory are used to support the findings of the study.

1.9.5 Chapter Five: Conclusion and Recommendation

This chapter provided a summary of the findings along with relevant recommendations. It further provided limitations and recommendations for future research. The conclusion of the study was provided to offer a final outlook of the research.

1.10 CONCLUSION

Chapter One serves as a preamble to the dissertation. It provides an overview of the study which includes an introduction and background, the research problem which inspired the study, the purpose of the study, research questions and definition of concepts. The first chapter of the study was additionally designed to raise and justify the study's significance, describing the unit of analysis. The next chapter presents the literature review, which comprises the detailed literature perspective guiding the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is comprised of three sections: the theoretical literature, the legislative framework and the empirical literature. This chapter aims to introduce the concepts of people with disabilities and the challenges they are faced with. The first section, which is the theoretical literature discusses the disability theories, that is; The social theoretical model, the human rights capital theoretical model, the psychological capital theory, the goal setting theory and lastly, the expectancy theory.

The second section discusses the legislative framework protecting the rights of people with disabilities, from the international legislative framework to the South African legislative framework on disability. The chapter also offers an insight into understanding different types of disability namely, visual, hearing, physical, mental and speech. The reasonable accommodations for people with disabilities are also discussed. A vision into; attraction and recruitment methods in the workplace, the challenges and benefits of selecting the best employee; performance management in the workplace diversity management and diversity management and retention are also explained.

The empirical literature focuses on the history of institutions of higher learning in South Africa. The section continues to provide an idea of the workforce profile for people with disabilities. The chapter further elaborates on the challenges faced by people with disabilities in relation to workplace accommodations focusing on institutions of higher learning. The participation of people with disabilities in the workplace across the employment cycle is also discussed. This section also discusses the employment policies relating to the employment and recruitment of people with disabilities. Recruitment and attraction of people with disabilities by institutions of higher learning is unpacked. The section continues to discuss the selection concerns regarding the employment of people with disabilities. A discussion on how people with disabilities are integrated into the community of workers is discussed as well as performance management concerns.

2.2. THEORETICAL LITERATURE

The aim of this section is to lay out the theoretical framework of the study. The chapter examines the five theories in disability, namely, the social theoretical theory, human capital theory, psychological theory, goal setting theory and lastly the expectancy theory.

2.2.1 The Social Theoretical Model

The Social Theoretical Model is blended with the commitment of the British disability movement during the 1960s and the 1970s, and the social model of disability was built up in light of the limitations of the medical model of disability (D'Alessio, 2013). As per the social model (sporadically likewise expressed as the minority model), it is a society 'which cripples people with impairments, and thus any important goal must be aimed at social adjustment as opposed to singular change and recovery (Barnes, Mercer & Shakespeare, 2010). Social model scholars keep up that the term 'people with disabilities' is legitimately associated with the way of thinking underlying the medical model and, in this way, fight the term 'disabled people' better impersonates the societal mistreatment that people with disabilities are confronted with consistently. As Purtell (2013, p. 26) observes, "People with disabilities are individuals who are 'disabled' by the general public they live in and by the effect of society's structures and perspectives". According to Iriarte (2016, p. 17), the social model accepts that it is "society that disables the individual and creates the issues related to disability." Since the social model breaks the immediate connection between weakness and disability, it politicizes disability as "a declaration of more extensive financial, political and social developments of the exclusion of people with disabilities" (Goodley, 2007, p. 5; Grech, 2009, p. 773).

Consequently, according to the social theoretical model, people with disabilities will only face the challenges depending on how "welcoming" and inclusive the people are, people with disabilities are only discriminated against in different parts of societies due to a lack of knowledge in terms of the disabilities and not necessarily because they are unable to perform certain duties and fill in certain roles.

2.2.2 The Human Capital Theory

The theory of human capital can trace its origins to macroeconomic development theory. In the 1950s, the main factors of production comprised land, labour, physical capital and management (Becker, 1993; Mincer, 1989). By the 1960s, however, economists had great difficulty in explaining the growth of the US economy based on the aforementioned factors of production (Schultz, 1961). It was the empirical work of Becker (1964), Schultz (1961) and Mincer (1974) that challenged the prevailing assumption that the growth of physical capital is paramount to economic success. The basic premise behind human capital theory is that people's learning capacities are of comparable value with other resources involved in the production of goods and services (Lucas, 1990).

Applied in the context of organisations, human capital theory suggests that individuals who invest in education and training will increase their skill level and be more productive than those less skilled, and so can justify higher earnings as a result of their investment in human capital. As Becker (1993, p. 19) suggests, "schooling raises earnings and productivity mainly by providing knowledge, skills and a way of analysing problems". Moreover, Becker's ideas play an important role in contemporary employee development and learning literature, as human capital theory fuels the idea that employees' knowledge and skills can be developed through investment in education or training, that is, learning (Abuya, & Githinji, 2020; Denizci & Namasivayam, 2016).

One of Becker's most important contributions to employee development theory relates to training. Becker (1964) argues that, on the whole, investments in education and training will improve productivity; however, it is the type of training that determines who will pay for the training, that is, the employee or the employer. Earlier work by Pigou (1912) concluded that firms would not have sufficient incentives to invest in their workers' skills because trained workers can quit to work for other employers who can use these skills.

Therefore, one can attest that in today's rapidly changing work environment, it is imperative to consider the skills acquired through educational training and development. The Human Capital Theory emphasises the concept that formal education is an effort to foster the development of human capital, to improve individuals' abilities and productivity (Simon, 2019). In the context of disability,

this theory proposes that by providing individuals with disabilities with equal access to education and training, society may contribute to their enhanced human capital, resulting in increased productivity and economic contributions. The belief that education provides individuals with disabilities with marketable skills, thereby improving their employability, reducing dependency on social welfare, and fostering positive economic outcomes, as evidenced by a presumed positive correlation between education and earnings, is implicit in this assumption.

2.2.3 The Psychological Capital Theory

According to Chen, Zeng, Chang, and Cheung (2019), psychological capital refers to a set of resources that a person can use to improve their job performance and success. These include four sources, namely: hope, self-efficacy, optimism, and resilience.

Hope: Hope describes the positive state in which individuals are motivated to achieve a goal and to develop realistic plans in relation to that goal, despite possible problems they might encounter along the way (Luthans & Youssef, 2004). This dimension conveys the individual's will (motivation to achieve the desired goal) and path (ability to develop an appropriate plan and follow it accordingly). Consequently, with a high level of hope, institutions of higher learning, together with employees with disabilities will readily set intervention goals in terms of workplace accommodations and policies to address the challenges faced by people with disabilities. By so doing, they will be removing barriers towards their employment and empowering them to achieve their goals.

Self-Efficacy: Self-efficacy refers to individuals' belief in their ability to execute or perform specific tasks in given contexts, through the delegation of the necessary options for action and the mobilisation of motivational and cognitive resources (Stajkovic & Luthans, 1998; Laschinger & Nosko, 2015). According to (Fida, Laschinger, & Leiter, 2018), employees with disabilities with high levels of self-efficacy have more confidence in their ability to participate in the workforce despite the challenges they are faced with.

Optimism: Optimism describes the general expectation of desirable outcomes optimistic employees with disabilities expect a positive outcome even when they are faced with uncertainty about their work responsibilities (Carver & Scheier, 2002).

Resilience: Resilience represents the individual's ability to adapt to adverse events. To adapt to such changes and achieve high levels of performance, resilient individuals require a combination of flexibility, acceptance of reality, and perception of life as meaningful (Pérez-Fuentes, Jurado, Martínez & Linares, 2019). Resilient employees with disabilities will assert themselves in difficult situations (such as the failure of institutions of higher learning intervention, onerous work demands, or interacting with co-workers who believe that they are given “special treatment”) and will continue to perform at a high level on tasks that follows such kind of challenges, this is supported by (Ferrari, Sgaramella, Santilli, & Di Maggio, 2017).

Psychological Capital Theory supports the Technical Assistance (2002), which gives effect on the fact that consultation between the employer and the employees and where possible, technical experts to establish the reasonable or workplace mechanisms to accommodate the employees. Such an arrangement would possibly remove all the crippling factors that may challenge or demotivate people with disabilities to perform the responsibilities assigned to them to the best of their ability. Hence, they would feel, or it is anticipated that they would feel as motivated, hopeful, optimistic and resilient employees irrespective of their disabilities.

2.2.4 The Goal Setting Theory

The Goal-Setting Theory (Locke & Latham, 1990, 2002) was developed inductively within industrial/organisational (I/O) psychology over 25 years, based on 400 laboratory and field studies. These studies showed that specific, high (hard) goals lead to a higher level of task performance than do easy goals or vague, abstract goals such as the exhortation to “do one’s best.” So long as a person is committed to the goal, has the requisite ability to attain it, and does not

have conflicting goals, there is a positive, linear relationship between goal difficulty and task performance.

Performance management involves all the initiatives managers undertake to guide not only able-bodied employees but also employees with disabilities and motivate high performance. A key ingredient for effectively coaching employees is the prudent use of goal setting. The prime axiom of goal-setting theory is that specific, difficult goals lead to higher performance than when people strive to simply “do their best”, (Locke, 1966; Locke & Latham, 1990). The performance benefits of challenging, specific goals have been demonstrated in hundreds of laboratory and field studies (Locke & Latham, 1990, 2002). Such goals positively affect the performance of individuals (Baum & Locke, 2004), groups (O’Leary-Kelly, Martocchio, & Frink, 1994) and organisational units (Rogers & Hunter, 1991). By providing direction and a standard against which progress can be monitored, challenging goals can enable people to guide and refine their performance. Through such motivational processes, challenging goals often lead to valuable rewards such as recognition, promotions, and/or increases in income from one’s work (Latham & Locke, 2006). Thus, the main purpose of goal-setting theory is to better understand the connection between how the goal-setting process influences work motivation and performance.

2.2.5 The Expectancy Theory

The Expectancy Theory of Motivation was developed by Victor H. Vroom in 1964 and extended by Porter and Lawler in 1968. Motivational theories have been grouped into three main categories by taking into consideration different approaches as follows: content theories, process theories and consolidation theories. Content theories argue that people act in certain ways based on their needs. Consolidation theories emphasise the connection between an individual’s behaviour and certain specific results. Process theories try to explain how motivation occurs, what factors influence it and what the relations between these factors are.

The expectancy theory of Victor Vroom belongs to the category of process theories since, as Klitzner and Anderson (1977) state, motivation is seen as a multiplication of three factors. This theory integrates many of the elements of the

needs, equity and reinforcement theories (Suciu, Mortan, & Lazăr, 2013) Expectancy theory holds that people are motivated to behave in ways that produce desired combinations of expected outcomes (Kreitner & Kinicki, 1998). Vroom's Expectancy Theory tries to explain motivated behaviour as goal-oriented. The author argues that people tend to act in a hedonistic way (Vroom, 1964) preferring the actions that will bring the highest subjective utility. Essentially, the expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Robbins, 1993). As a consequence, behaviour could be oriented towards anticipated and individualised goals.

The Expectancy Theory emphasises the connection between effort, rewards, and goals. People are motivated to work and contribute when they believe they will achieve a positive outcome and be rewarded for their efforts. The Expectancy Theory further requires that promotions be based on an individual's hard work, devotion, and commitment rather than being impacted by circumstances such as disability. This is critical in resolving demotivation caused by cases in which persons driven by a desire to excel are passed over for advancements merely because of their limitations. Ensuring that promotions are merit-based and devoid of discriminatory considerations corresponds with the Expectancy Theory's key tenets and contributes to building a workplace environment that values and rewards individual effort and dedication, regardless of disability-related problems. The Social Theoretical Model was therefore chosen as the primary theory for this study because it is based on social constructionism and emphasises the impact of societal institutions and attitudes on the experiences of people with disabilities. It views disability not as an individual limitation, but as the product of interactions between the individual and the social environment. In the workplace, this theory would look into how cultural perceptions, workplace culture, and policies influence the challenges that people with disabilities face while receiving and benefiting from accommodations.

Given its emphasis on workplace accommodations, the Social Theoretical Model enables an examination of how societal norms, organisational structures, and cultural attitudes impact the experiences of people with disabilities. It also serves

as a lens through which to analyse the impact of these characteristics on the efficiency of accommodations and the challenges that people with disabilities may face while accessing and utilising them in a South African workplace.

2.3 THE LEGISLATIVE FRAMEWORK

This section presents frameworks at both international and South African aimed at protecting the rights of people with disabilities. The section looks at the statutory rules and regulations that play an important role in establishing the landscape of reasonable accommodation and addressing the challenges that people with disabilities encounter in professional settings.

2.3.1 The International Legislative Framework

People with disabilities encounter numerous challenges that prevent them from fully and effectively participating in various facets of life, including social, economic, political, and cultural arenas. This section delved into the complexities of these challenges, focusing on two key international frameworks: the 1997 United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and initiatives spearheaded by the International Labour Organisation (ILO).

2.3.1.1 The United Nations Convention on the Rights of Persons with Disabilities (1997)

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) is a key international convention that attempts to affirm the fundamental rights and dignity of people with disabilities. The CRPD, which was adopted in 2006, rejects traditional medical and charitable concepts of disability in favour of a human rights-based approach. The Convention is founded on fundamental concepts such as dignity, autonomy, non-discrimination, and full and effective involvement and inclusion of people with disabilities in society. The CRPD states that individuals with disabilities have the same human rights and freedoms as their non-disabled counterparts, emphasising the right to equality and non-discrimination (Article 5). The Convention emphasises accessibility (Article 9) as a fundamental right, guaranteeing that people with disabilities have access to the physical environment, transportation, information and communication

technologies, and other services, thereby building an inclusive and barrier-free society.

The CRPD addresses a wide range of rights, from the right to life (Article 10) to the right to education (Article 24) and the right to work and employment (Article 27). It notably recognises persons with disabilities' increased vulnerability in risk scenarios and humanitarian emergencies (Article 11) and emphasises their equal entitlement to legal competence (Article 12). The Convention envisions a comprehensive approach to disability rights that addresses not only legal and societal impediments, but also the importance of inclusive education, accessible infrastructure, and fair employment opportunities. Furthermore, the CRPD establishes a monitoring system through the Committee on the Rights of Persons with Disabilities (Article 33), offering a framework for reviewing States Parties' implementation of the Convention and facilitating ongoing conversations to improve disability rights worldwide. A nuanced analysis of these provisions, their implementation in various contexts, and the impact on the lives of people with disabilities can contribute to a thorough understanding of the CRPD's significance in addressing the multifaceted issues surrounding disability in an academic investigation.

The United Nations Convention on the Rights of Persons with Disabilities CRPD intends to achieve a paradigm shift in disability policy by viewing individuals with impairments as right holders and human rights subjects. The goal of the CRPD, according to Article 1, is to promote, protect, and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, as well as to promote respect for their inherent dignity. It is the first human rights document to establish that all individuals with disabilities have the same rights as everyone else and that their disability cannot be used to deny or limit those rights. Such a strategy acknowledges that disability is a social construct that is produced when social constraints and disability interact. Similarly, article 8 supports article 1 by expanding on the social model of disability by requiring institutions of higher learning to implement steps to combat prejudice and stereotypes to raise awareness of the rights of individuals with disabilities.

2.3.1.2 International Labour Organisation

The International Labour Organisation (ILO) is critical in addressing the challenges that people with disabilities confront in the workplace. The ILO's Convention No. 159 on Vocational Rehabilitation and Employment (Disabled Persons) emphasises the principle of equal opportunity, stating that people with disabilities have the same right as others to vocational rehabilitation, employment, and advancement. This convention recognises the importance of adopting policies and practices that assist the integration of people with disabilities into the labour market, allowing them to participate fully and effectively in society. Furthermore, the ILO promotes the abolition of disability-based job discrimination, emphasising the importance of appropriate accommodations and adjustments to ensure that people with disabilities have equal opportunities in the workplace.

The ILO is involved in broader initiatives such as (Convention No. 159 on Vocational Rehabilitation and Employment (Disabled Persons); Global Business and Disability Network; Promotion of Decent Work for Persons with Disabilities) in an attempt to address the multiple difficulties that people with disabilities face. These approaches include campaigning for accessible work environments, encouraging inclusive workplaces, and cultivating an understanding of disability as a diversity issue. The ILO's activities go beyond legislative frameworks, emphasising the necessity of fostering a supportive and inclusive workplace culture that accommodates a wide range of abilities.

The Convention No. 159 on Vocational Rehabilitation and Employment (Disabled Persons) has had a significant impact on promoting awareness of the rights of people with disabilities in the workplace and providing a foundation for national policies. However, its global effectiveness varies due to issues with enforcement mechanisms and the continuous integration of its ideas into varied national settings. The International Labour Organization's (ILO) Global Business and Disability Network has had an impact in pushing firms to implement inclusive practices and developing cooperation between the public and private sectors. The network's efficacy is determined by the network's ability to translate corporate promises into actual improvements in workplace cultures, career advancement possibilities, and general inclusivity. The ILO's promotion of decent

work for people with disabilities has had a considerable impact on workplace perceptions and equal chances. Despite certain successes, problems remain, demanding comprehensive national policy and the abolition of discriminatory behaviours to fully integrate people with disabilities into diverse occupations. Overall, these measures contribute to a more inclusive workplace, but continued efforts are required to solve persistent difficulties and improve their worldwide efficacy.

2.3.2 The South African Legislative Framework

This section discussed major legal tools in explaining South African legislative frameworks guaranteeing the rights of individuals with disabilities. South Africa is a growing nation that is changing its laws to address injustices of the past. Apartheid was characterised by inequities that South Africans who were previously disadvantaged had to endure. Before April 27, 1994, workers with disabilities had no legal protection in the workplace. People with disabilities were thought to be unable to work in the open job market. A disability-sensitive society is more likely to pass legislation that promotes and defends the rights of the disabled (Parlalis, 2013). Following the preceding, regional South African policies were developed to assist people with impairments in finding and keeping jobs. The Republic of South Africa's Constitution (1996) serves as the foundation, enshrining the fundamental ideals of equality, dignity, and non-discrimination. This constitutional pillar is supplemented by pivotal acts such as the Employment Equity Act (No. 55 of 1998) and the Promotion of Equality and Prevention of Unfair Discrimination Act (No. 4 of 2000), which outline mechanisms for combating discrimination and ensuring equitable employment practices. The Code of Good Practice, which provides practical instructions for implementation, contextualises these regulations even further. Additionally, The White Paper on the Integrated National Disability Strategy (1997) and The Technical Assistance Guidelines on the Employment of Persons with Disabilities (2003) provide strategic frameworks, emphasizing the government's commitment to fostering an inclusive and accessible work environment.

2.3.2.1 The Constitution of the Republic of South Africa (1996)

The Bill of Rights of the Republic of South Africa's Constitution is highly acclaimed for its ability to preserve the human rights of all citizens (Constitution, 1996). The Constitution also includes a Bill of Rights for all South Africans to ensure that South Africa is a democratic society. Inequality is addressed in Clause 9(3) of Chapter 2 of the Constitution. It is also where people with disabilities' rights are firmly established and maintained. According to the Bill of Rights, equal rights are afforded to everyone, including those with disabilities. It also underlines the importance of not tolerating discrimination towards people with disabilities.

The Constitution of the Republic of South Africa, adopted in 1996, enshrines the right to education as a fundamental human right. Specifically, Section 29 of the Constitution outlines the right to education, including access to institutions of higher education. While the Constitution doesn't explicitly mention people with disabilities, it underscores the principle of non-discrimination. Overall, the Constitution of the Republic of South Africa (SA 1996) is critical in the study of employment issues faced by people with disabilities since it recognises disability as a rationale for affirmative action as well as grounds for protection from discrimination. Furthermore, it provides for the development of enabling legislation and policies to ensure equity. This commitment is significant because it will give employers in both the public and private sectors a mandate to include people with disabilities in their pool of employment.

The following are the legal prescripts enshrined in the Constitution:

2.3.2.2 The Employment Equity Act (No. 55 of 1998)

The EEA was established to oversee employment equity issues that were permitted to give effect to the equality rights enshrined in Section 9 of the Constitution. Chapter 3 of the EEA addresses affirmative action, while Chapter 2 addresses unfair discrimination.

Section 2 of the EEA strives to ensure employment equity by:

- (a) abolition of unfair discrimination, fostering equality of opportunity and fair treatment in the workplace, and

- (b) Putting affirmative action into practice to address the barriers to employment faced by targeted groups in order to ensure fair representation across all occupational levels and categories in the workforce.

Sections 2(1) and (2) of the EEA, like Section 9 of the Constitution, ensure both nominal and substantive equality. The latter requires all employers to take action to promote equal opportunity at work by eliminating all forms of unjust discrimination from their employment policies and practices. Unfair occupational discrimination is forbidden by Section 6 of the EEA, which states:

(1) No one may unfairly discriminate against any employee, directly or indirectly, in any employment policy or practice (section 1), on one or more grounds, including race, gender, sex, or pregnancy (section 1), in any employment policy or practice.

(1) Marital status, family responsibilities, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, and birth (section 3).

(2) It is not unfair discrimination to:

(a) Implement affirmative action strategies that are consistent with the goals of this Act; or

(b) Differentiate, exclude, or favour any individual based on a job's intrinsic requirements.

(c) Anyone who engages in harassment of an employee, or any combination of the grounds for unfair discrimination specified in subsection (1), is in violation of the law (section 6).

While Section 9 of the EEA protects job applicants, it also protects all employees from any form of direct or indirect discrimination. According to Section 15(2)(c) of the EEA, a designated employer must implement "affirmative action measures." Section 15 of the EEA defines what constitutes an "affirmative action measure" broadly. It refers to any action taken to ensure equal employment opportunities and equitable representation of suitably qualified individuals from designated

groups in all occupational categories and levels of the workforce, including reasonable accommodations for people with disabilities, in the broadest sense. Section 1 of the EEA defines reasonable accommodation as "any change or adjustment to a job or to the working environment that will enable a person from a designated group to perform their job or work."

The Employment Equity Act (Act No. 55 of 1998) is of paramount importance to the study because the process outlined here is designed to make sure that organisations hire the best candidates for the position, upholding equal treatment norms. Since there is no distinction between employees with and without disabilities, each appointment needs to get the same level of care and consideration as an individual within the institution of higher learning. This also helps the recruitment policies of the institutions to be consistent and not discriminatory during the appointments of job applicants.

2.3.2.3 The Promotion of Equality and Prevention of Unfair Discrimination Act (No.4 of 2000)

The Promotion of Equity and the Prevention of Unfair Discrimination Act No.4 of 2000 (PEPUDA) is another significant breakthrough for the employment of people with disabilities. In the year 2000, the Republic of South Africa passed the Promotion of Equity and Prevention of Unfair Discrimination Act (No. 4 of 2000). "It prohibits both private individuals and the state from discriminating on the grounds of race, gender, and disability." It claims that everyone who is a South African citizen has "equal access to job opportunities and that this does not exclude those with impairments."

Section 6 states that no one may unfairly discriminate against someone based on disability, including:

- denying or removing any support or enabling facility required for a person with a disability to function in society;
- violating the South African Bureau of Standards' rules for environmental accessibility or the code of good practice.

- neglecting to eliminate barriers that unfairly restrict or limit the opportunities available to individuals with disabilities or neglecting to take action to satisfy the needs of handicapped people.

This Act acknowledges that systemic discrimination and inequality based on race, gender, and disability continue to exist and have a negative influence on many parts of society (Watermeyer, Swartz, Lorenzo, and Priestley, 2006) (DPSA).

2.3.2.4 The Code of Good Practice

Even though The Code of Good Practice: Key Aspect on the Employment of People with Disabilities (2002) does not provide any new legal rights, the Code of Good Practice assists the corporate community in defining and managing the process of accommodating employees with disabilities (Bonaccio, Connelly, Gellatly, Jetha, & Ginis, 2020). It serves as a manual for both employers and employees on critical problems connected to developing equal opportunities, moral conduct, and fair treatment of people with disabilities, as required by the Employment Equality Act (Bezuidenhout, Bischoff, Buhlungu, & Lewins, 2008). It should be noted that item 5 of the Code of Good Practice (2002) requires companies to make interim job offers to people with impairments. According to Ngwena and Pretorius (2003), this provision authorises an employer to make a job offer "conditional" on medical or functional examinations. This is done to determine an applicant's existing or projected ability to perform the critical functions of a specific job. The employer may just test the candidate with a disability; none of the other applicants must. The applicant will be assessed under the legislation to determine whether or not they can perform the essential functions of employment with or without workplace accommodation. If the assessment shows that the need for accommodations will cause undue hardship, the employer may withdraw the job offer (Ameri, Schur, Adya, Bentley, McKay, & Kruse, 2018). As a result, workplace accommodation is defined in Section 1 of the Act as "any modification or adjustment to the job or working environment that will enable a person from a designated group to have reasonable access to, participate in, or advance in employment."

2.3.2.5 The White Paper on the Integrated National Disability Strategy

The White Paper on the Integrated National Disability Strategy (1997) is an important policy document in South Africa, presenting a comprehensive approach to addressing the needs and rights of individuals with disabilities. The White Paper is based on inclusion, equality, and social justice values, to integrate people with disabilities into all sectors of society, including education, employment, and community life. One important feature of the White Paper is its emphasis on the social model of disability, which changes the focus from impairments to the barriers and societal attitudes that prevent persons with disabilities from fully participating in society. It emphasises the varying nature of disabilities and the need to take into account the distinctive requirements of individuals in various circumstances.

In the realm of education, the White Paper highlights the need for an inclusive education system that accommodates the diverse learning requirements of students with disabilities. It calls for the removal of barriers to access and participation, ensuring that educational environments are conducive to the needs of all learners. This aligns with the broader goal of creating an inclusive society by promoting equal opportunities and social integration. However, concerning employment, the White Paper advocates for measures to facilitate the entry and retention of people with disabilities in the workforce. It stresses the importance of reasonable accommodation, training opportunities, and supportive environments that enable individuals with disabilities to contribute meaningfully to the labour market. Furthermore, the White Paper addresses the broader societal attitudes toward disability, seeking to challenge stereotypes and promote a culture of respect and understanding. It emphasizes the role of community-based services and support networks in fostering the inclusion of people with disabilities.

The Integrated National Disability Strategy (INDS) of 1997 outlines seven pillars, and for the scope of this study, a detailed analysis will focus on Pillars 1 and 2 as they bear significant relevance to the research topic. Pillar 1 addresses the imperative of removing barriers to access and participation, aligning closely with the study's exploration of challenges faced by people with disabilities in the

workforce. This aligns with the documented disparities, exemplified by the elevated unemployment rates among people with disabilities (Dong, Hesse, & Monagas, 2022). As stipulated in Article 9 of the INDS, employers are mandated to ensure that workplaces are accessible to individuals with disabilities. The provision extends beyond physical accessibility, encompassing access to the built environment and facilitating access to information and communication. This mandates that information is presented in formats accessible to individuals with deaf, hearing, speech, or visual impairments. Moreover, it emphasizes the necessity of fostering effective communication methods to ensure inclusivity. Dong et al., 2022 underscore the importance of such provisions in enabling persons with disabilities, including those in academic roles, to perform their responsibilities unhindered by their disabilities.

The second pillar articulated in the Integrated National Disability Strategy (INDS) of 1997 is designed to safeguard the rights of individuals facing risks of marginalization. This pillar remains particularly pertinent today, as people with disabilities continue to grapple with issues of underemployment, discrimination, and marginalization, as highlighted in the study (Pathare, & Kapoor, 2022). Notably, the general principles, general obligations, equality, and non-discrimination provisions articulated in Articles 3, 4, and 5 of the INDS encompass all individuals with disabilities, inclusive of women, children, and the elderly. Consequently, employers within institutions of higher learning bear the responsibility of establishing policies that shield employees with disabilities from discriminatory practices. This obligation extends to preserving the dignity and integrity of individuals with disabilities, as articulated in Article 17, as emphasized by Kamga (2016).

2.3.2.6 The Technical Assistance Guidelines on the employment of persons with disabilities

The Employment Equity Act, the Disability Code, additional Codes of Good Practice, and various Technical Assistance Guidelines (TAGs) issued by the Minister of Labour ought to be consulted collectively and applied synergistically. Of particular relevance is the South African Technical Assistance Guidelines on

the Employment of People with Disabilities, introduced in 2003. These documents collectively guide stakeholders involved in the recruitment process, as identified by Ritchie and Blanck (2013).

The TAG's mission is to assist employers, workers, trade unions, and individuals with disabilities in gaining a better practical understanding of the EEA and the Code of Good Conduct for the Employment of Persons with Disabilities (Department of Labour 2004: ii). The Technical Assistance Guidelines on the Employment of Persons with Disabilities (2003) go into greater detail about the definitions of disability and impairment, as well as their practical use. The guideline also includes examples and explanations on how to make reasonable accommodation in practice. It serves as the main focus of the study because it offers recommendations for dealing with human resource management procedures, covering topics like reasonable accommodations, recruitment and selection procedures, and the placement and retention of persons with disabilities, among others (Schur, Kruse & Blanck, 2015).

The guidelines necessitate employers to provide reasonable accommodations for employees with disabilities upon disclosure and request for support, even when the disability is not immediately apparent (Schur et al., 2015). Furthermore, the guidelines underscore that such accommodations should commence from the recruitment, including the selection process, extending throughout the workplace. This encompasses considerations in how work is executed, evaluated, and remunerated, as well as the provision of privileges and benefits offered by the company (Ritchie & Blanck, 2013).

To determine how to fairly accommodate people with disabilities, the employer and the affected employee must confer with each other including, where needed, technical specialists (Schur et al., 2015). According to the Technical Assistance Guidelines, the employer and the specific employee who requires a reasonable accommodation must consult with one another to jointly identify and establish the accommodation the employee requires to fulfil the essential requirements of the position. The parties need to discuss since the employee with a disability may have the best understanding of the accommodation that person requires. When creating a specific accommodation for a person with a disability, the employer must consider the individual, the type and severity of the disability, and the impact

of the impairment on the person's job and work environment. A person with a disability may also be accommodated in line with Article 6.7 of the Disability Code, taking both the nature and severity of the individual's condition into account (Blanck, Adya, Myhill, & Samant, 2017).

According to the code, an employer may evaluate an employee's work performance using the same criteria as other employees, although this review method may need to be adjusted depending on the type of impairment the individual has. Item 6.10 of the Technical Assistance Guideline indicates that the essential job tasks of the person with a disability's employment should be utilised to evaluate the employee's work performance, not any other job-related obligations (Ritchie & Blanck, 2013).

For the study, special interest is given to The Technical Assistance Guidelines on the employment of persons with disabilities because it deals with stakeholders involved during the employment of persons. The TAG is important to this study as it already gives the mandate to include people with disabilities in their employment pool, it further gives people with disabilities the will to exercise their rights of being reasonably accommodated and that should take place from the recruitment stage, meaning that the employer knows even before the request of his duties to accommodate people with disabilities (Blanck et al., 2017). The institutions of higher learning must guarantee that the policies they have in place do not in any way discriminate against people with disabilities. Management should consult with the HR department on ways they can recruit people with disabilities and ensure that advertisements for posts are accessible to all (Ritchie & Blanck, 2013).

2.4 UNDERSTANDING THE NATURE OF DISABILITY

According to the study conducted by Disabled World's research (2019), there are many different types of disabilities. This research focuses on three aspects of disability: bodily structure and function with associated disabilities, activity and activity constraints, and participation and participation restrictions. In terms of how and how much they affect people, these disabilities can vary. Mobility or physical disabilities, spinal cord injuries, brain traumas, vision, hearing, cognitive or learning impairments, psychological impairments, and invisible impairments

are among the types of disabilities that make it more difficult to do daily duties. Jones and Monteleone (2017) maintain that disabilities extend as far as type, seriousness, age of onset and conspicuousness. As a result, there are a few categories of disabilities, which include: visual disabilities, hearing disabilities, physical disabilities, mental disabilities and speech disabilities.

2.4.1 Visual disability

In a study conducted by Stopford, Higginbottom, Hautbergue, Cooper-Knock, Mulcahy, De Vos, & Shaw (2017; 145), “an individual with a visual disability, classified as technically blind or partially sighted, experiences a significant reduction in the ability to gather information about the surrounding environment”. Confirmation of this impairment requires assessment and certification by an ophthalmologist. The International Classification of Diseases 11 (2019) aligns with this definition and recognizes two main categories of visual impairment: technically blind and partially sighted.

Mutula and Majinge (2016) observed that when persons with visual impairments rely on others to help them access print and electronic information resources, they may experience a loss of dignity and a sense of helplessness whenever they are unable to meet those needs independently. Furthermore, because people with visual impairments are not a homogeneous group, they face a variety of challenges based on the nature of their disabilities (Sachdeva, 2015).

2.4.2 Hearing disabilities

Deafness, similar, to visual impairment, can be incomplete or all-out. Deafness is frequently alluded to as a concealed disability as there are no conspicuous outside signs that the individual is hard of hearing or incompletely hard of hearing. Kramer, Kapteyn, Festen, & Tobi, (1995), posit that hearing disabilities allude to the loss of the capacity to accumulate data through hearing. In (Emmett & Francis', 2015) view, hearing disability implies limited oral communication access could lead to these obstacles and harm employee engagement.

2.4.3 Physical disabilities

Physical disabilities, according to Chien and Chen (2015), are characterised by difficulty carrying out tasks required for independent living and loss of independence. Klimoski and Donahue (2017) argue that although the most common form of disability could be attributed to amputations of organs such as limbs and legs, there are others caused by neuro-muscular and spinal cord damage. Some of these, such as strokes may even result in incapacitating a victim's communication skills. WHO (2016) observed that physical disabilities can worsen as people age, as a result of injuries from falls. Due to age-related decreased bone density and a brittle bone structure, these accidents may result in fractures that may not heal adequately, especially in elderly women (WHO, 2016).

2.4.4 Mental disabilities

Burns (2019) categorises mental disability means that a person has problems with learning, understanding, processing information and problem-solving. There may also be difficulties with communication, social skills and general living skills. According to Rothenberg and Barret (2018), individuals with mental disabilities are the most demonised surprisingly with disabilities and are seen as a homogenous group. The capacities of these people are additionally seen as being low (Wang, Yang, Zhong, Lee, Chen, & Chen, 2016). Rothenberg and Barret (2018) express that one in every three people with extremely dysfunctional behaviour has been turned down for an occupation for which the individual in question was qualified because of a mental name. These generalisations depend on presumptions produced using connections with individuals with amazingly serious types of mental retardation. The reason for these generalisations is, notwithstanding, unwarranted, as the assortment of mental disabilities is far more prominent than that of the other classifications.

Lee (2016) states that institutions of higher learning have a 'chain of command' of disabilities that they like to utilise. Given this chain of importance, universities want to employ people with disabilities they can see or understand, for example, sensory impairment (hearing, sight) and physical or mobility impairments. According to Lee (2016), individuals with mental disabilities are at the base of the

pecking order and are the most drastically averse to being employed. This view is upheld by the research of Wilkinson and Frieden (2019), who demonstrated that institutions of higher learning communicated impressively more uncertainty about the efficiency of individuals with mental disabilities than they did about individuals with different disabilities. Almalky (2020) states that research directed in the US demonstrated that individuals with mental disabilities earned essentially lower pay rates than individuals with physical disabilities.

2.4.5 Speech disabilities

A speech disability is a disability that impairs the ability to articulate speech sounds, speak fluently, or have a good voice. Speech disability affects the way a person talks. A person with a speech issue disability knows exactly what they want to say and what is suitable for the situation, but they struggle to make the sounds necessary to transmit it effectively, according to McLeod, Daniel, and Barr (2013). Many different conditions impact both children and adults who have speech disabilities. These can range from an inability to pronounce any understandable speech to difficulty pronouncing a particular letter or sound. Some are brought on by bodily defects. Others are the result of injuries or diseases, such as cancer, that have harmed the speech mechanism (larynx, lips, teeth, tongue, and palate). Nonetheless, a speech disorder's underlying cause is frequently unknown.

The above discussion of the range of disabilities offers an overview of every grouping involved. Even more critical is the connection between the idea of a particular disability and the capacity to play out the fundamental assignments of a vocation. Jones and Tanner (2017) state that the idea of disability influences the real scope of a person's capacities, inferring that a person with a spinal physical injury, for instance, would not be fit to work that requires moving large objects.

2.5 REASONABLE ACCOMMODATIONS FOR PEOPLE WITH DISABILITIES

Accommodations, which are adjustments or modifications to how a job is typically performed, should make it feasible for a reasonably qualified person with a disability to execute their duties just like every other person (Gerber & Price,

2016). What defines the reasonableness of the accommodation required would rely largely on the job specification of the position within an institution of higher learning occupied, the kind of disability and the skill set of the incumbent. Several studies have notably explored the rate, extent and nature of accommodations made by employers (Bruyere, 2016; Condrey & Brudney, 2018; Lee & Newman, 2015) and enjoyed by workers (Chirikos, 2018; Daly & Bound, 2016; Harlan & Robert, 2018). Correspondingly, the definition of reasonable accommodation from the code of good practice, which was explained earlier in the study was the one adopted throughout the study to understand the reasonable accommodations that institutions of higher learning should put in place to modify the duties of their employees with disabilities.

The reasonable accommodations are discussed in terms of how people with various disabilities employed in institutes of higher learning can be accommodated for this study. This section encompassed a spectrum of accommodations designed to ensure equal opportunities and accessibility in the workplace. The key components explored included job modifications, adjustments to the physical work environment and buildings, utilization of assistive devices, provision of personal assistance services, scheduling accommodations, considerations in work location and transportation, workplace support mechanisms, inclusive recruitment and hiring practices, and enhancements to communication strategies and workplace culture.

2.5.1 Job modifications

The job modification type of reasonable accommodations includes job restructuring, assisted employment, tailored employment, and vocational rehabilitation for wounded workers all fall under this category of accommodations. According to the literature, the job restructuring strategy is one where institutions of higher learning adapt their employees with disabilities by changing the demands or expectations of their position to better match the workers with their duties (Riesen & Morgan, 2015; Stergiou-Kita, Mansfield & Colantonio, 2014; Solovieva & Walls, 2013). Job restructuring can boost productivity at the organisation by removing the need for overtime, which could put an employee with a particular disability under strain or be detrimental. This is

another benefit of offering workers appropriate accommodations. Riesen and Morgan (2015) effectively demonstrate that supported employment services and tailored employment are centred on helping a person with a disability find a competitive job and may entail designing job postings that are specially made for applicants with disabilities. For acquired disability, studies by Vedeler and Schreuer (2011) showed that companies should allow a phased return to work, accompanied by support and retraining. Modified work, which is typically a temporary modification from workers' regular duties, is given to wounded workers returning to the workplace during their recovery. This work consists of tailored job assignments.

2.5.2 Environment and Building

Levine and Ancheta, (2013) assert that all facilities at institutions of higher learning in South Africa should be easily identifiable to all users, regardless of their skills, and should use visible multimodal cues (visual, informative, and tactile). For the entryway to stand out from the rest of the structure from a distance, it should be different in colour, shape, and material (Wells & Bridges, 2018). To allow workers to congregate and move around while waiting, the elevators should be placed far from the stairways. Employees in wheelchairs should be able to manoeuvre the elevator easily with the handrails and control panels at an accessible level. A well-designed institution should allow for a flexible reaction to changes in production requirements, employees' mobility, communication, and workgroup formation. A person with a disability should be able to access restrooms, elevators, and a recreation space from their place of employment (Condrey & Brudney, 2018).

Installations and signs that are suitable for employees with different abilities can be employed as sources of information and as geographical indicators. The building, facility, or department's workers may move more easily through the building if the floor covering texture is altered (Markendahl, Andersson, & Mattsson, 2011). Variations in floor level should be minimised since they can be a barrier for those who are wheelchair-bound, have mobility issues, or are visually impaired (Wells & Bridges, 2018). Windows should be installed such that anyone sitting or standing can view what's going on outside the building. A person with a

disability should be able to handle the manual or automatic system for opening/closing doors, windows, and blinds without any special strain (Wells & Bridges, 2018).

2.5.3 Assistive devices

According to Wong, Kallish, Crown, Capraro, Trierweiler, Wafford, & Heinemann (2021), assistive devices are tools or pieces of technology that enable persons with disabilities to get around or decrease barriers at work and efficiently carry out a variety of duties. Gignac, Cao, and McAlpine (2015) provided a list of the numerous assistive technology options for people with a range of disabilities or impairments. According to the studies that the latter researchers have read, assistive gadgets include both low-tech and high-tech items, such as hooks, gloves, and change dispensers. For instance, De Jonge and Stevens (2016) note that whereas accommodations for employees with modest functional restrictions typically include giving low-cost commercially accessible products, people with paralysis frequently require individualisation and custom-built solutions.

Similarly, Zolna, Sanford, and Sabata (2017) argue that the most prevalent impediments to successful accommodation with assistive technologies are inadequate training, a lack of awareness about accommodation alternatives, and an incorrect selection of equipment or technology. To address these impediments, Zolna et al. (2017) suggested that higher education institutions perform an on-site evaluation of workers' technological needs, as well as education and training for employers and workers, as well as instruction on technology use and continuous support.

2.5.4 Personal Assistance Services (PAS)

A personal assistant is someone who accepts a position with a company and helps one or more employees with disabilities with daily responsibilities and activities (Dowler & Solovieva, 2011). The employment of personal assistance services is one more way that a higher education institution can make accommodations for and lighten the workload of staff members with disabilities. These routine employment duties can include administrative or secretarial support, readers, note-takers, sign language translators, career trainers, and

drivers, this is given a reference by Zolna et al. (2017), Solovieva, Hendricks and Wallsh (2010) when they commented that personal assistance services include assistance with everyday activities, work-related duties, communication, transportation, and medical requirements. These services are adapted to the unique needs of people with disabilities, to facilitate full participation in employment, education, and other elements of everyday life.

2.5.5 Scheduling accommodation

Accommodation in this domain encompass various measures such as flexible work hours, adjusted schedules, part-time or reduced work schedules, and inclusive schedule or leave policies. According to the literature, flexible scheduling stands out as one of the most commonly employed accommodations. Yelin, Sonneborn, and Trupin (2019) illustrate in their work how flexible scheduling can effectively address fluctuations in energy levels experienced by staff members with conditions like multiple sclerosis or arthritis. Additionally, scholars such as Crockatt, Targett, Cifu Neal-Boylan, Hopkins, and Skeete (2012), as well as Johnson, Yorkston, and Klasner (2014), advocate for institutions of higher learning to accommodate individuals with disabilities by providing short-term, unpaid leave or allowing extensions to the institution's maximum medical leave when full-time work becomes temporarily unfeasible. Similarly, authors such as Butterfield and Ramseur (2014), Gignac, Cao, and McAlpine (2015), and Dietz (2017) underlined the necessity of scheduling strategic talk time to increase workplace social connections for blind or low-vision personnel. Another paper (Hyland & Rutigliano, 2013) underlines the need to add positive stories about impaired workers into both formal and informal talks and communication packages. According to Erickson, von Schrader, and Bruyere (2014), these types of activities can help to minimise negative attitudes, preconceptions, and misconceptions about the productivity of individuals with disabilities among all members of an institution's personnel.

2.5.6 Work location and transportation accommodation

Workplace accommodations, according to Jakobsen and Svendsen (2013), include aid with transportation to and from work, as well as transportation support

for engaging in off-site company activities and informal socialising. Beginning with exiting public transportation or a parking lot, the emphasis should shift to the building entrance/exit and direct access to the building and associated services, a car service, or another means of transportation that alleviates the obstacles (Vedeler & Schreuer, 2011; Jakobsen & Svendsen, 2013; Hagner, Dague & Phillips, 2015). For example, the institution can provide simple and direct access to the building for people with disabilities, as well as ancillary facilities such as accessible and wide enough roads or routes free of barriers, levels, and tactile surface changes to make the building more accessible.

Working from home is commonly hyped as a convenience that helps reduce travel and commuting difficulties. However, according to (Zolna et al., 2017; Gignac, Cao, & McAlpine, 2015 Solovieva, Hendricks, & Wallsh, 2010), institutions that consider working from home as a workplace accommodation should consider its drawbacks, which include a lack of social contact, feelings of isolation, a lack of structure, and difficulty separating work and home environments. To address these issues, Gignac, Cao, and McAlpine (2014) stated that employers should specify the work to be done, establish while working from home, a transparent process for tracking progress, maintain regular contact with the worker, and provide appropriate training for teleworkers (Vedeler & Schreuer, 2011).

2.5.7 Workplace support

Workers with disabilities have discovered that accommodation strategies that include employer and colleague support are useful. Interactions and connections with coworkers are examples of natural supports that can assist a person with a disability to stay in their employment and develop in their career (Younes and Elsaid, 2019). Coworkers with disabilities can provide instruction, feedback, modeling, and physical prompts, but may need training to do so (Storey & Certo, 2016). Connor & Pokora (2017) commented that, in some circumstances, having a professionally assigned mentor or a teammate with a comparable position was proven to be a successful approach, especially if the person volunteers to function as a mentor in the early stages of work. Employers should encourage natural support (Detaille, Heerkens, Engels, van der Gulden, & Van Dijk, 2013).

2.5.8 Inclusive recruitment and hiring practices.

According to Albuero, Bradshaw, Santiago, Smith, & Vinopal (2020), inclusive recruiting and hiring procedures entail techniques and regulations that promote equal chances and accessibility for individuals with various abilities throughout the employment process. This strategy goes beyond common methods, emphasising the removal of barriers that may prevent people with disabilities from participating.

Markel and Barclay (2009) concurred that employers may target applicants from the disability community to create a specific training or hiring programme aimed at recruiting individuals with disabilities, or they may participate in job fairs with this requirement. Kulkarni and Scullion (2015) and Unger and Polt (2017) agree with the previous statement, stating that by not expressly targeting applicants with disabilities, organisations can ensure that there are no hurdles that prohibit persons with disabilities from applying for positions inside their organisation. Addressing these barriers may require inserting clear comments welcoming handicapped people in job adverts, as well as undertaking frequent accessibility audits of institutions' online recruitment platforms (Maier, Ulferts, & Howard, 2012). For instance, when a candidate with a disability advance beyond the application stage, it is advisable for employers to ensure interview accessibility and inform all staff, about the applicant's disability and necessary accommodation. Hernandez, McDonald, and Lepera (2019) additionally affirm that businesses can provide training for human resource personnel and supervisors on effective interview techniques for individuals with impairments.

2.5.9 Communication

Communication as a reasonable accommodation includes various areas of communication that are critical for accommodating disabled employees in the workplace. Communication accessibility is one of the main issues for organisations when hiring someone with an aural or visual disability. It is critical to identify employees with disabilities' preferred communication styles and to guarantee that the preferred medium of communication is constantly available in the workplace (Shaw, Tetlaff, Jennings, & Southall 2013). Deaf people, for

example, have a variety of communication options, including lip reading, sign language, and computer-assisted interpreters. Workers with visual impairments, on the other hand, rely on assistive technology such as screen readers, specialised software, and Braille printers (Golub, 2017). A person with sensory impairments (limited vision or hearing) using a phone is another example.

2.5.10 Workplace culture

The idea of workplace culture entails developing an inclusive and supportive atmosphere that promotes diversity and accommodates the unique needs of individuals with disabilities (Ozturk & Tatli, 2016). Davis, Frolova and Callahan, (2016) conferred that workplace culture extends beyond physical changes to an organization's attitudes, values, and practices. This accommodation prioritises the development of a working culture that promotes equality, acknowledges differences, and actively supports the participation and contribution of people with disabilities.

Lindsay, Cagliostro, Albarico, Mortaji, and Karon (2018) stressed the importance of corporations offering a supportive employment environment that meaningfully incorporates individuals with disabilities, in addition to workplace changes. Unger (2017) proposes a wide range of strategies that businesses might use to modify institutional and colleague attitudes toward people with disabilities. Among these strategies is the use of knowledgeable and motivated human resource professionals to create and maintain an inclusive workplace environment.

2.6 ATTRACTION AND RECRUITMENT METHOD IN THE WORKPLACE

According to Okolie and Irabor (2017), recruitment is the process of locating the best candidates and persuading them to choose job offers. However, whether on purpose or by accident, when a company hires the wrong personnel for the position, it generates a liability or a major expense that could negatively affect the company's commercial operations (Ekwoaba, Ikeije, & Ufoma, 2015). Because obtaining high-quality talents and qualified individuals is a major source of long-term competitive advantage, the hiring process has evolved into a human resource strategy that could determine an organisation's success (Hiltrop, 1999; Bondarouk, Ruël, Axinia, & Arama, 2014). A company's reputation depends on

hiring and keeping top talent through an efficient recruitment process (Oginni and Ogunyomi, 2012;). Whether conducted internally or outsourced, the recruitment process, as elucidated by Arthur (2004), holds its own set of benefits and challenges, underscoring the need for thoughtful consideration in aligning recruitment strategies with organizational goals and circumstances.

In today's fast-paced and ever-changing economy, organisations are increasingly recognising the value of diversity and inclusion in their workplaces. Employers that have embraced this concept understand that attracting and recruiting people with disabilities is not only essential to creating a more diverse workforce but can also confer significant advantages (Kyprianou, 2020). As such, HR managers must prioritise attracting talent that reflects varying perspectives and experiences while adhering to ethical hiring practices (Noe & Alrøe 2012). By doing so, organisations stand to gain numerous benefits, including improved productivity and profitability, enhanced corporate responsibility efforts, and greater employee engagement levels (Durrani & Rajagopal, 2016). Researchers Houtenville and Kalargyrou (2012) support these assertions by arguing that inclusive hiring practices lead to an improved workforce overall. Thus, by prioritising inclusivity when seeking out new talent, organisations can position themselves for long-term sustainability while contributing meaningfully to the wider societal goal of embracing workplace diversity fully.

As indicated by the Conference Board of Canada (2018), people with disabilities have the potential to enhance labour market participation, and boost economic growth and quality of life for individuals living with disabilities. However, despite organisations citing open recruitment policies that welcome applications from qualified candidates with disabilities, many still fall short in creating an environment conducive to such practices. Unfortunately, Ameri, Schur, Adya, Bentley, McKay, & Kruse, (2018) findings reveal how managers are hesitant to hire equally qualified applicants who identify as having a disability due to prejudice and bias regarding their ability to perform job duties at the same level as those without disabilities. These negative perceptions promote stereotypes that further hinder employment opportunities for people with disabilities. In reality, these views are not based on fact but perpetuate stigmas and major barriers that substantially impact equitable hiring practices in all spheres of work life.

In an intriguing idea, Reilly (2018) notes that many industries will face or have already experienced labour market issues and need to address inefficiencies in their retention and recruitment efforts. A company's talent pool will therefore be stabilised by implementing recruitment techniques that address handicap discrimination, and these underrepresented job seekers will also gain. Retirement, paired with significant turnover, should push HR managers to prioritise recruiting underrepresented groups as a critical goal for the long-term viability of their businesses (Kalrgyrou, 2014). When novel recruitment strategies are applied, performance can improve (Hallak, Assaker, O'Connor, & Lee, 2018).

2.7 THE CHALLENGES AND BENEFITS OF SELECTING THE BEST EMPLOYEE

Recruitment and selection entail a concerted attempt to fill vacancies with adequately qualified employees promptly to achieve the organisation's strategic goal (Vance & Paik, 2015). Employees are a source of competitive advantage in today's hypercompetitive company climate. Organisations, including institutions of higher learning, may appoint the appropriate people, with the correct skills, expertise, and traits, at the right time and for the right tasks (Chungyalpa & Karishma, 2016).

Despite people with disabilities possessing the requisite skills, credentials, and knowledge for available positions, a prevailing misconception persists that their capacity to fulfil certain job duties is limited by physical constraints. People with disabilities may underperform at work and display greater rates of absenteeism, according to Amir, Beard, Burns, and Bomyea (2009) and Kaye et al. (2011). The validity of such claims, however, is dependent on the unique form of the disability (Baldrige et al., 2018). Certain limitations, which are generally undetectable to those who do not have personal experience, do not impair work performance. Managers may consider this diversity when making hiring selections.

In addition, employers also have doubts about the extra time that co-workers, managers or supervisors might need to spend to adjust to working with people with disabilities (Kaye et al., 2011). However, as Bengisu and Balta (2011), Chojniak, Pinto, Ting, Cohen, Guimarães, Yu, & Bitencourt, Kalargyrou (2014),

Hatton (2020), indicated, in contrast to these notions, many institutions of higher learning which hire people with disabilities have found that they are more than capable. Additionally, Hatton (2020) pointed out that people with disabilities have notably less time off sick and absence than their colleagues.

It can be noted that there are benefits associated with selecting or hiring the right talent, especially from people with disabilities. According to Buciuniene and Kazlauskaite (2010) and Kalargyrou (2014), people with disabilities tend to have lower turnover rates when compared to their peers. These authors suggested that the lower turnover rates are due to the sense of achievements people with disabilities have from employment, and their higher level of loyalty towards companies that invested in hiring and providing them with training. In addition, Bengisu and Balta (2011) found that there is no difference between the performance of people with disabilities and other employees. Graffam, Shinkfield, Smith, & Polzin (2002), Hartnett, George, & Dron (2011), Kalargyrou (2014), and Hatton (2020), through studies across various industries, indicated that people with disabilities tend to be more productive than people without disabilities. Explaining this, Hartnett et al. (2011) pointed out that people with disabilities were reported as more reliable, punctual, and dedicated to their work, which consequently increased productivity.

2.8 PERFORMANCE MANAGEMENT IN THE WORKPLACE DIVERSITY MANAGEMENT

According to Raffoni, Visani, Bartolini and Silvi (2018), one of the most significant business needs for organisational success is an effective performance management system with specific reference to its activities. According to Gallardo-Gallardo (2018), one of the major drivers of any efficient organisation is performance management in tandem with talent management. To establish a robust foundation for effective performance management, as advocated by Cappelli, Tavis, and (2016), organizations initiate the process with meticulous planning.

Step 1: Planning

In this regard, the planning process comprises integrating and matching the organisation's strategy and objectives to the entire performance management process, as well as individual and team goals. The planning stage provides performance standards and determines how the process will be communicated to the organisation (Kamble, & Gunasekaran, 2020). Mousa and Othman, (2020) examined that the performance management process is related to a bigger chain of HR procedures during the planning stage, such as promotion strategies, training initiatives, recruitment policies, rules for selection, reward allocations, and so on.

Step 2: Performance Observation

According to Khan and Ukpere (2014), the best way to accurately evaluate an employee's work is to observe the employee's performance. Observation permits the assessor/appraiser to be objective when assessing/appraising an employee. Managers usually use criteria while observing employee performance, according to Khan and Ukpere (2014), such as integrity, quality, consistency, ethics, punctuality, safety, effort, and so on. However, Ingram (2013) remarks that managers should observe employees in such a way that employees are unaware of it, and employees should not feel that they are being monitored because this may cause a change in employee behaviour, whereas Wong and Law, (2017) believes that employees should be aware when management is observing performance so that they do not feel unusually monitored.

Step 3: Performance Assessment/Review/Appraisal

Several experts believe that the performance evaluation stage is the most crucial and sensitive stage of the performance management process. Valone (2019) conferred that performance evaluation sessions are confidential and should be treated as such, with the session taking place in an enclosed and quiet environment, preferably away from the employee's regular place of work to lower stress levels. Most businesses, according to Dipboye (2018), provide opportunities for self-evaluation of their performance before the actual assessment conference. The "meeting" for performance reviews should allow for interaction and inquiries from management and employees. Both the positives

and the opportunities for improvement should be communicated by management.

Step 4: Performance Feedback

Saeed, Afsar, Hafeez, Khan, Tahir, & Afridi, (2019) proclaim that performance feedback is vital information communicated to employees that emphasises which activities the employee should enhance, which actions the person should continue, and which actions the employee should discontinue or minimise in terms of performance. However, Godino, Watkinson, Corder, Marteau, Sutton, Sharp and van Sluijs (2013) report that positive performance feedback discovers and corrects bad performance in employees. According to Dyah, Endang and Khasbulloh (2016), performance feedback is an ongoing process that should be maintained to develop positive behaviours among employees. Menberu (2022) contends that performance and feedback must constantly be tied to performance criteria.

Step 5: Recognition and Corrective measures

Employee appreciation is an important part of the performance management process. Under otherwise favourable circumstances, it is one of the things that may be regarded as a motivator for employee success. According to Mishra, Boynton and Mishra (2014), recognising employees boosts morale and promotes production, which is mutually advantageous. Employee incentives and recognition, according to Macgill (2013), span from small to big scale, and include, but are not limited to: Employee of the month certificates/awards, long-service certificates, shopping & meal vouchers, unspecified gifts, and performance bonuses, etc.

Corrective actions include activities related to the management of poor performers within an organisation. According to Banerjee, Chattopadhyay, Duflo, Keniston and Singh, (2021), performance can be managed through incentives, coaching and mentoring, and, in some cases, disciplinary procedures.

Step 6: Employee/ Career/ Organisational capability development

Saihi, Ben-Daya, and As' ad (2023) observe that, the final but most crucial element of the performance management process is training and development. It allows individuals to be developed, competencies to be improved, and the organisation's capabilities to flourish if done successfully and efficiently. Employees benefit if it helps them increase their knowledge and performance.

2.9 DIVERSITY MANAGEMENT

Globalisation has increased the number of elements that contribute to increased diversity in the labour market and in organisations. Demographic changes a drop in manpower and a rise in demand for manpower, greater female employment, and an endeavour to incorporate more migrants and people with disabilities in the labour process are among these causes (Yadav & Lenk, 2020). Ignoring these realities could have long-term ramifications for businesses. Social and economic factors drive the need for diversity and its management. Diversity Management is focused on influencing labour market reforms (Khassawneh, & Abaker, 2022). Nevertheless, this does not mean, first and mainly, the adoption of anti-discriminatory policies and corresponding legal rules. It primarily focuses on human and cultural variety in organisations, which benefits all parties involved (Charta der Vielfalt, 2014). It also enables formerly marginalised individuals or groups to assimilate into mainstream society.

Diversity management is a management method that promotes workplace variation as one of the indicators of greater job efficiency (Ehilebo, Lamido-Abubakar, & Cross, 2022). The fundamental idea of Diversity Management is that recognising the value of workforce diversity improves the company's or institution's economic performance (Smulowitz, Becerra, & Mayo, 2019). Another advantage of workplace diversity is the ability to influence perceptions and improve equitable opportunities in the workplace and in society. People's differences can also result in a broader range of experiences, creative thinking, and inventive problem-solving strategies (Moreau, & Engeset, 2016). According to Solheim (2022), diversity is a recognisable source of innovation and invention that could serve as a useful basis.

Nonetheless, Solheim (2022) emphasises another aspect of diversity management, the disadvantages and hazards of workplace diversity. They are simply the formation of potential misunderstandings, suspicions, and conflicts, which can lead to employee absenteeism, low work morale, or a loss of competitiveness. Furthermore, there may be difficulties with employee social integration; for immigrants, there may be a language barrier, resulting in diminished communication flows in the organisation and the development of communication interferences or dangers due to cultural differences.

Moreover, alongside the growing awareness and interest in disability in the workplace (Richard & Hennekam, 2021), challenges related to employee social integration become apparent. Employees with disabilities, according to Phillips, Deiches, Morrison, Chan and Bezyak, (2016), are one of the most varied groups in the workplace. Companies, on the other hand, rarely hire people with disabilities; instead, they commonly use this workforce to help address labour shortages created by demographic shifts (Kruse, Rakha, & Calderone (2018); Vornholt, Villotti, Muschalla, Bauer, Colella, Zijlstra, & Corbière (2018). At the same time, implementing a hiring strategy for disabled employees may benefit the company's organisational culture and brand reputation. Persons prefer companies that have or hire persons with disabilities (Lindsay, Cagliostro, Albarico, Mortaji, & Karon, 2018). Qualified people with disabilities can close talent gaps and increase organisational diversity as employees, resulting in better decision-making and creativity. Businesses can take proactive measures to integrate individuals with disabilities into their recruiting procedures, ensure workplace accessibility, and make their goods and services inclusive for all to demonstrate a genuine commitment to inclusivity.

Workplace diversity has the potential to improve employee growth, advancement, and the development of new solutions (Cletus, Mahmood, Umar, & Ibrahim2018). Diversity policies that establish an embracing culture and break down barriers for minorities and marginalised groups can be leveraged to produce robust business strategies designed to compete at a firm's peak performance (Kalargyrou, 2014; Ng & Metz, 2015). A diversity programme that respects the uniqueness of its personnel, including the skills, experiences, and approaches it brings, can increase an organisation's value and revenues (Nyberg & Wright, 2015). A

person with a disability, for example, will likely have a unique perspective on the experience of being an employee with a disability, which could benefit future planning aimed at developing a comprehensive and inclusive design strategy for potential employees with disabilities. The ageing process can lead to an increase in impairment rates, particularly among seniors (Cichy, Leslie, Rumrill, & Koch, 2017).

Many corporate executives have accepted diversity as a strategic priority that will benefit their organisations by raising levels of creativity, innovation, and other key contributions that will lead to a firm's competitive advantage (Randel et al., 2018). However, Cook and Glass (2014) observed that prioritising diversity does not necessarily result in benefits. Efforts to recruit, develop, and promote members of underrepresented groups are not a guarantee of firm success, and they may result in a negative image of DM strategies.

Some research has revealed that workplace diversity can lead to issues such as interpersonal and intergroup conflict, higher attrition, and lower performance and productivity (Brimhall & Mor Borak, 2018; Barak, Findler & Wind, 2016). Given the potential detrimental repercussions of diversity policies, some corporate executives are attempting to convert the positive aspects of their diversity programmes into inclusion initiatives (Mor Borak et al., 2016). A diversity strategy that is not supported by line managers, who are typically the hiring decision-makers, loses credibility and can lead to a loss of faith in management and their intent to promote a diverse workplace policy (Gill, 2016).

2.10 EMPIRICAL LITERATURE

2.10.1 The history of institutions of higher learning in South Africa

Highlighting the valuable South African educational system can also aid in understanding the country's current educational practices (Swart & Pettipher, 2011). During apartheid, 80% of people with disabilities suffered exclusion from the workforce system (Department of Education, 2001). The majority of excluded individuals with disabilities were Black South Africans (Swart & Pettipher, 2011). Those who managed to gain access to the employment system were segregated and placed in 'petty jobs' (Mutanga, 2017). Petty jobs according to (Jing, 2018), may refer to work roles with low skill requirements, limited duties, and often lower

levels of remuneration. These positions are usually linked with common or menial work and may not necessitate higher skills or specialised knowledge.

During the apartheid period, institutions of higher learning served a certain racial group in terms of the employment of individuals with disabilities (Lourens, 2015). In comparison to poorly and inadequately resourced Black institutions that served the bulk of the population, White institutions of higher learning were well equipped with a significant pool of resources and policies to accommodate personnel with impairments (Matshediso, 2007). This caused issues for employees with disabilities, which persist to date. Most of the under-resourced institutions of higher learning that were supposed to safeguard, control, and assist Black personnel with impairments have understaffed and undersized Disability Units (Ramaahlo, Tönsing, & Bornman, 2018). Institutions of higher learning intended for White students and employees, such as the University of the Witwatersrand and Cape Town University, have provided significantly improved services in terms of inclusion and reasonable accommodation to both students and employees with disabilities (Mantsha, 2016). Despite the government's efforts to incorporate and accommodate personnel with impairments, the effects of the apartheid era remain in higher education institutions.

Furthermore, most institutions of higher learning remained out of reach for potential employees with disabilities due to an education system that did not wish to train persons with disabilities for further study (Department of Education, 1998). Most institutions of higher learning were not designed to accommodate people with impairments; therefore, their structure and operation were not friendly (Fitchett, 2015). The multifaceted challenges faced by higher education institutions in creating inclusive environments, underscored by physical barriers, information gaps, and inadequate resources (Tudzi, Bugri, & Danso, 2020), intertwined with the broader discourse on the recruitment of candidates with disabilities.

This discourse unfolds within the contemporary landscape of higher education, marked by comprehensive initiatives aimed at fostering inclusive education, particularly notable in the post-apartheid era. Baldrige and Kulkarni (2017) discovered that the discourse around hiring people with disabilities relays a growing awareness of and commitment to diversity and inclusion in academic

settings. Legal frameworks based on the principles of equal opportunity and non-discrimination serve as the core basis of institutional practices, requiring higher education institutions to align their recruitment methods with current legal demands (Klein, 2016).

In response to these imperatives, Hamraie (2017) points out that institutions are navigating the complexity of designing work environments that go beyond physical accessibility. Efforts go beyond simply legal compliance to the deployment of comprehensive procedures aimed at accommodating various capacities. According to Smith, Gowran, Mannan, Donnelly, Alvarez, Bell and Wu (2018), this effort comprises not only physical infrastructure adjustments but also the incorporation of assistive technologies and the provision of support services to promote an inclusive and supportive professional environment for people with disabilities.

Concerns about the recruitment of individuals with disabilities are inextricably intertwined with broader activities in higher education institutions, where the concepts of inclusivity extend beyond academic pursuits and into employment practices (Merchant, Read, D'Evelyn, Miles, & Williams, 2020). Institutions are becoming more conscious of the need for paradigm shifts in organisational culture, and they are investing in awareness and sensitization programmes. These institutions attempt to develop cultures that recognise and celebrate the varied contributions of individuals with disabilities by promoting a nuanced understanding among academics, staff, and the broader academic community. Zagona, Kurth and MacFarland, (2017) infers that, while much progress has been made in aligning recruitment procedures with inclusive education concepts, concerns persist. However, (Nienhusser, 2018) remarks that continuous examination, modification, and refining of institutional policies and practices are required to satisfy the dynamic and growing requirements of individuals with disabilities within the higher education job landscape. Thus, the state of concerns surrounding hiring candidates with disabilities demonstrates a continuing commitment to not only meeting legal requirements but also advancing a cultural ethos that celebrates diversity, equity, and the full participation of all members of the academic community.

2.10.2 Workforce Profile for People with Disabilities in South Africa

To research the employment integration experiences of individuals with disabilities in South Africa, it is important to first identify how many people with disabilities work and in what jobs throughout the country. This is done to establish whether the research topic affects only a small section of the South African population or if it is a larger issue. Historically, figures on the number of people with disabilities in South Africa have been poorly recorded (Sing, 2012)

The workforce profile for both individuals with and without disabilities from the 21st Commission for Employment Equity (2020/2021) was used for this study because it was the most up-to-date and comprehensive statistics available in South Africa. According to the workforce profile, only 1% of employees with disabilities were employed in 2020, 11% were employed in 2019, and only 1.3% were employed in 2020. This implies that the proportion of people with disabilities in the total workforce climbed somewhat between 2018 and 2020 but has maintained slightly above 1% for the past two years.

Disability was for some time considered an individual issue that was treated from clinical and charitable perspectives, however, have been ignored as far as equivalent rights for people with disabilities. Despite the South African government's interventions to include people with disabilities within the workforce, South Africa is still facing higher unemployment rates when contrasted with their non-disabled companions (Tushnet, & Tribe 1999). The public sector, as a significant employer and the custodian of policies supporting the empowerment of people with disabilities, has a special responsibility to guarantee that people with disabilities are employed. The 2% representation of people with disabilities is the major emphasis. Although, according to the aforementioned figures, employment of individuals with disabilities has climbed slightly above 1% over the last three years, both the public and commercial sectors are still falling short of the government's 2% target.

2.10.3 Challenges facing people with disabilities in Higher Education Institutions.

The employment landscape in institutions of higher learning is confronted by a myriad of challenges that collectively shape the experiences of individuals with

disabilities. From physical environment to Disability disclosure by employees with disabilities, lack of safety measures and financial concerns, each factor contributes to a multifaceted tapestry of obstacles. Additionally, a scarcity of suitably qualified job applicants and jobs not suitable for people with disabilities. Furthermore, legislation as a challenge to employment, discrimination bias and social barriers jointly shape a challenging array of difficulties that necessitate careful consideration in the context of inclusive employment practices in higher education.

2.10.3.1 Physical environment

According to Arthur and Zarb (2017), the physical environment alludes to all infrastructure, for example, streets, public transportation systems, buildings and man-made structures, signs, and other infrastructure. The physical setting for this study will be limited to the workplace. Concerns about a non-disability-friendly work environment in higher education were identified by Chan, Strauser, Maher, Lee, Jones, and Johnson (2010). The authors also discovered negative opinions within institutions about the importance and cost of lodging. The perceived legitimacy of demands, the magnitude of the request, and the situation's controllability all influenced the willingness to accommodate. However, as far as Rozali, Abdullah, Ishak, Azmi, & Akhmar (2017) are concerned, physically inaccessible workplaces, as well as a lack of accessible communication inside the workplace, impede access to employment. While certain elements of a building may be accessible, other crucial locations, such as bathrooms, may not be. Because adequate accommodations are frequently absent, people with disabilities are unable to interact with their coworkers. As a result, they may feel alone and decide to leave their job.

Higher education institutions were adapted to accommodate employees with impairments, but this was insufficient because access and inclusion remain issues (Fitchett, 2015). For example, research in South Africa suggests that lecturers who are wheelchair users must travel considerable distances to go from one lecture hall to another, causing them to be late for lectures or meetings (Mutanga, 2017a). The author noted that the inaccessibility of some buildings limits the academic inclusion or integration of employees with impairments.

Therefore, failure by institutions of higher learning to reasonably accommodate or to make appropriate changes as per The Employment Equity Act (No. 55 of 1998), makes it practically inconceivable for people with disabilities to work efficiently and effectively and may expose them to occupational hazards and danger within the workplace. This suggests that institutions of higher learning should be designed considering the needs of people with disabilities, though it should not only be limited to the workplace environment but also in terms of transport (especially with physical disabilities or those who are in wheelchairs), as it is difficult for them to make use of public transport.

2.10.3.2 Disability disclosure by employees with disabilities

According to several research, employees with disabilities reveal their disability at various times for various reasons. Some opt to declare disabilities while searching for jobs, others when they are already working, and some prefer not to disclose their disabilities at all owing to the stigma associated with disability (McKinney, 2013; Lourens, 2015). Some employees are afraid to report their disabilities for fear of being discriminated against, harassed and labelled (Hadley, 2014). However, there are drawbacks to not declaring one's disabilities. Certain accommodations and assistance are meant to be available for those with a certain types of disabilities. Certain disabilities, such as Attention Deficit Disorder (ADD), are not obvious to the next person unless the individuals acknowledge that they have a disability. As a result, they will require assistance in the form of extra time in terms of deadlines or performance assessments, but if such information is not revealed to the institution, they will not obtain such assistance. This could lead to the worker missing deadlines or finally quitting their job at the higher education institution.

2.10.3.3 Lack of safety for employees with disabilities in institutions of higher learning

Due to the marginalisation of people with disabilities, dependency on others diminished physical and emotional defences, and in certain cases, communication difficulties, stigma, and prejudice, it is believed that employees

with disabilities are more likely to be exposed to violence and crime (Neille & Penn, 2017). According to Van Hees, Moyson and Roeyers (2015), both students and employees with disabilities feel unsafe at their different institutions of higher learning. Most importantly, the incidences of crime and/or injury have had an impact on several employees with disabilities (Rodriguez, Kramer & Sherriff, 2013). For instance, personnel with disabilities such as vision who are unaware of their surroundings may be exposed to situations on campus that constitute a risk to human life. Due to their restricted mobility and diminished support systems, employees with disabilities may also be more susceptible to these hazards (Neille & Penn, 2015).

2.10.3.4 Specific financial concerns

Employers perpetually raise the cost incurred in providing reasonable accommodations as a contention against employing people with disabilities. Thomas and Hlahla (2002) attribute this largely to small and medium enterprises which often suffer tight budgetary constraints. Concurring, Lee (2016), has demonstrated that businesses argue adapting to the environment is a costly undertaking. Furthermore, such businesses avoid employing workers with disabilities (Ali, Schur, & Blanck 2011). This anomaly as suggested by Blanck (2022) could be resolved by the benefits accrued surpassing the financial costs incurred.

Furthermore, Blanck (2019) concurs with Lee that companies fear the expense of providing accommodations for persons with disabilities would be exorbitant and unneeded. However, the author further asserts that these concerns are frequently unfounded and are assumptions made without reliable evidence. This is also discussed in an article written by Kuznetsova (2015), who claims that while employers are generally eager to hire persons with disabilities, this is not always the case. This article covers how businesses interact with society on the outside while operating under a distinct set of rules inwardly. In response to the latter claim, Erickson, Schrader, Bruyère, Van Looy, and Matteson (2018, p. 310) note that while businesses are happy with their performance and willing to hire persons with disabilities, things are "complicated by negative stereotypes and fears of cost and litigation."

A study by Kaye, Jans, & Jones (2011), on the other hand, suggests that a government subsidy scheme for worker lodgings may be quite beneficial. The authors further suggested that a practical approach to addressing cost issues involved public policy measures, such as tax breaks or salary subsidies for hiring workers with disabilities, as well as pragmatic measures like a central budget within the company or government entity for accommodations, which is also mentioned by McKinney and Swart (2019). This would prevent organisational units from being inadvertently financially penalised for hiring a worker with a disability.

2.10.3.5 Lack of suitably qualified job applicants

Barnes (2015, p. 14), Goldstone (2017, p. 55), and Eagleton Institute of Politics (2016) all point to a common difficulty encountered by institutions of higher learning: people with disabilities utilizing typically insufficient skills and competence. However, embracing this as a universal norm should be approached with caution. Employers face a significant challenge in recruiting appropriately competent people with disabilities, according to Goldstone (2017) and the Eagleton Institute of Politics (2016). Businesses' reluctance to engage with this talent pool can be attributed in part to factors within the disabled community, such as feelings of hopelessness due to prevalent stereotypes, inadequate educational foundations or qualifications, and the lengthy and demeaning nature of assessment processes.

According to Opoku, Mprah, Dogbe, Moitui, & Badu (2017) acquired training for people with disabilities frequently does not match the available career prospects. Employers discriminate against people with disabilities in the labour market because of their obvious lack of competitive marketable skills, not only because of how their disabilities are perceived. Good and productive employment at a fair wage depends on education and training. Yet, young people with disabilities sometimes may not have access to formal education or opportunities to advance their skills, especially in the rapidly growing sector of information technology.

According to studies by Burke, Bezyak, Fraser, Pete, Ditchman, and Chan (2013), a dearth of applications from suitable candidates was cited as a justification for companies not hiring more people with disabilities. This is also discussed in the article by (Kuznetsova, 2015), who claims that while employers are generally eager to hire persons with disabilities, this is not always the case. According to Arthur and Zarb (2017), when a job advertisement or job description contains language that is especially demoralising, employers may be more likely to reject applications from qualified candidates.

2.10.3.6 Job not suitable for people with disabilities

In a study by Klimoski and Donahue (2017), it was discovered that some disabilities may limit career choices for certain persons with disabilities. In numerous examples, this is a real contention for institutions of higher learning who do not effectively recruit people with disabilities. Positions requiring substantial physical mobility, such as maintenance and facilities management, may be difficult for people with mobility issues. Similarly, professions that necessitate regular travel or fieldwork may be unsuitable for people who have specific health conditions or mobility constraints. Due to the specialised environmental circumstances and equipment usage, laboratory environments, which are typically crucial to scientific and research roles, may present issues for those with sensory disorders. Furthermore, administrative tasks that rely primarily on paper and may lack sufficient accommodations for digital accessibility may be difficult for those with specific visual impairments (Klimoski & Donahue, 2017)

2.10.3.7 Legislation as a challenge to employment

According to Perry (2019), although anti-discrimination laws, human rights legislation and standard policy frameworks intend to inspire employers to adopt progressive and conscientious approaches by recruiting people with disabilities, these measures have had limited success since some unethical companies see them as a signal to decrease their expectations, standards, and meritocracy when recruiting persons with disabilities in society. Furthermore, a groundbreaking study conducted by Lashari, Lashari, Lashari, Nawaz, Waheed, and Fatima (2022) discovered that workplaces with colleagues with disabilities

fostered a higher level of awareness and a more enlightened understanding of issues affecting people with disabilities, when compared to companies that did not include members of this designated group in their workforce.

Exploration by Lashari, Lashari, Lashari, Nawaz, Waheed, and Fatima (2022) demonstrated that information about disability in organisations with employees with a disability was additionally higher than the individuals who did not have a person with a disability. Notwithstanding, although they thought about the legislation, they were unconscious of the ramifications of the important Act for their association (Lashari et al., 2022). However, when there are no supportive management or human relations practices to enforce the policies in place, the unemployment gap widens. Shantz, Wang, and Malik (2018) claim that this might be a helpful example of how some regulations intended to advance practice and aid individuals in pursuing their professions do not benefit those with disabilities (and probably other underrepresented groups). Designing rules for maximising the abilities and talent in an organisation that undertakes work across sectors is crucial, even though equality practices and policies are a key mitigation in this case.

2.10.3.8 Discrimination and bias

According to Gida and Ortlepp (2007), discrimination against people with disabilities because of negative perspectives based on ignorance, inadequate information and poor awareness of the issues involved is exhaustively researched. This biased mentality leads to discrimination and prejudice. Antonak & Livneh (2000) backed up this claim by stating that the majority of people with disabilities experience discrimination as a result of the attitudes of their coworkers and managers. The authors also show that people with disabilities in higher education institutions are frequently passed over because they are perceived as needing too much assistance and not being as capable as peers without disabilities, even though they may be quite capable of performing the work. This is frequently caused in part by a lack of knowledge about disability and employment for people with disabilities, particularly how to best accommodate them in the workforce and capitalise on their talents. Thus, Alexander-Passe (2015) concludes that persons with disabilities are underrated, undermined and

disrespected. These lead to mass-scale joblessness of persons with disabilities and subjection to inconducive working conditions for those lucky to be employed. As a result of prejudice at the hiring stage and criticism of their productivity, people with disabilities have a high rate of unemployment. In light of misunderstandings about disability, people with disabilities are stigmatised as being unable to do their occupations effectively (Vornholt, Villotti, Muschalla, Bauer, Colella, Zijlstra, & Corbiere, 2018). The most challenging obstacle to overcome is other people's views about people with disabilities. These attitudes may result from prejudice, fear, stereotyping, and ignorance. A similar issue was highlighted by Jahan & Holloway (2020), who noted that a large percentage of people with disabilities are unemployed due to prejudice during the hiring stage and assessments of their productivity.

Misinterpretations of disability lead to the stereotype that people with disabilities are unable to do their occupations to a satisfactory level. This is one of the many factors contributing to unemployment for people with disabilities. Even though people with disabilities may be perfectly competent in carrying out the tasks required by the job, people with disabilities are overlooked because it is believed that they require too much help and are less capable than counterparts without impairments (Mark, 2016). There is a lack of understanding about disabilities and work opportunities for those with disabilities, particularly with how to best accommodate people with disabilities into the workforce and leverage their talents.

Due to widespread prejudice, handicapped people are frequently denied access to specific experiences, public facilities, and even opportunities for education and work. Additionally, people with disabilities encounter a variety of challenges at work, such as fewer possibilities, accessibility to public transportation, an unsuitable working environment, discrimination, and a lack of knowledge about their career prospects (Botha & Leah, 2020).

2.10.3.9 Social barriers

Individuals with impairments face widespread cultural attitudes, which frequently emerge as preconceived assumptions about their abilities. Biases and preconceptions about the productivity and adaptability of people with disabilities

contribute to unequal employment practices (Schloemer-Jarvis, Bader, & Böhm, 2022). Lindsay, Cagliostro, Leck, Shen and Stinson, (2019) therefore discover that employers may be hesitant or uncertain, in evaluating candidates with disabilities through the perspective of these stereotypes. This is supported by (Mostert, 2016) when he pointed out that lack of understanding and education about disability in society worsens these issues, creating an environment where misconceptions prevail, preventing persons with disabilities from entering the labour sector.

Even after a successful hiring, social barriers could persist and emerge in a variety of ways in the workplace. The "stigma of difference" phenomenon may subject people with impairments to stereotypes and prejudices, affecting their professional relationships and possibilities for growth (Saltes, 2016). Colleagues and bosses may unwittingly reinforce these barriers by holding false perceptions about the skills of their disabled coworkers. Furthermore, as highlighted by (Santuzzi & Waltz, 2016), workplace structures and attitudes may not always accommodate those with disabilities' specific demands and expectations, leading to feelings of isolation and exclusion. These post-recruitment social hurdles, which are entrenched in cultural views and organisational dynamics, highlight the persistent difficulties that people with disabilities experience when navigating professional situations (Bramadat, 2015). These barriers shape the experiences of individuals with disabilities within the professional sphere and contribute to a nuanced understanding of the hurdles they face. By delving into the realms of attitudes, stigmatism, and career advancements, we can discern how societal perceptions impact professional interactions, hinder growth opportunities, and perpetuate a cycle of challenges for individuals with disabilities in their professional journeys.

- **Attitudes**

According to Botha and Leah's research (2020), one of the difficulties that persons with disabilities face is attitude. Their study concentrated particularly on the question of management attitudes toward employees with disabilities. It was discovered that supervisors frequently hold certain views on those with disabilities (Botha & Leah, 2020). Additionally, Botha and Leah's study (2020)

described how managers regard handicapped workers in their firms as individuals who require a lot of time to learn, who require flexible arrangements to be made for them in order to work efficiently, and who have difficulty finishing tasks.

- **Stigmatisation**

According to Corrigan (2014), the term "stigma" describes a certain attitude that people have toward those who exhibit characteristics that are deemed "unusual" by society. Negative ideas and attitudes frequently have an impact on stigmatisation's prevalence (Pérez-Garn et al., 2018). Stigmas, according to research, can influence victimised groups to adopt self-defeating ideas. Internal stigmatisation is the idea that can have negative emotional and behavioural effects such as disengagement, a decrease in self-worth, and psychological suffering (Corrigan 2014). These public attitudes and perceptions about people with disabilities in institutions of higher learning have created situations that lead to further isolation and stigmatisation of persons with disabilities. It is this stigmatisation and marginalisation of persons with disabilities and their ramifications that people with disabilities still feel exposed to discrimination, they are still faced with a high unemployment rate and subsequently, high levels of stress. In addition, stigmatising others who have disabilities is a common occurrence, particularly if the disability is obvious, such as inability to walk.

- **Career Advancement**

Career advancement issues are also another workplace barrier issue that people with disabilities encounter. Coetzee, Ximba, & Potgieter (2017) describe career advancement issues as difficulties that employees encounter when it is time to move up in the organisation (in terms of promotions). Career advancement difficulties occur as disabled employees are deemed to be inept, not productive, and are likely to bring hardships to the organisation. They can also occur due to the lack of support given by human resource practitioners to employees with disabilities as asserted by (Cavanagh, Bartram, Meacham, Bigby, Oakman & Fossey, 2017). Individuals with disabilities interviewed in a study by Potgieter et al. (2017) believed that such issues occur because they are underrepresented.

2.10.4 The University of Limpopo's Employment Policies and Disability Issues

In this section, the study looked at the University of Limpopo's employment policies and disability issues. This will help to see if the disability issues within the institution are adequately addressed.

2.10.4.1 Recruitment, Selection and Appointment Policy and Procedure

The University's goal is to find, choose, and hire the top candidates for open jobs. This is carried out within the allowed financial and institutional constraints. Merit-based hiring is done, and employment equity standards are followed. Specific criteria must be completed during any recruitment activity in order for the institution's policies to fit with the objectives specified in its Employment Equity Plan. These criteria include defining minimal competencies for all roles and determining whether candidates from defined categories meet the qualifications as 'suitably competent persons.' When recruiting specific racial groups is critical to meeting Employment Equity Plan goals, employment equity targeted statements must be included in recruitment materials and marketing. Selection committees in charge of filling vacancies must be aware of and consider the appropriate employment equity objectives. When the aim is explicitly stated, accountable parties and selection committees must make a reasonable effort to hire competent individuals from the identified categories. Committees have to get acquainted with the principles of fair and unfair discrimination outlined in the policy's terms and definitions section, to comply with the Employment Equity Act's prohibition on unfair discrimination based solely on a person's lack of relevant experience. If a candidate from a specified group is not recommended for appointment, a written report detailing the grounds for non-appointment and offering special rationale must be given to the Executive Director: Human Resources or Human Resources Division with delegated authority.

Therefore, it is the duty of the human resources staff at higher education institutions to make sure that they use all available resources to recruit all qualified potential employees when advertising for open positions. All job advertisements should be made available and accessible to all actively seeking

candidates, and people with various disabilities should not be an exception. Additionally, it is the responsibility of HR staff to ensure a fair and transparent hiring process. This will help the same HR department choose the most qualified and deserving candidates based on their qualifications and relevance to the open positions without discrimination based on applicants' disabilities.

2.10.4.2 Employment Equity Policy

In terms of the Employment Equity Policy, The University commits itself to:

- Increasing demographic diversity in terms of race, gender, and disability; redressing historical injustices and inequalities in line with South Africa's transformation process.
- Providing a nurturing and challenging environment that respects human diversity and everyone's inherent worth, regardless of race, gender, pregnancy, marital status, family responsibilities, ethnic or social origin, colour, sexual orientation, age, disability, religion, health status, conscience, belief, political opinion, culture, language, or any other aspect of diversity; and
- Eliminating any unfair discrimination in its various forms and pledging to take appropriate corrective measures to fairly address the legacy of previous discriminatory practices and policies.

This policy is to be comprehensively reviewed and adhered to in accordance with the ensuing guidelines, a prerequisite for the university to realize its objective of cultivating a workplace environment that upholds equality for all its employees:

- **Fairness**

The duty to ensure equitable representation of designated groups in all employment categories and levels must be carried out fairly and equitably, taking into account and balancing all relevant interests and considerations, including non-designated groups' employment interests and legitimate aspirations, the University's commitment to academic excellence, and the need for managerial and administrative efficiency.

Implementing this principle entails, among other things, giving special weight to the legal duty to redress employment-related injustice suffered by members of designated groups, as well as addressing their under-representation in all employment categories and levels (under the Job Evaluation Policy).

- **Respect for human dignity and non-marginalisation**

The equality policy must be applied to foster a culture of dignity for all staff members, regardless of their backgrounds or traditions, and to foster an overall sense of belonging. While the University recognises its responsibility to equalise chances for designated groups and accelerate possibilities for the disadvantaged, non-designated groups shall not be handled in a way that sidelines and marginalises their advancement.

In short, the purpose of the employment Equity plan within the institutions of higher learning in South Africa is to enable employers to achieve reasonable progress towards Employment Equity, to assist in eliminating unfair discrimination in the workplace, and to achieve equitable representation of employees from designated groups (including people with disabilities) through affirmative action measures. Additionally, equitable employers outpace the discrimination and stigma of people with disabilities by respecting the diverse and unique needs, perspectives and the potential value that all their team members will be bringing to the team. As such, diverse and inclusive workplaces earn deeper trust and committed employees. Lastly, an organisation that respects the human dignity of all individuals, including those of people with disabilities, an organisation that is fair and equity-oriented eliminates employment barriers of people with disabilities, can remedy past discrimination, prevent future barriers and improve designated group members' access and distribution throughout all occupations and at all levels.

2.10.4.3 Promotion policy

To ensure that the University meets its goals as outlined in its Employment Equity Plan, the following basic requirements must be followed with respect to any promotion action done by the University. This requires the University to guarantee that:

- Promotion Committees engaged in the review and approval of promotions are as broadly representative as possible.
- Promotion should be based on an objective performance assessment system in which performance evaluation emphasises future growth, as well as ensuring that initially, recommendations for the execution of career paths and advancement of designated groups are supplied. Second, obstacles to the advancement of specified groups are removed.

Therefore, the line managers and departmental HR personnel should work closely together to set the performance standards for all their employees, including employees with disabilities, to make them understand what is expected from them and how their performance will be evaluated. In so doing, the employers will enable open communication with the employees, leaving a safe room for employees to raise concerns about the challenges they might be facing. The promotion policy is important in ensuring that employees are promoted based on their qualifications, skills, experience, and most importantly, their performance. Not only will this lessen the idea that people with disabilities get overlooked for promotional opportunities, but it will motivate them to work harder knowing that they are worthy of promotions, and that nothing differentiates them from able-bodied employees.

2.10.4.4 Supportive working environment and Reasonable accommodation policy

To promote a supportive and enabling environment, the University commits to adopting behavioural norms that address issues of justice, discrimination, and harassment. In addition, the University needs to create communication methods that will allow for effective communication and consultation with all stakeholders, as well as compliance with the information disclosure principle. In addition, under the University's commitment to diversity and employment justice, reasonable accommodation will be made for candidates and staff members from specific groups. As a result, Lawson (2012) emphasises that the duty to provide reasonable accommodations entails removing barriers created by physical structures, traditional modes of communication, and standard policies or

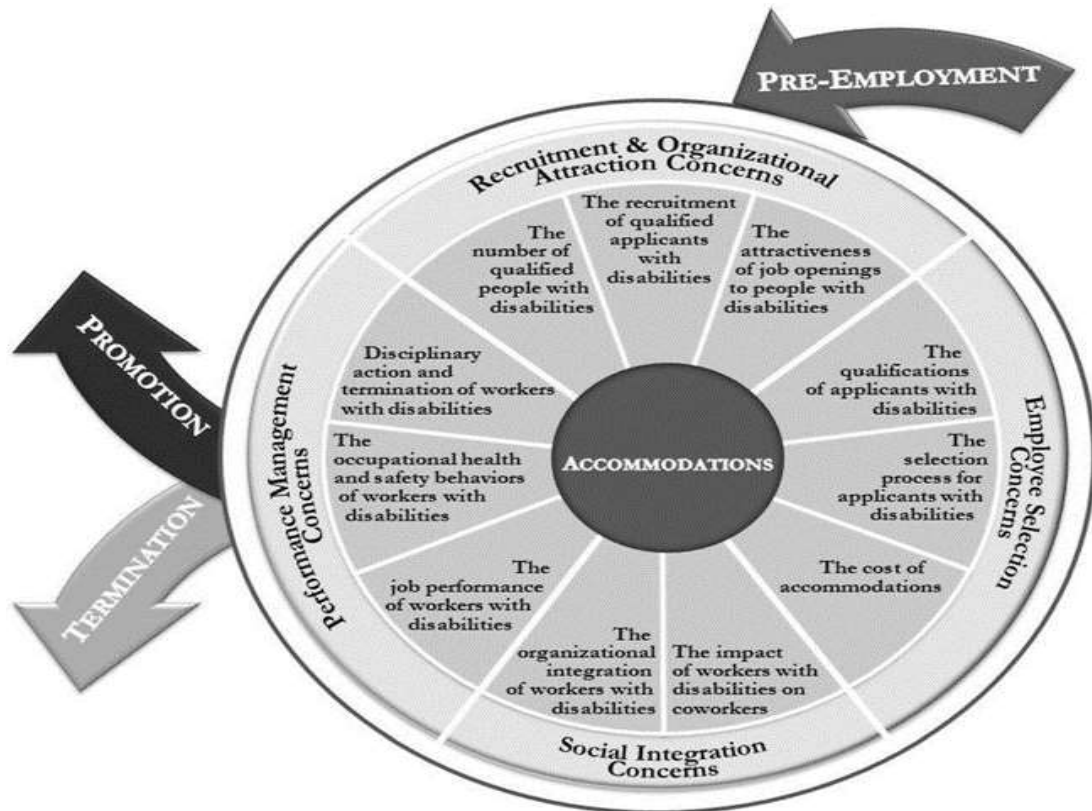
practices where these would disadvantage a disabled person in comparison to a non-disabled person.

People with disabilities need physical and social access to the same spaces, employment, goods, services, entertainment, and community participation as everyone else in order to function effectively and safely in jobs, education, and everyday life. A supportive working environment and reasonable accommodation policy should be implemented in institutions of higher learning. Because of this, it is critical that institutions of higher learning effectively provide, monitor, and manage reasonable accommodations for various employees who require such accommodations so that they are not challenged when performing their tasks and are discredited for promotional opportunities. Individuals must meet the essential job requirements in terms of educational background, employment experience, skills, licenses, and other job-related qualification standards, as well as be able to perform those tasks that are essential to the job, including those that may necessitate a reasonable accommodation to allow workers to perform.

2.10.5 The Participation of People with Disabilities in the Workplace

The Participation of People with Disabilities in the Workplace across the Employment Cycle entails a thorough evaluation of the experiences of people with disabilities at various stages of their careers. The figure below depicts eleven unique concerns that employers have concerning people with disabilities, spanning pre-employment, during employment (including opportunities for advancement), and finally termination of employment.

Figure 2.1: The employment concerns circle of people with disabilities



Source: Ajzen (1991)

Looking at the above employment concerns circle of people with disabilities (figure 2.1), the study focused on expanding and interrogating conclusively in the research report as they provided a contextual framework for evaluating the adequacies and inadequacies of the accommodation provided in the workplace for people with disabilities. These are Recruitment and Organisational Attraction Concerns; Employee selection concerns; Performance management concerns; and social integration concerns.

2.10.6 Employment policies relating to the employment of people with disabilities

Barnes and Mercer (2005) identified three key indicators for gauging the success or failure of worldwide disability employment policy, particularly from a social model perspective. For starters, people with disabilities are denied employment opportunities not because of their condition, but because of the social processes that make up the free labour market. Second, persons with disabilities who want

to work in the mainstream encounter an exclusionary society in general, with inaccessible transportation, education, and constructed surroundings, not to mention unfavourable or stereotypical cultural and media views about disability. Third, given the size of social exclusion, specialised policy measures only focused on employment are unlikely to have a major impact (Barnes & Mercer, 2005).

Unlike other developing countries, South Africa has had a multi-layered disability policy and numerous legislations protecting the rights of people with disabilities since 1994 (Mitra and Sambamoorthi, 2008). According to the South African Human Rights Commission (SAHRC) (2002, p. 6), laws are a critical vehicle "to redress the systemic inequalities and unfair discrimination that remain deeply embedded in social structures, practices, attitudes, and environments." Throughout the 1990s, the South African government enacted a number of progressive legislative measures to address historical imbalances (Thomas & Jain, 2004; SAHRC, 2002). This was done to equalise opportunities, repair, and avoid historical political, economic, and social injustices that the majority of South Africans faced before 1994. When it comes to equalising job opportunities for individuals with disabilities in South Africa, the following policies and laws stand out because they have an impact on both direct and indirect employment integration and retention (Sing, 2012):

- The Republic of South Africa's Constitution (1996), which protects the rights of people with disabilities to equal treatment and rights as all South Africans.
- The White Paper on an Integrated National Disability Strategy (1997), highlights the importance of incorporating disability concerns into all government development policies, plans, and activities.
- The Employment Equity Act (Act No. 55 of 1998), which outlaws unlawful employment discrimination.
- The Promotion of Equality and Prevention of Unfair Discrimination Act (Act No. 4 of 2000) makes it illegal to discriminate based on race, gender, or handicap.

- The Code of Good Practice on the Employment for People with Disabilities (2002), which serves as an implementation guide for employers in fostering equal opportunity and fair treatment for people with disabilities as mandated by the EEA.

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2.10.6.1 Recruitment and attraction disabled people in HEI's

Previous research has discovered that managers in institutions of higher learning reported that they barely saw workers with disabilities in their candidate pools (Kroeger & Kraus, 2017; Lauer & Houtenville, 2017). One of the reasons provided was that many people with disabilities felt that companies used protracted and disparaging evaluation frameworks in their recruitment processes. Kraus (2017) consequently contended that employers within institutions of higher learning often doubted the competence of persons with disabilities. The second reason relates to the negative pressure on self-confidence exerted on employees with disabilities by the stigma harboured against them. Furthermore, this stigmatisation extends to those persons suffering from invisible disabilities – such as chronic depression. As a result, individuals may decide to hide their disabilities fearing negative repercussions (Markel & Barclay, 2015 Elraz, 2018) and thus prefer not to feel indifferent to their colleagues (Jetha, Bowring & Tucker, 2018). The hiring process should not erect barriers to ensure that qualified people with disabilities are included in the candidate pool (Stone & Williams, 1997). In reality, the application process usually obstructs participation. Employers In institutions of higher learning, for example, may explicitly include disability as a category of diversity among others in official diversity policy statements and recruitment. Furthermore, evidence of commitment to recruiting people with disabilities begins with senior management creating and enforcing policies (Schur, Kruse, & Blanck, 2005). As a result, institution-wide and disability-specific diversity policies send the right signals to candidates and hiring managers. As a result, these signals help institutions of higher learning increase the possibility that their candidate pools contain qualified candidates and that those candidates are chosen.

Many studies suggest that human resource managers frequently underestimate employees with disabilities (Kulkarni & Kote, 2014; Schur et al., 2005). As indicated in the Domzal et al. (2018) study, managers state that employing a

qualified workforce with disabilities is frequently problematic. Employers must decrease the risk of potential barriers to hiring talented people with impairments. An institution of higher learning, for example, can highlight on its website that it values diversity and identifies disability. This would show a potential employee that the employer has a policy in place to work with and retain people with disabilities (Araten-Bergman & Werner 2017). Employers can attract more qualified candidates by teaching them about the institution's varied culture. Positions for those with and without disability often do not differ much (requirements, tasks), however, there are some considerations for applicants with disabilities. First, disabled candidates place a larger importance on certain features such as work hours, benefits, and so on (all of which are managed by state disability funding) (Fabian, 2013). Second, studies show that applicants with impairments prefer to work for government agencies (Ali et al., 2011; Bonaccio, Connelly, Gellatly, Jetha, & Martin Ginis, 2020). When compared to private firms, institutions of higher learning are less likely to discriminate during the recruiting process and are also healthier. Furthermore, if the option is provided by the employer, it is projected that people with disabilities will prefer to work part-time (Jetha et al., 2018). To reduce problems and risks when recruiting people with disabilities, employers must first be honest about their company's diversity culture and be willing to consider individuals with disabilities for specific roles.

2.10.6.2 The selection concerns regarding the employment of people with disabilities

The employee selection concerns are about the employers' misperceptions that people with disabilities cannot execute the fundamental elements of the job specifications they have applied for (Kaye, Jans, & Jones, 2019; Kulkarni & Kote, 2014). These misapprehensions lead to applicants with disabilities being underscored during their interviews (Jammaers, Zanoni, & Hardonk, 2016; Baldrige, Beatty, Böhm, Kulkarni, & Moore, 2018). Unfortunately, this generalisation is prevalent across all sectors (Dovidio, Pagotto, & Hebl, 2011; Gröschl, 2016; Kaye, Jans, & Jones, 2019). This view profiles persons with disabilities as being too friendly (for example, well disposed of, and amiable) but

extremely low abilities (Cuddy et al., 2019). As such, companies declare them unemployable.

In certain circumstances, the concern is specific, such as a fear that if recruited, candidates would be unable to perform physically demanding work due to disability (Gröschl, 2016). This issue may indicate that supervisors underestimate candidates' talents. Sinden and Ginis (2013) discovered that many individuals with spinal cord injuries were performing duties that were beyond what would have been expected of a person with this condition in research on employees with this injury. Concerns about whether people with physical disabilities can undertake physically demanding activities may show a misunderstanding of the diversity of disabilities (Baldrige et al., 2018). To screen applicants with disabilities, hiring managers must have certain knowledge and skills. A job applicant, for example, can sue if a manager asks an improper question (for example, concerning a candidate's handicap) (Hernandez et al., 2008). Furthermore, research indicates that managers report a lack of understanding of the employment process for persons with disabilities (Kaye et al., 2011).

2.10.6.3 Integration of people with disabilities into a community of practice

As asserted by (Araten-Bergman, 2016), managers have raised worries regarding people with disabilities' capacity to fit in socially in institutions of higher learning, and they have expressed fear that people with disabilities may have a harmful influence on other employees (who presumably do not have a disability). Kaye et al. (2011) discovered that managers are concerned about coworker attitudes toward persons with disabilities (Thoma, Lakin, Carlson, Domzal, Austin, & Boyd, 2011)), but Lengnick-Hall et al. (2008) discovered that some managers are concerned about the negative impact on morale (Lengnick-Hall, Gaunt, & Brooks, 2001). These assumptions are based on the idea that a person with a disability will (a) be identified as such and (b) perform or perform better than employees without impairments. People with impairments are stigmatised, which hinders their integration into society and, as a result, into the labour force. According to Beatty and Kirby (2016), this leads to disability marginalisation, exclusion, and even exploitation.

Involving employees with disabilities in corporate culture is a vital component of developing a company's diversity and inclusion strategy. Employees with disabilities benefit from an organisational culture in which inclusive policies are implemented and supported by all team members (including business leaders) (Schur et al., 2009; Vornholt, Uitdewilligen, & Nijhuis, 2013). It should be noted that the presence of disabled employees' aids in the socialisation of new disabled personnel (Kulkarni & Lengnick-Hall, 2011). It is vital to encourage open communication among coworkers to prevent discrimination towards employees with impairments. Jones (2007) and Brimhall and Borak's (2018) workplace integration study, on the other hand, confirmed earlier research that found group inclusion activities to be related to greater levels of employee satisfaction (Barak, Findler, & Wind2016; Nishii, 2013; Shore, Randel, Chung, Dean, Holcombe Ehrhart, & Singh,2011). Evidence suggests that integration programmes might help dispel preconceptions about hiring people with disabilities, such as the high cost of accommodations and greater absenteeism rates (Kalargyrou, 2014). Leaders who encourage employee inclusion not only offer the benefits of retaining a diverse workforce but also interact with their employees in ways that deepen their beliefs and support for eradicating discriminatory workplace behaviours (Christos, 2020).

2.10.6.4 The performance management concerns

Another myth among employers is the assumption that employees with disabilities are less productive (Lengnick-Hall et al., 2007; Bonaccio, Connelly, Gellatly, Jetha, & Martin Ginis, 2020;); decelerate the pace of delivery (Hernandez, McDonald, Divilbiss, Horin, Velcoff, & Donoso, 2008); excel in higher truancy and late coming (Gröschl, 2016; Hernandez et al., 2018; Kaye et al., 2019); and essentially less committed or trustworthy (Kaye et al., 2019) than employees without disabilities. These misperceptions permeate across the entire workplace (Burge, Ouellette-Kuntz, & Lysaght, 2017; Telwatte, Anglim, Wynton, & Moulding, 2017; Vornholt, Uitdewilligen, van Ruitenbeek, & Zijlstra, 2021) as employees chasing tight deadlines often avoid involving their colleagues with disabilities in their project execution. Another concern is related to absenteeism and lateness (Lysaght, Krupa & Bouchard, 2018).

Employees with disabilities may be associated with negative stereotypes such as being weak, in need of assistance, requiring more monitoring, or requiring unnecessary training (Dovidio et al., 2011; Kaye et al., 2011). Because of the prevalence of these views, managers who would ordinarily promote proactive hiring of persons with disabilities find it difficult; doing so is thus presented as an altruistic gesture that contradicts organisational success or shareholder profit.

On the other hand, several studies have suggested that, in terms of work performance, people with disabilities can be equally productive, or, in some cases, even outperform employees without disabilities. While Gibson and David(2010) and Bengisu and Balta (2011) found that there is no difference between the performance of people with disabilities and other employees, Graffam, Shinkfield, Smith, & Polzin, (2002), Hartnett, Stuart, Thurman, Loy, & Batiste (2011), Kalargyrou (2014), and Hatton (2020), through studies across various industries, indicated that people with disabilities tend to be more productive than people without disabilities.

People with disabilities, for example, are frequently denied positions for which they are capable and qualified due to perceived concerns about their ability, productivity, the costs associated with accommodation, and, most importantly, their performance (Hall and Fox (2004)). As a result of such beliefs, people with disabilities are sometimes disregarded for recruiting and advancement chances.

2.11 CONCLUSION

Chapter Two provided a detailed literature review which covered the theories of disability. The chapter also discussed the legislative frameworks protecting people with disabilities, both internationally, and on the South African level, in order to follow the fruition stages of the concept. An understanding of the different types of disabilities was discussed. Reasonable accommodation for people with disabilities was also discussed thoroughly in the chapter. The chapter offered a discussion on attraction and recruitment methods in the workplace; the challenges and benefits of selecting the best employee; performance management in workplace diversity management and diversity management and retention. The chapter further focused on the empirical literature as it discussed the history of institutions of higher learning, the workforce profile for people with

disabilities in South Africa, and the challenges faced by people with disabilities concerning workplace accommodation in institutions of higher learning. The empirical section further presented the participation of people with disabilities in the workplace across the employment cycle, following the employment policies relating to the employment and recruitment of people with disabilities. Aspects of the recruitment and attraction of people with disabilities by institutions of higher learning were also discussed. The section also provided an overview of the selection concerns regarding the employment of people with disabilities. An exploration of how people with disabilities are integrated into a community of workers was discussed. Lastly, the section offered a discussion on the performance of management concerns of recruiting people with disabilities. The next chapter presents an overview of the study design and methodology used to conduct this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The theoretical framework, empirical review, and conceptual framework connected to the issues encountered by people with disabilities were clarified in the preceding chapter of the literature review. This chapter describes the research methodology utilised to safeguard data. This chapter discusses the methodology, study design, sample procedures, data collecting, and data analysis approaches.

3.2 RESEARCH METHODOLOGY

This study employed a qualitative research methodology. The qualitative research technique was appropriate for investigating the challenges faced by people with disabilities in relation to workplace accommodation in South Africa while focusing on one institution of higher learning, the University of Limpopo. Furthermore, the qualitative methodology allows the researcher to describe the event under study while detailing crucial arguments and participant viewpoints. Leppink (2017) and Venkatesh, Brown, & Bala (2013) both state that using qualitative research methods allows the researcher to see an issue from the participant's perspective by asking questions about the problem to understand how it affects the participant and how their responses relate to the topic studied. According to Merriam and Grenier (2019), the qualitative research method is a sort of scientific investigation that tries to produce answers using established processes. Furthermore, qualitative methods assist the researcher in gathering data and producing conclusions that are outside the scope of the study, as well as difficult-to-ascertain information regarding the phenomenon being examined. Qualitative research, according to Chauvette, Schick, Makaroff, and Molzahn (2019), is concerned with qualitative phenomena concerning quality. It is also distinguished by studying the why and how of decision-making, being non-numerical, descriptive, applying logic, and employing language. According to Myers (2019), qualitative techniques offer comprehension of experiences and processes by adopting a multi-perspective approach to the phenomenon's

investigation. The researcher believed that a qualitative approach structure best understands the issues that people with disabilities encounter when seeking appropriate accommodations in institutions of higher learning. The quantitative research strategy was deemed unsuitable for this study since quantitative methods are used to test theories and assess correlations between variables or differences between groups, which were not the primary objectives of the current investigation.

3.3 STUDY AREA

The study was carried out at the University of Limpopo, formerly known as the University of the North and popularly known as "Turfloop." The University of Limpopo was founded in 1959 as part of the apartheid regime's aim of establishing separate ethnically based institutions of higher learning. The University of Limpopo lies in Polokwane Municipality, Capricorn District, Mankweng Township, at the foothills of the Hwiti (Wolkberg mountain range) in Limpopo province, South Africa. The University is located approximately 40 kilometres east of Polokwane (Oxlund, 2011).

The University of Limpopo was chosen as the study area because the institution provides a unique employment setting that allows researchers to investigate the dynamics of workplace accommodation and the experiences of people with disabilities. This decision is consistent with the research goal of collecting in-depth insights into the obstacles in a specific South African workplace, allowing for a more nuanced understanding of the concerns faced by employees with disabilities. Furthermore, the decision to focus on the University of Limpopo may be motivated by practical concerns, such as participant access and ethical considerations. The researchers may have formed a working partnership with the institution to ensure ethical approval and facilitate access to personnel with disabilities and their colleagues. The selection of this workplace setting not only fulfils the immediate research objectives but also adds to the broader discourse on disability inclusion by offering potential insights and recommendations that may be applicable to similar workplaces in South Africa.

3.4 RESEARCH DESIGN

According to Creswell and Poth (2016), research design signifies the strategy that a researcher takes when conducting a research project. The choice of study design reflects the decision on the emphasis given to a variety of research procedures. This qualitative study used an exploratory methodology to investigate the challenges that South Africans with disabilities encounter when it comes to workplace accommodation. An exploratory study, according to Mouton and Marais (1985), tries to learn more about a topic and act as a springboard for further research.

3.5 SAMPLING AND SAMPLING METHODS

3.5.1 Population

Hanlon and Larget (2011, p. 8) define population as "all the individuals or units of interest; typically, there is no data for nearly all individuals in a population." This study's population included employees with disabilities as well as employees who work closely with people with disabilities from the University of Limpopo. The University of Limpopo employed a total of one thousand nine hundred and seven (1397) people, with just nineteen (19) of those employees being people with disabilities. According to (Asiamah, Mensah, & Oteng-Abayie, 2017), a target population for a study is the entire unit from which the study data will be used to make inferences. Thus, the target population defines those units that the findings of the study are meant to generalise (Casteel, & Bridier, 2021). However, the researcher conducted semi-structured interviews with fifteen (15) employees with disabilities and fifteen (15) people who work closely with employees with disabilities.

3.5.2 Sampling

A sample is a "subset of a population selected to participate in the study, in the research project. It is possible to construct a so-called sampling size, having defined the population" (Acharya, Prakash, Saxena, & Nigam 2013; 38). In the sample and sampling method, the actual sample is drawn from the listing and a sample frame is a listing of all elements in a population. It is conceivable that favouritism might occur between the views of members of the sample size and

population (Johe & Bhullar, 2016). In determining the quantity of the sample drawn the adequacy of sampling frame is crucial. Misra, Singh, and Singh (2017) noted two types of sampling methods, probability sampling and non-probability sampling. The authors further explained non-probability sampling as one of the sampling methods adopted for the study.

Misra, et al., (2017) define a non-probability sampling as a process where not every person or object of the population gets an equal chance of taking part in the investigation. Non-probability sampling is used when the numeral quantity of populations is unknown or individually identified. In this kind of situation, the selection of a sample is dependent upon considerations. This method normally involves judgment instead of randomisation since the participants or respondents are selected based on being easily accessible (De Jalón, Chiabai, Quiroga, Suárez, Ščasný, Máca, & Taylor, 2021). The following section explains the types of non-probability sampling.

- Convenience sampling

In this method of non-probability sampling, the researcher selects applicants or defendants as per their own suitability. The researcher selects the participants who are willing and able to participate in the study (Etikan, Musa & Alkassim, 2016).

- Purposive/Judgmental sampling

In purposive sampling, researchers select the applicants based on their judgement and this is often used in exploratory research. In this method, it is difficult to know if the case selected represents the population or not (Etikan, Musa, & Alkassim, 2016). It usually addresses who can deliver the greatest statistics to achieve the objective of the study.

- Quota sampling

Ilyasu and Etikan (2021) refer to quota sampling as the researcher's affluence of admission to the sample population. It is guided by characteristics that are more visible like gender, age, and race that are interested in participating in the study. The participant is nominated from a place appropriate to the researcher.

- Snowball sampling

The snowball sampling is collected in different stages and is sociometric. This method is known as an accidental sampling and is suitable when the memberships of a population are difficult to be positioned such as dispossessed people, and migratory employees (Yadav, 2016). This method uses a network to select a sample.

In order to find respondents who met the sampling criteria, the purposive sampling technique was used after careful consideration. According to Campbell, Greenwood, Prior, Shearer, Walkem, Young, and Walker (2020), purposeful sampling directs the researcher to select respondents who have characteristics that are crucial for the phenomenon under investigation. Therefore, purposive sampling is employed when a researcher concentrates on respondents who provide insight into issues that are only partially known (Rai & Thapa, 2015).

3.5.3 Sample

According to Lopez and Whitehead (2013. p, 127), "There are no overall formal criteria for determining sample size in qualitative research, and thus no rules to suggest when a sample size is small or large enough for the study." In essence, the number of respondents is significantly less relevant than the quality of the data collected (Tuckett, 2004). As a result, data richness rather than bulk was retained in the current investigation.

Respondents were purposely selected on the element that, first, they have declared their disabilities; second, they are employed by the University of Limpopo; and lastly, they have a story to tell about the challenges they faced or still face concerning reasonable accommodation in the institutions of higher learning; that is, the University of Limpopo. Also, the other group of respondents was deliberately selected on the fact that they have first-hand experience of working closely with people with disabilities.

Patton (2014) found that a sample size of 25-30 is sufficient in in-depth interview research to allow for the detection of consistent patterns and data saturation (Mwita, 2022; Patton, 2014). As a result, in order to achieve data saturation, the study followed the guidelines suggested by Patton (2014) and Craswell (2018).

A total of 30 respondents were selected for the study: (15) people with disabilities and (15) staff who work closely with people with disabilities at the University of Limpopo. Purposive sampling was used to sample the respondents since it made it easier for the researcher to generalise the findings. The researcher chose individuals who were already familiar with the study's subject (the challenges faced by people with disabilities).

3.6 Data collection

There was a need for the researcher to gather data in order to deal with the problem and fulfil the objectives, which can be done when the appropriate data collection instruments are chosen for the study. According to McIntoch and Morse (2015), data collection is the process of acquiring information about a phenomenon while building an organised method that allows a researcher to ask research questions, investigate study objectives, and analyse the results.

3.6.1 Data collection method

According to Oakes, and Kaufman (2017) data collection method involves the facts presented in the research from the environment of the study. Bar-Ilan (2001) claims that data collection methods change depending on the study's aims and objectives. Brantsæter, Ydersbond, Hoppin, Haugen and Meltzer (2017) regard a data collection practice or method as one or more collection practice assortment that hinges on the choice of research subject, the research process, and the accessibility of information that is decisive to the positive result of any research project.

For this study, semi-structured interviews were employed as the data collection method. According to Suki (2017), semi-structured interviews are a data collection method which allows the researcher to ask questions, assess phenomena in a different perspective as well as seek new insights. According to McIntoch and Morse (2015), a semi-structured interview is typically used when a researcher wants to learn about what participants are doing and how they feel or think about a specific phenomenon. During the interviews, the researcher produced two interview guides, one for people with disabilities and one for people who work closely with people with disabilities. This was done in order to monitor

how respondents answered questions on the interview guides to obtain fruitful information from both groups of people. In this study, semi-structured interviews supported the researcher in collecting nonverbal expressions of the participants that relate to the acquired information about challenges faced by people with disabilities in terms of reasonable accommodation in the workplace.

3.6.2 Characteristics of data collection method

Interviews have certain traits that set them apart from other forms of communication. The following sections looked at interview and semi-structured interview characteristics.

Characteristics of interviews:

- Goal-Driven

According to (Besley, Dudo, Yuan, & Abi Ghannam, 2016), interviews are often more goal-oriented than other forms of communication, particularly those involving two people. All modes of communication produce effects that go beyond the simple interchange of symbols; however, these outcomes are not necessarily intended or purposeful. Interviews are carried out with a certain goal in mind. There may be a desire for information, a problem that needs to be solved, persuasion, help with a personal issue, or an employer seeking the best candidate for a position and a potential employee seeking a suitable company (Barocas, & Selbst, 2016).

- Question–Answer

Another distinctive element of interviews is the question-and-answer format. During an interview, one person (or sometimes more than one) may ask questions, and another person will respond. As noted by (Hoey, & Kendrick, 2017), ordinary conversation includes questions and responses from time to time, especially when people are getting to know one another. Furthermore, in most ordinary conversations, one person is responsible for introducing questions while the other is in charge of responding to them.

- Structured

Interviews are usually more structured than other forms of communication. In contrast to informal encounters between two people, which might occur haphazardly and lack a distinct goal, interviews require planning and preparation and typically follow a specific order. DeJonckheere and Vaughn (2019) identify that specific actions are expected during an interview in order to achieve the previously mentioned clearly defined aim. The schedule and order of the interviews will be discussed later in this chapter.

- **Controlled**

The individual conducting the interview is usually responsible for directing it. Macintosh and Daft, (2019) unveil that the level of control exercised during an interview depends on the purpose, which is partially satisfied through the questions posed and the setting up of the communication environment. This is discussed in greater depth later in the chapter.

- **Unbalanced**

The fifth characteristic of interviews is that the time spent talking by the interviewee and the interviewer is rarely balanced. Oltmann, (2016) established that, typically, the interviewee contributes to the majority of the conversation. Naturally, the sort of interview will dictate how much time each party spends talking, but in most cases, the interviewee will speak more, and the interviewer will say less.

Characteristics of semi-structured interviews:

Semi-structured interviews emphasise the special bond between interviewer and interviewee through a relational focus (DeJonckheere & Vaughn, 2019). Expanding on this point, (Husband, 2020) noted that semi-structured interviews have a flexible, loose structure between the interviewer and the respondents. Additionally, the interviewer creates and employs an interview guide during semi-structured interviews. This is a list of questions and topics that need to be addressed during the interview, often in a precise order. To reinforce this notion, (Angouri & Machili, 2022) noted that to get quality data, interviews should not be conducted using a transactional question-answer procedure, but rather through

unfolding, iterative exchanges between the interviewer and respondent. Other characteristics of semi-structured interviews involve scheduling interviews in advance and gathering information from key informants who can inform them about the topic. Another factor that characterises semi-structured interviews is that there is a deep exploration of respondent's thoughts and experiences.

3.6.3 Data collection process

Face-to-face semi-structured interviews with employees were conducted in this study to fully examine the topic under investigation and to gain their understanding of the phenomenon. However, due to the COVID-19 pandemic and its regulations, the interviews were also narrowed to virtual (Microsoft Teams and Zoom Meetings) and telephonic interviews to avoid visits and physical meetings, which are likely the cause of the high spread of coronavirus. Before the interview sessions, an appointment was made with the participants, either electronically or verbally. As mentioned before, to avoid the spread of COVID-19, employees had to work from work as one of the regulations of COVID-19. Nevertheless, interviews were conducted in such a way that did not disturb their work schedules. Therefore, it was significant to conduct interviews either after hours at lunchtime or even during weekends. For employees who could not use the above-mentioned virtual platforms, an appointment was made with them for face-to-face interviews after hours. This was to ensure that the respondents were made comfortable and that short breaks were taken in between interviews.

For the face-to-face interviews, the respondents were informed of the expected time of the interviews. The interview lasted between 30 minutes and an hour. This strategy allowed participants to discuss and comment on subjects that they thought were important. According to Alshenqeeti (2014, p. 39), semi-structured interviews "allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses". However, an exception had to be made for employees with hearing disability and speech disability as it took them longer to elaborate more on their experiences and also because short breaks had to be taken in between interviews just so they do not

feel strained. To accurately capture verbatim information, the interview session was also recorded using a cell phone recorder. As a result, consent to use a recorder was requested from respondents. Additionally, during the interview, notes were taken.

For all the virtual interviews, the researcher had to check the availability of the respondents before the interview to check the date and time which was most convenient for the respondents to conduct the interview. Online interview meetings were set using Microsoft Teams and all the interviews were recorded using the Microsoft Teams app.

3.7 DATA ANALYSIS

The obtained data was analysed using Thematic Content Analysis (TCA). TCA is defined by Hsieh and Shanon (2005) as an analysis technique for the subjective interpretation of text data content through a systematic classification process of coding and finding themes or patterns. The TCA was selected as the suitable data analysis tool because the themes identified are strongly linked to the data themselves (Alhojailan, 2012). The adopted data analysis tool was suitable for use in the study because it enabled the researcher to explore the challenges faced through the identification of themes that are strongly linked to the accumulated data. The identified themes provided an in-depth understanding of the researched phenomenon.

Transcribing the digital voice recording was the first step in the data analysis. Themes and sub-themes were analysed in the interview transcripts. According to Schurink et al. (2011), data analysis is carried out to give the data collected structure, order, and meaning, thereby giving the themes and sub-themes that emerge meaning. The following steps were followed for data analysis after the data were gathered (Bachman and Schutt, 2013):

- Editing

This is the stage in which raw data is collected and checked for errors. In this study, the researcher checked if all the interview guides were marked to ensure that all respondents were interviewed. The researcher further confirmed all the

audio from the interviews on a phone, Microsoft Teams and Zoom, which was utilised for recording during the interviews. Thereafter, the data was transcribed. The responses were entered into an Excel spreadsheet. The researcher then grouped familiar responses on the Excel spreadsheet. Following the latter, the researcher analysed the textual version of what the respondents said during the interviews. This process assisted the researcher in fully understanding the challenges faced by people with disabilities concerning reasonable accommodation at the University of Limpopo.

- Coding

Coding is usually the first step for most qualitative data analysis (Bell, & Bryman, 2007). Coding entails that the data will not be presented as it is but will be presented and interpreted by the researcher. The researcher gave the respondents code names and referred to them as respondent 1 to respondent 30. This was done to easily identify the respondents whilst concealing their actual names for ethical purposes.

- Classification into themes

The transcribed data was divided into different themes and subthemes. Different themes were identified to address the research problem. The researcher employed Ta'a, Abdullah, Ali, and Ahmad (2014) steps to identify the themes. That is:

First, when one becomes familiar with the data, it is important to go through all the data that is collected and make notes. If there are recordings, this is where transcription takes place. In this step, ideas for codes that could describe the content were created.

Second, this step entails generating initial codes. When the respondents were answering questions during the interview, the researcher wrote what was being said. This process helped with organising data into meaningful groups.

Third, this process entails looking for themes. The codes are organised into themes in this stage. This stage entails identifying a list of codes and their associated extracts, followed by grouping the codes into bigger topics.

Fourth, this step entails reviewing themes that were identified in step 3. The researcher read all the codes and determined if they supported the themes. Where there were contradictions, the theme was split into separate themes or moved to an existing theme where it could fit better.

Fifth, this step encompasses defining and naming themes. This is where the researcher described all the themes in the previous steps. This is a step in which a theme and subtheme should be clearly defined.

Lastly, the final step is about producing a report. The researcher ensured the quality of the information by providing a clear account of what has been done during the whole research process and the analysis of the findings.

3.8 DATA QUALITY

The robustness of the qualitative aspect is linked to the complete planning and execution processes aimed at ensuring the procedures' genuineness and reliability. This entails assessing the study's credibility, transferability, dependability, and confirmability using criteria such as credibility, transferability, dependability, and confirmability (Forero, Nahidi, De Costa, Mohsin, Fitzgerald, Gibson, & Aboagye-Sarfo, 2018). This assesses the degree to which the findings of the research can be trusted. As a result, the researcher presents the quality rigour that speaks to the trustworthiness of the study below.

a. Credibility

As an alternative to internal validity, credibility aims to show that the investigation was carried out in a way that ensures that the subject has been correctly identified and described (Kyngäs, Kääriäinen, & Elo, 2020). Credibility in research was guaranteed through several aspects such as prolonged, engagement, and acknowledgement of the sources (Korstjens & Moser, 2018). As a result, the researcher worked closely with the data acquired by means of recording, notes, and transcripts to establish a clear link between the data and interpretation. In addition, the researcher paraphrased to improve understanding and ensure that the data gathered was relevant. Similarly, it is the researcher's obligation to repeat what the participants said from a new perspective while still meaning the same thing in order for the participants to corroborate what was intended

(Ngozwana, 2018). As a result, the researcher ensured that the information gathered from the respondents was accurately represented.

b. Transferability

Transferability refers to a finding's ability to be applied to a similar circumstance and provide similar results (Schloemer, & Schröder-Bäck, 2018). According to Stahl and King (2020), the researcher inquires whether the research findings may be transferred from one circumstance or case to another. In this scenario, the researcher guaranteed that the data gathered was transferable by linking it to the study's aims. The findings, interpretations, and recommendations were reviewed by the supervisor. As a result, the researcher is obligated to develop a transferable finding by asking a series of questions referencing previous studies.

c. Dependability

Dependability implies that the researcher seeks to account for changing conditions in the phenomenon chosen for investigation, as well as changes in the design brought about by a more sophisticated understanding of the setting (Cypress, 2017). By using information from participants, the researcher guaranteed that the data acquired was valid and trustworthy. Furthermore, the researcher relied on the respondent's evaluation of the data, interpretation, and recommendations, which were supplied through recording and notes.

d. Conformability

Conformability refers to how well the data obtained supports the findings and interpretations (Alfaqeh & Mısırlı, 2021). The study ensured that the data was fully dependent on the participants' perspectives rather than the researcher's assumptions. To ensure the findings' credibility, a media researcher, supervisor, and scholars were brought in as experts to examine them. Finally, the information from the literature and theories was related to the study's findings to assess the study's consistency.

3.9 ETHICAL CONSIDERATIONS RELATED TO DATA COLLECTION

Ethics in research refers to the concerns and dilemmas that arise over the proper way to execute research, more specifically not to create harmful conditions for the subjects of inquiry, humans, in the research process (Schurink, 2015). Respect for respondents' privacy, rights, needs, and desires, sensitivity, voluntary participation, and informed consent were all examples of how participants' ethical commitment was shown (Silverman, 2013).

This research however was carried out in terms of the standard and ethics set by the University of Limpopo. Qualities of the qualitative researcher, according to Sekaran and Bougie (2019), include the ability to listen carefully and empathetically. Every researcher strives to generate valid and reliable data ethically. The data was verified using qualitative research by examining the research findings' credibility, transferability, dependability, and conformability.

As such, this research was carried out in terms of the standards and ethics set by the University of Limpopo.

- **Permission to conduct the study**

The University of Limpopo Turfloop Research Ethics Committee (TREC) granted authorisation to research once an ethical clearance certificate was obtained. In addition, all research respondents signed a documented letter of permission. The letter briefly described the study's goal and the responsibilities of both the researcher and the responders.

- **Informed and voluntary consent**

Informed consent means to fully permit something to happen, although made aware of all the risks and other alternatives available (Montano & Kasprzyk, 2015), while voluntary consent means to do something by free will and without being pressured (Nguyen-Vo, Riecke, Stuerzlinger, Pham & Kruijff, 2019). The respondents were provided with a thorough explanation of the study's goals, scope, and expectations before the research so they could decide whether or not to voluntarily participate. For employees whose interviews were held online, informed and voluntary consent was emailed to them before the interview dates to give them time to go through the document and sign proving that they

voluntarily agreed to be part of the interview. With the employees whose interviews were conducted face to face, informed and voluntary consent was printed out, submitted and explained in detail before they signed. This was done before the interview was conducted.

- **Confidentiality**

Kaiser (2012) described confidentiality as a piece of information given to a party that guarantees not to share the provided information with a third if the first party has not permitted to do so. For interviews which were conducted face to face, for accurate verbatim information capture, sessions were recorded using a cell phone recorder. As a result, consent to use a recorder was requested from respondents. Additionally, during the interview, notes were taken. Furthermore, for all the interviews which was conducted virtually, a recorder option from Microsoft Teams and Zoom was used to record the sessions. The recordings were kept safe in a hard drive that was password protected.

- **Anonymity**

Ethics in research, especially on a sensitive area like disability or health, requires a researcher to protect the identity of the participants in the study, signing a non-disclosure agreement with them, getting the participants to sign an agreement granting the researcher permission to use them as case studies without giving their names. Another legal consideration which was well thought-out is the fact that it is illegal to disclose another person's disability, they must declare it. The participants' identities were carefully protected as they were given different code names.

3.10 CONCLUSION

The third chapter included a detailed research design, technique, and method employed during the study. The study was a qualitative case study of the challenges that people with disability face in relation to workplace accommodation in South Africa while focusing on institutions of higher learning.

Data generation was through interviews administered to thirty respondents. Data analysis was accomplished through thematic content analysis.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The research methodology used to carry out the study was described in the previous chapter. The analysis and interpretation of the data gathered through semi-structured interviews are presented in this chapter. Thematic content analysis was used to analyse the data. This chapter aims to answer the main research question relating to the challenges faced by people with disabilities in relation to workplace accommodation in South Africa. The interpretation of data in this chapter is separated into two sections, as data was collected from two different groups, employees with disabilities and employees who work closely with employees with disabilities. Therefore, the first section of data is the interpretation of data for employees with disabilities and the second section interprets data from employees who work closely with people with disabilities.

4.2 DATA MANAGEMENT AND ANALYSIS

For this study, data is analysed separately for employees with disabilities and people who work closely with people with disabilities. The first part of the analysis was for employees with disabilities and the second part was for people who work closely with people with disabilities. Thirty people participated in this study; fifteen (15) people with disabilities and fifteen (15) workers who work closely with employees with disabilities. Once the interviews were conducted, the audio recordings from face-to-face interviews and recordings from interviews conducted online via Microsoft Teams and Zoom were transcribed. In addition, the respondents were given code names to protect their identity and maintain anonymity. They were referred to as Respondent 1 to Respondent 30. In terms of this study, Respondent 1 to Respondent 15, represents the employees with disabilities and Respondent 16 to Respondent 30 represents employees who work closely with employees with disabilities respectively.

Interviewees were selected for the study due to their better understanding of the phenomenon being investigated. People who work closely with people with disabilities were also selected due to their professional relationship with the

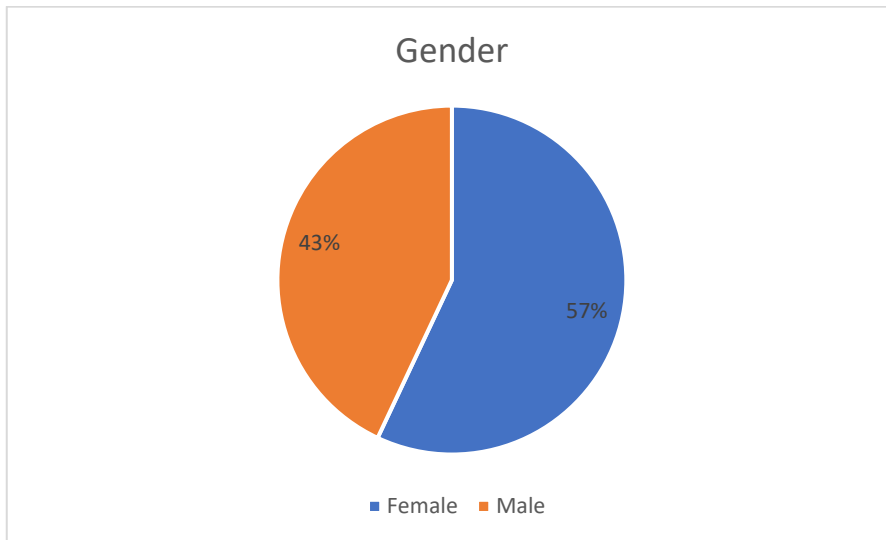
researched group and their daily observations of the lives of employees with disabilities.

For this study, two types of interview guides were formulated: one which was used to interview people with disabilities and the other used to interview employees who work closely with people with disabilities. Interview guides had a set of biographic questions designed to know the respondents better. Interview guides also had questions that gave the researcher an insight into the aim of the study, that is; the challenges faced by people with disabilities concerning workplace accommodation in South Africa. The questions further prompt the relationship between people with disabilities and the people they work closely with and most importantly, how they are integrated in institutions of higher learning.

Semi-structured interview questions for employees with disabilities consisted of four sections: Recruitment and Organisational Attraction Concerns; Employee selection Concerns; Reasonable Accommodation Concerns; Social integration Concerns and lastly, performance management concerns questions. The interview guide for employees who work closely with people with disabilities consisted of nine (9) questions while the interview guide for people working closely with people with disabilities consisted of six (6) questions. For the first part, demographic information of all the, following the results and interpretations respectively.

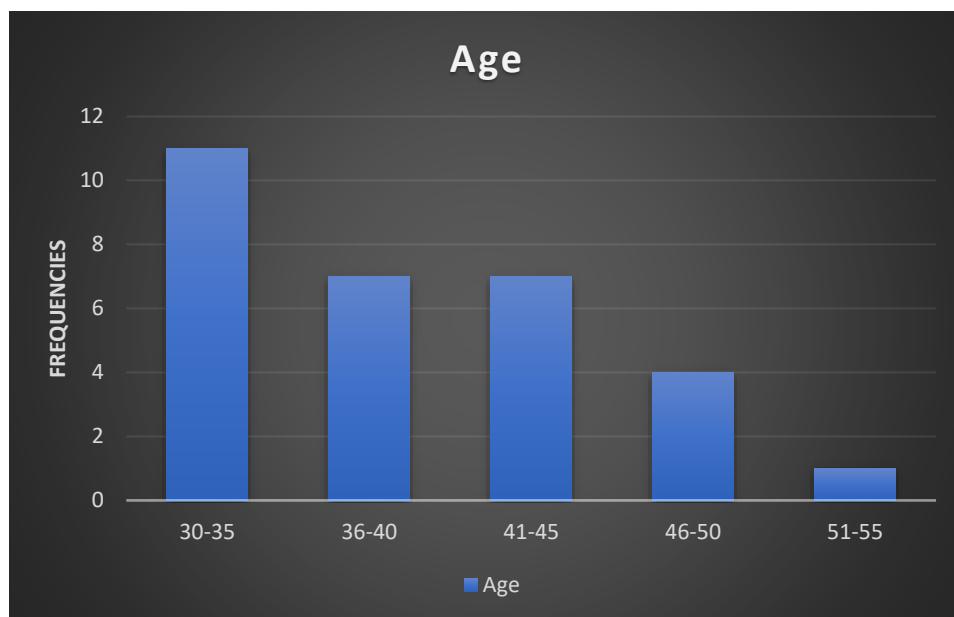
4.2.1 Demographic sample of all the respondents

Figure 4.1: Description of Respondents by Gender



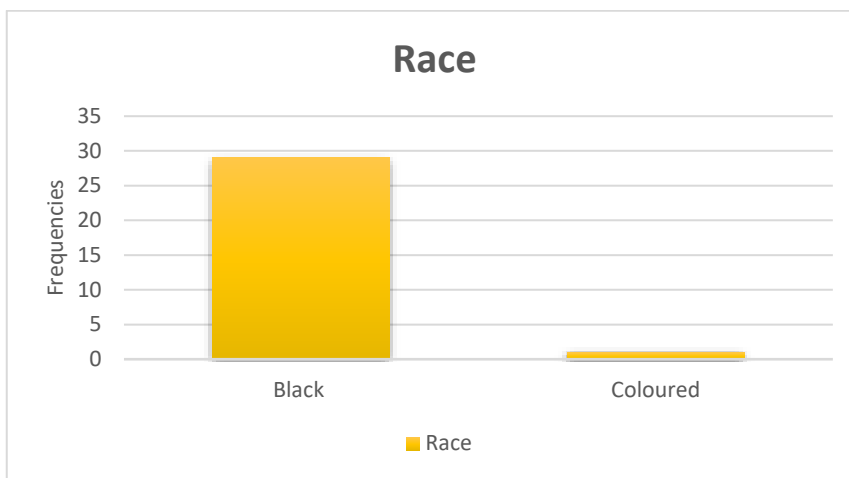
The above figure shows that of all the respondents who participated in the study, 57% ($n=17$) of them were females and the remaining 43% ($n=13$) were males.

Figure 4.2: Description of Respondents by Age



According to Figure 4.2, 37% ($n=11$) of respondents were interviewed under the age group between (30-35). Only 23% ($n=7$) of respondents were interviewed under the age group between (36-40). Under the age group between (41-45), 23% ($n=7$) of respondents were interviewed. 13% ($n=4$) of respondents were interviewed under the age group between (46-50). Lastly, only 3% ($n=1$) person were interviewed under the age group between (51-55).

Figure 4.3: Description of Respondents by Race



According to Figure 4.3, the majority of respondents were Blacks. 97% ($n=29$) of respondents interviewed were Black and only 3% ($n=1$) respondents were Coloured.

Figure 4.4: Description of Respondents by Education

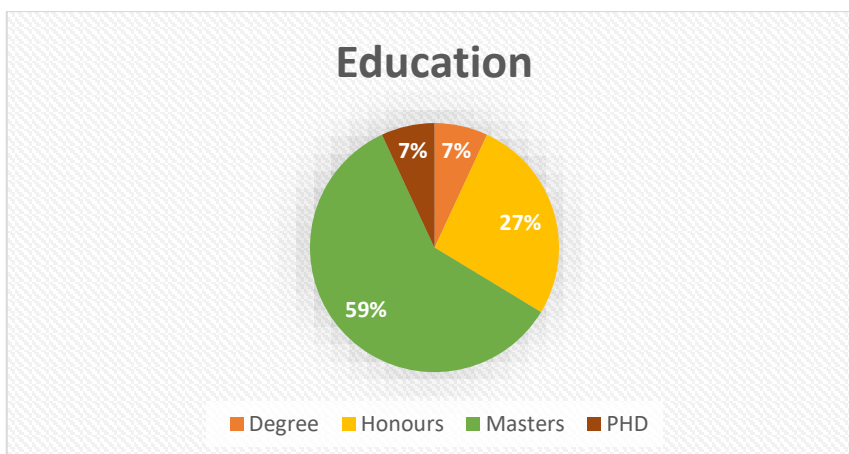


Figure 4.4 shows that 7% ($n=2$) of the respondents held an Undergraduate Degree as the highest qualification or education. The figure also shows that 27% ($n=4$) of respondents furthered their studies and obtained Honours as their highest qualification. The figure further indicates that the majority of respondents had a Master, that is; 59% ($n=18$). Lastly, 7% ($n=2$) had a PHD.

4.3 RESEARCH RESULTS

For this study, two types of interview guides were formulated: one which was used to interview people with disabilities and the other used to interview employees who work closely with people with disabilities. The data collected from the interviewing people with disabilities was analysed using thematic content analysis as mentioned in chapter three and the findings were presented according to the objectives of the study. The research results were analysed in alignment with the study's objectives. Additionally, various questions were directed at both people with disabilities and those who work closely with them.

Objective One: To establish whether there are employment policies relating to the employment and recruitment of people with disabilities at the University of Limpopo

There are three questions which were posed in answering the above question. The first question asked the respondents to determine whether the respondents have any knowledge or are aware of any employment policies within the University of Limpopo that provide people with disabilities with employment opportunities. The second question asked respondents which employment policies they were referring to when they answered "yes". The third question was posed to people working closely to people with disabilities and they were asked whether they thought the employment policies of the institution are reasonable and accommodative to their co-workers with disabilities. The following themes were derived based research questions asked. Table 4.1 (below) summarises significant themes derived from the respondents and the frequency of replies.

Table 4.1: Employment policies relating to the employment of people with disabilities

Themes	Frequency of Respondents
Policies available	6
No policies	6
Government policies	2
Silent policies	1

Policies available

Forty percent (n=6) of the respondents noted that the institution has policies available for people with disabilities. Respondent 1 added that “it is the policy that the government has imposed on employers, for example, the government said we must employ 2% of people with disabilities. But let me see, even if we want to employ the 2%, the University can’t go and take any disabled person just to fulfil the 2%. Coming back to the 2%, I don’t think it’s a matter of the university which is not employing the 2% but it is the people with disabilities that don’t apply for the job it’s very difficult for them to achieve the goal of 2%”. However, Respondent two added to that and actually mentioned some of the policies when they noted that, “the institutions are governed by the national policies governing people with disabilities, EEA 55 OF 1998, Promotion of Equity and prevention of unfair Discrimination Act 4 of 2000, Promotion of Administrative Justice Act 3 of 2000, Constitution of 1996”.

No policies

Another forty percent (n=6) have commented that the institution does not have any policies for people with disabilities. Respondent 11 elaborated further and mentioned an interesting point and said that, “So far at UL I have never heard of anything communicated about the policy like we have to employ people with disability, and this is the policy that enforces us to employ them. That is why you can check on campus, despite the RDC, because that is where the people having a disability (We don’t say people living with disability, we treat each other like brother and sister so we say having a disability and that is how we categorise it). If you can check, in the faculties they are short-staffed of people with disabilities, so it tells you that somewhere somehow the university lacks the policy that enforces them to employ people with disabilities”. Additionally, Respondent 13

raised disheartening concerns while responding and revealed that, “not yet it’s something that we have been fighting for as one of the memorandums of understanding and if you were already here in 2017, you can remember those strikes and so far, I cannot say there is a policy that is providing us with job opportunities within our campus, we just struggle with other people.”

Government policies

Only thirteen percent (n=2) of the respondents stated that the only policies they are aware of are those by the government. Respondent 10 added to this and mentioned, *“Not that I heard of, particularly those drafted by the University. The ones I know of are the national one, which is the Department of Labour’s Employment, and the global one, which is the UN Convention on the Rights of Persons with Disabilities (CRPD).”*

Silent policies

Seven percent (n=1) are aware that there are there are policies, however they are silent. Respondent 14 elaborated further and mentioned that, “I can say they are there but not in action, only in words. They can say in one of their policies that people with disabilities should be employed as other people but you find that they are not doing that because you apply and at the end of the day you are being judged because of your disability, you are not appointed because you have a disability, your application is not attended to, sometimes you find that you are employed but when you arrive at the job you are not allowed to perform”.

Table 4.2: Employment policies at the University of Limpopo

Themes	Frequency of responses
No employment policies	10
Available Policies	2
Policies not accommodative	3

No employment policies

Thirteen percent (13%) of the respondents shared similar notions with regard to communication of policies for people with disabilities. Respondent 28 said *“if there were employment policies for people with disabilities, I would know about them because such communication could have been sent to staff like any other*

policy documents that we have access to as staff members. However, Respondent 27 added that “although the University is very high on the integration of all people, they do not practice that”. Fifty-three percent (53%) of the respondents noted that they do not have any knowledge of policies for people with disabilities. Respondent 17 further pointed out that, “because people with disabilities themselves know that there are no policies relating to their employment, the only way they gain access to employment at the University of Limpopo, is if they can strive to be student assistants from when they are still students, and hope that somebody recognises their potential and absorb them from there”.

Available policies

Thirteen percent (n=2) of respondents all agreed that there are policies available for people with disabilities. One respondent even added that *“there is no way that a reputable institution like the University of Limpopo does not have accommodative policies for people with disabilities. For as long as I have been working for the University of Limpopo, it has always strived for inclusion”.*

Policies not accommodative

Twenty percent (n=3) of respondents commented they are aware of disability policies within the institution. Nevertheless, Respondent 24 added, *“Yes, policies are available, however, employment policies are not reasonable and not accommodative because my co-worker with disabilities is expected to perform at the same pace as the rest of us and I find that very unfair”.*

Objective two: to investigate the extent to which the University of Limpopo recruits and attracts people with disabilities.

To attract and recruit people with disabilities, two questions were asked. The question requested people with disabilities to indicate whether reasonable accommodations in place to enhance accessibility within physical spaces on campus. The second question requested the respondents to advise if there are aware of any safety hazards associated with the University of Limpopo's infrastructure. The third question which was posed to people who work closely with people with disabilities requested respondents to comment on how has the

institution accommodated co-workers with disability. Table 4.3 shows the themes and frequency of respondents.

Table 4.3: Reasonable Accommodations

Themes	Frequency of Respondents
Special Units available	4
Disability friendly campus	7
Assistive devices	1
No empowerment	3

Special units available

Twenty seven percent of respondents (n=4) remarked that the institution has accommodated people with disability by offering them special units. Respondents 4 added to say “they empower us through ongoing learning and as a way of motivating us, the salaries for an employee with master’s and PhD differ so to get more salary, you learn more”. Respondent 1 clarified further by giving a practical example and mentioned that, “the university saw that I cannot stay off campus because of my mobility so they made sure that wherever they put me, I can go to work and come back without any disturbance”. Respondent 9 added by applauding the institution health system when dealing with people with disabilities and noted that, “there is health Centre facility within the institution, meaning, should anything happen to me while at duty, I will be provided with immediate medical assistance”. Respondent 15 supported the above respondent and mentioned that “The University has a special unit which caters for the needs of people with disabilities, we have an accommodation allocated specially for both students and employees with disabilities, so the University is doing all they can to make people with disabilities to be accommodated.”

Disability-friendly Campus

A small percentage of the respondents (26%) remarked that the campus is accommodative of people with different disabilities. Respondent 3 elaborated further and mentioned that “Majority of their buildings are accessible, they have the necessary resources, that is (laptop speech) to perform the obligations assigned to me”. However, even though twenty-six percent (26%) of respondents

agreed that the institution is disability friendly, 20% of the respondents raised the same concern and said that, even though the accommodations are available, they are only available of certain parts of the University and said that *“The institution has lifts and alternative doors for buildings with stairs although it is still difficult to access some of the institution’s buildings”*.

Assistive devices

Thirteen percent of respondents declared that the University provides them with assistive devices so that they can remove any barriers that can hinder their inclusion and their contractual duties. The two respondents explained how their different disabilities are accommodated and mentioned that, Respondent 4: *“The laptops that we use have zoom text installed in them, for the purpose of enlarging texts, which makes it easier for us to read texts or emails”*. Respondent 8: also commented, *“When you are partially sided you are offered magnify (it helps with enlarging the font sizes on the PC), the institutions buildings are built just next to each other, which provides a shadow meaning chances of walking on a shadow (which could be detrimental to the skin) are very minimal.”*

No empowerment

Thirteen percent (13%) of the respondents declared that they were only empowered while they were still students and said, *“I was getting assistance and the support that I needed to fulfil my qualification but as a staff member, I am the one that is striving through everything that will work for me, but I never got the support as a staff member”*. Another respondent, Respondent 13 raised a disheartening concern and said *“In terms of jobs, they try to get information from us, in other words, I can say they are not well informed and due to that fact, it means, they try to get some of the information from us, you find that when you are working, they will buy you a screen reader. It’s just that when that screen reader license expires, they won’t renew it. You will suffer and even go to the extent of buying your own speech. You will go to the extent of getting a personal assistant. In other words, you end up relying on other people instead of being independent. And besides, even before you get that accommodation, you have to fight first and insist that it is what you want. You explain, you convince them, you end up fighting without whatever you can’t cope.”*

Table 4.4: Safety hazards associated with the infrastructure.

Themes	Frequency of Responses
Lack of maintenance	2
Infrastructure stagnation	4
No safety hazards	9

Lack of maintenance

The minority of respondents (13%) stated that there are safety concerns within the institution due to the lack of maintenance of the infrastructure. Respondent 2 emphasized this by saying, *“Yes because there is a high flight of steps without handrails and not painted at the edges. Elevators are not maintained regularly.”*

Infrastructure stagnation

Twenty six percent (n=4) of respondents noted that there is no renovations or upgrades done on the existing infrastructure at the institution, Respondent 13 added and said *“They need innovations because like I said that some buildings are not disability friendly, in terms of a safety hazard, I think they need some developments, for instance when we look at L BLOCK when you go up the stairs, some areas are dark and somebody who is partially sighted may struggle, at least if they put bright colours like yellow on stairs, it will be better”*. Respondent 14 raised an interesting point and pointed out that *“It depends, see at that side of RDC, there are residence is fine, their infrastructure, especially for totally blind students, you can go wherever you want but as for academic side and other residences, maybe M side and everywhere, it’s not”*.

No safety hazards

Sixty percent (60%) of the respondents all shared the same sentiment and said that the infrastructure of the institution is well maintained. Respondent 12 supported this and added that *“it was luck to work with management. The first day that you are employed, they go with you to the office and check with you what is the outstanding equipment, the lights, the computers and so forth”*.

Table 4.5: Strategies to attract people with disabilities

Themes	Frequency of responses
Encouraging job posts	8
Referrals	4
No strategies to attract	3

Encouraging job posts

Fifty three percent of respondents (n=8) agreed that the University's jobs posts attract people with disabilities to apply and mentioned that the University of Limpopo has a section on all its job advertisements that encourages people with disabilities to apply for vacant positions. *Respondent 11 supported the response by adding that, "not only does the University encourage all the qualifying candidates to apply for vacancies within the institution but, the applications have alternative ways to apply which may cater to people with different disabilities". Respondent 9 remarked an interesting note when pointing out that, "Applications for vacant positions are accessible and that alone proves that the University's recruitment strategy is open to everyone who qualifies to apply for open opportunities"*

Referrals

Twenty six percent of respondents (n=4) noted that the University of Limpopo is more invested in encouraging people with disabilities to work hard and volunteer within the institution from when they are still students. Respondents 13 added a remark and said *"People with disabilities are not only encouraged by job advertisements on the University website to apply but HOD's of the different departments encourage them to apply for positions which are shared between the internal staff members"*. Respondent 11 clarified more by saying *"People with disabilities get referrals from their fellow co-workers to apply for promotional opportunities within the institution especially if there is a targeted recruitment effort."*

No strategies

The minority of the respondents (20%) all pointed out that they are not aware of any strategy. However, Respondent 3 added, *"I wouldn't say that the institution has strategies in place to recruit and attract people with different kinds of*

disabilities because even though the job postings are available on the university website, what happens to the potential candidates who are blind? Does that mean they have forfeited the chance of being employed because the post is only accessible to candidates who are only able to see”?

Objective Three: to identify the selection concerns regarding the employment of people with disabilities at the University of Limpopo

In order to address the selection concerns regarding the employment of people with disabilities, two questions were asked to the respondents. One question which was posed to people with disabilities themselves, requested them to comment if they have experienced any act of biasness during their selection process. The second question was posed to the people who works closely with people with disabilities and requested them to comment on whether or not they are aware of any systems in place to monitor and evaluate the effectiveness of the University of Limpopo’s selection process for people with disabilities. The following themes were derived.

Table 4.6: Bias

Themes	Frequency of responses
No biasness	7
External recruitment	1
Disability biasness	2
On duty Bias	5

No biasness

Forty-seven (47%) of the respondents indicated they do not think there was any discrimination during their selection process. However, Respondent 1 expanded more and specified *“There was none because at some point I had to go through an interview where the questions were fair to everyone so I had to unleash my potential and my skill and the knowledge of the organisation I will be working with. So, it was fair”*.

External Recruitment

One respondent mentioned that *“Well, NRF do their own selection and even University internally will conduct their own interviews, so with that one, it was just a fair process I guess because the NRF accepted the application, but the decision will be made by the department you will be working under.”*

Disability biases

Thirteen percent of respondents (n=2) noted that they have experienced biasness in the selection process due to their disability. Respondent 7 said that *“Discrimination existed while in assessing what is to be measured for example a role that seeks ‘physically fitness’ or ‘highly articulate’ may discriminate against disabled applicants”*. Respondent 15 also mentioned that they experienced discrimination during a promotional opportunity and felt that the only reason they did not get the post was that they were judged more on their disability instead of what they could bring into the institutions. The respondent said, *“Interviewers formed opinions about me within the first few minutes of meeting me, without me even uttering a word, leading to discrimination and bias in decision-making.”*

On-duty biases

Thirty three percent of respondents commented that although they did experience bias behavior during the selection process, they experienced it while they are on duty. Respondent 8 shared that *“the fact that some parts of the infrastructure of the University which is not maintained properly reminds me each time when I have to use it that I am disabled, that for me is discrimination enough”*. However, respondent 12 noted a different view and pointed out *“What point does it make to not experience bias during the selection process but feel bullied by the nasty comments and looks that students give you each time you come in contact with them only because you look differently.”*

Table 4.7: Systems to evaluate the effectiveness of the selection process

Themes	Frequency of responses
<i>No Systems</i>	8
<i>Lack of Implementation</i>	4
<i>System available</i>	3

No systems

Fifty three percent (n=8) of respondents all agreed with one another and pointed out that there are no systems in place to monitor the selection process within the University.” Respondent 7 however made a suggestion and remarked “I think there is a gap in terms of the University of Limpopo’s systems drafting and that is something that the HR department may consider looking into for a smooth transition of people with disability in the University. Responded 4 raised a loophole and mentioned that “because there is no transparency in terms of the systems provided in the University, I can safely conclude that such does not exist.”

Lack of system implementation

Twenty-seven percent (27%) of the respondents all raised a concern with the implementation strategy of the institution when they noted those observations and mentioned that, “even if such systems are in place, I wouldn’t know because I have never seen the implementation of it being fruitful.” Respondent 12 further raised a recommendation to the institutions’ HR team and mentioned that “I think there are such systems in place. However, it is the responsibility of the HR department to ensure that such systems are implemented and monitored.”

Systems available

Twenty percent of the respondents (20%) confirmed the availability of systems in the institution and mentioned that “The fact that the University has successfully employed people with disabilities is proof enough that the selection system employed in the University is effective.” Respondent 6 gave a more insightful comment and said, “As the HR personnel, I can confirm that the University has the selection system in place to monitor and evaluate the effectiveness of the Institution process for people with disabilities which is aimed at addressing the

recruitment and selection concerns behind the recruitment and selection of people with disabilities. The system is regularly evaluated by the elected council to check its effectiveness and try to find ways on how we can better it and ensure that all the loopholes are addressed as we are an inclusive institution.”

Objective Four: to explore how people with disabilities are integrated into a community of workers at the University of Limpopo

The fourth objective of the study was to explore how people with disabilities are integrated into a community of workers at the University of Limpopo, particularly looking at how they are treated as human beings and how informative their colleagues are regarding their disability. In responding to this objective, three questions were asked. The first question requested the respondents to comment if they have ever encountered any instances where they felt discriminated against or treated unfairly because of their disability. The second question which was also directed to people with disabilities required them to comment if their co-workers are aware of their disability. The third question was directed to the people that worked closely with people with disabilities and required them to give an input on whether they felt that their co-workers with disabilities were well integrated into a community of workers. Table 4.8 shows the themes and frequency of responses.

Table 4.8: Social Integrated into a community of workers

Themes	Frequency of responses
No discrimination	10
Disability discrimination	2
Reciprocal treatment	3

No discrimination

Sixty-seven (67%) of the respondents all showed that they have not experienced any discrimination during their employment in the institution, either from the management or the co-workers and said, *“No discriminatory behavior was prevalent”*. Respondent 14 further noted, *“Well I wouldn’t say I have been*

discriminated against by my co-workers, we have been treating each other like normal human beings”.

Disability Discrimination

Thirteen percent (n=2) of respondents confirmed that they have been discriminated against due to their disability. Respondent 8 explained to say *“my co-workers feel like they are doing more jobs than I do and for the same salary and it becomes unfair to them and makes them feel like I am receiving special treatment due to my disability. I know for a fact that if the tables would turn, I was also not going to be impressed with doing more work and getting the same salary as the person I strongly believed they are doing minimum”*. Respondent 13 added their personal experience and noted that *“you find that you are working with a person and some of them will say “I won’t work with someone with a disability, I won’t work with someone who is totally blind, how is she going to perform or do the job, how is she going to assist”. Meaning your abilities are questioned and you are judged even before you can perform before they can see your ability”*.

Reciprocal treatment

Twenty percent (n=3) mentioned that people will really treat you how you treat them. Respondent 15 even added that *“My co-workers have no problem with me, because I always address them with respect and dignity, and I am receiving the same from them”*. Respondent 5 also gave an example to say *“You know what is happening, sometimes when you are a human being, and you are within a corporate world or in the office, if mentally subconsciously, you have the spirit of collegiality, it’s in human systems, how you act gives me the respond towards you. That is why sometimes we speak about reputation, reputation is not about how you explain yourself, it’s how I see you based on the activities, that is why in Xitsonga they say mintiro ya bola bola, which is directly translated as “Actions speaks louder than the words you articulate”, so it becomes to you that it is either a lose situation, it’s a win lose situation or it’s a win-win situation. A fair deal in terms of the management, the more you treat people nicely, they have no choice but to humble themselves but if you treat them in a manner of tendency, they will mistreat you as well and we you do cross analysis and check the causal root of the problem, you find that you are actually the one who comes with self-implication.*

Table 4.9: Balanced information regarding different disabilities

Themes	Frequency of respondents
Balanced information	10
Non-disclosure of disability	3
Inadequate information	2

Balanced information

Sixty seven percent (67%) of the respondents commented that their co-workers have balanced information with regard to their disabilities. Respondent 2 even noted that, *“because they ensure that I have freedom of movement without any barriers”*. Respondent 3 made a practical example by saying, *“Whenever they bring hard copies for me, it is always in large prints which makes it easier for me to read”*. Respondent 4 further acknowledged the institutions' involvement with regard to integrating people with disabilities and noted that *“when the performance of certain obligations needs a movement of me, a special transport is provided to me by the institution”*. Respondent 10 also made a remark and mentioned that, *“as far as I’m concerned, the little that they know about my disability, they are able to accommodate me. I remember when we went out on a workshop, then we had to go out for a little while to see the vicinity, then I told one of my co-workers that I could not see from that distance, the person went an extra mile, took a camera and zoomed the slides closer, and I was able to see. So, all my co-workers are very friendly, and they are well-balanced with my disability”*.

Non-disclosure of disability

Twenty percent (20%) of the respondents noted that *“No because I have not disclosed my status to them.”*. Respondent 15 further elaborated to say *“I could say that they do have balanced information because I did not disclose my disability to them, I did not see a need of disclosure since my disability does not affect them in any way.”*

Inadequate information

Thirteen percent (n=2) respondents confirmed that their co-workers do not have adequate information about their disabilities and given reasons thereof. Respondent 2 noted that “I wouldn’t say they have balanced but, in most cases, you channel the people about how to treat you, they might not have much knowledge about disability but then if you make them aware or hint something like “I can do this now and I’ll do this later after rest” they will understand and it will click and they will understand that that’s how this person balances their work”. Respondent 13 also added and said “Not at all, if you can see in your school there is no someone who has a disability, how is that possible? Where would they if the management knew, if they had the knowledge, they were supposed to hire more people with disabilities because they were going to be aware that disability is just a word not inability. You end up not being accommodated because of your disability, and your equipment is not met in a way you wish.”

Table 4.10: Integration

Themes	Frequency of Responses
<i>Well Integrated</i>	12
<i>No integration</i>	3

Well integration:

The majority of respondents (80%) felt that their co-workers with disabilities are well intergrated into a community of workers. Respondent 22 elaborated further and declared that “*Discrimination is not allowed in the workplace and therefore, all people with disabilities are well integrated*”. Respondent 16 gave an interesting insight into the University of Limpopo and said “*No, looking at the environment here in UL, they are not discriminated against because people are used to these kinds of people. For instance, if every employee should acquire something, they are also able to get it. Let me give you an example of stationery, a blind person can’t see but not giving him a stationary would result in discrimination but because we are not discriminating against them, we give them equal things so that all employees are getting*”.

Respondent 19 provided support to the responses given by the above respondents and remarked *“No, since she is allowed to access all the areas of importance and the institution has made sure that she accesses everything while being in a wheelchair.”*

No Integration

Twenty percent of respondents commented that people with disabilities are actually not integrated into a community of workers at the University of Limpopo and the institution still has a room of improvement in terms of fully integrating people with disabilities. Respondent 27 added to this to say *“Not exactly but advanced resources and equipment’s need to be placed for them to be able to execute their duties.”*

Objective Five: to investigate the performance management concerns of people with disabilities at the University of Limpopo.

The aim of objective 5 was to understand if there are any promotional opportunities for people with disabilities based on the performance management of people with disabilities at the University of Limpopo. In response to this objective, three questions were asked to the respondents. The first question required the respondents to respond on the availability of promotional opportunities at the University of Limpopo. The last two questions which were asked people who are working closely with people with disabilities required the respondents to comment if their co-worker’s disability limits them to perform the essential functions of their job and the last question required them to comment if they have ever seen their co-workers with disabilities be promoted and if so, was the promotion based on disability or competency. Relevant themes and the frequency of themes were formulated in Table 4.11.

Table 4.11 Availability of promotional opportunities

Themes	Frequency of Responses
Merits based promotions	9
No promotions	6

Merits-based promotions.

Sixty percent (n=9) of the respondents commented that they have been promoted and the promotion was entirely competency based. Respondent 1 added that *“they are based on Competency because the advertised posts outline specific requirements for the vacant post (e.g., for you to be a director, you must have a master’s degree)”*. Respondent 2 supported this and said, *“Luckily, the employment opportunities are based on suitability and qualifications through the empowering provision of section 15 (Suitably qualified) and section 20(3) (Prior learning and qualifications) of EEA 55 OF 1995”*. However, respondent 8 also stated that *“promotional opportunities are based on one’s performance and minimum requirements for the vacant posts. It has nothing to do with disability.*

No promotions

Only forty percent (n=6) of the respondents showed concern with regard to promotional opportunities and remarked that they had not been promoted since they joined the institution. Respondent 11 added, *“I have not been promoted since I got hired and I am assuming that’s because I spend more days getting the medical attention that I need than I do at work.* However, Respondent 9 mentioned the reason why they had not been promoted and said *“No, I have not been promoted since I got hired and I am assuming that’s because I spend more days getting the medical attention that I need than I do at work”*. Respondent 10 noted an interesting comment and said, *“Our area of work is so specialised therefore promotional opportunities are closed. No hierarchy”*.

Table 4.12 Promotional Opportunities for co-workers

Themes	Frequency of Responses
<i>No promotional opportunities</i>	9
<i>Competencies based promotions</i>	6

No promotional opportunities

Sixty percent of co-workers who works closely with people with disabilities confirmed that there are no promotional opportunities at the University of Limpopo. Respondent 26 commented that *“Job advertisements for promotional opportunities are always available and we are encouraged through different departments to apply for such opportunities. However, that is only for formality*

purposes because my colleague always complains about how he is always overlooked when there are posts, he mentioned once to me that “the university would rather hire externally instead of promoting us with disabilities”. Respondent 25 also supported this and added “I would be lying if I said I have seen or heard that an employee with disabilities is promoted, they are always encouraged to apply but never considered, I guess that this is due to their disability. Respondent 24 noted a sad view and mentioned that “it is sad because able-bodied employees are rarely promoted, so for employees with disabilities it is worse because they are never promoted, the University can’t even give them permanent posts, they give them 22 months contract to sign each year.”

Competencies based promotions.

Forty percent (40%) of respondents noted that “Promotion is based on competency, educational skills”. Respondent 29 gave an indication and said “Their promotion was based on their competency because people with disabilities are hard workers than abled people. They are smart and put more effort in what they are doing because they don’t want people underestimating them and their disability”.

Table 4.13: Inability to Perform

Themes	Frequency of Respondents
Unrestricted by disability	12
Disability Limits	3

Unrestricted by disability

The majority of respondents (80%) all said disability does not prevent them from getting the job done. Respondent 26 even said “my colleague is the most hard-working employee that I know, he even works harder than employees who are able-bodied and he is good at what he does. The institution allowed him to bring his brother to work with him, not because he is unable to, but because he works in IT, and it is always packed with students and employees needing his assistance. So, with his brother being there, he can pass on instructions to him

and they get the job done because his brother understands him better when he talks”.

Disability Limits

Twenty percent (20%) of respondents had a comment about how the disability of their co-workers limits them from performing the tasks they are assigned to and their reasons behind their responses. Respondent 30 said that *“employees with disabilities cannot perform at their jobs because they always need extra training, extra time to meet deadlines, leniency when reviewing their performance and more supervision”*. Respondent 27 mentioned *“Yes, sometimes as they lack the required equipment can effectively execute their duties”*. Respondent 29 pointed out that *“Yes, it affects them because when you do a work and you do a great work, you are having a disability and people don’t recognise you, it’s very painful and they will only see it after you have left the institution which other people are the asset of the university and without them, the university won’t be where it is now. It’s like taking them down and I think something should change there but when it comes to the university and how they are treating the employees when it comes to promotion, it’s very poor”*.

4.4 DISCUSSION OF RESEARCH FINDINGS

The study’s discussion is according to the research objectives. Thus, the key findings in relation to the study’s objectives are covered in the preceding section. This study is well-positioned to make a significant contribution to an understanding of the challenges faced by people with disabilities with regard to reasonable accommodations. This section will focus on the discussion of results accumulated from interviewing two groups, that is; people with disabilities and employees who work closely with people with disabilities.

4.4.1 Objective One: to establish whether there are employment policies relating to the employment and recruitment of people with disabilities at the University of Limpopo

From the findings, respondents indicated that they have no knowledge of the employment policies relating to the employment of people with the employment and recruitment of people with disabilities. It was however alarming that 40% of

people with disabilities and 66% of people working closely with people with disability have noted that they are not aware if the institution has policies for people with disabilities. In support to the latter, one respondent even commented to say “if the policies were available, I would have known about them”. This is in support with what (Hernandez et al., 2008), commented on when they mentioned that obstacles to career advancement still exist for those with disabilities. Persons with disabilities are not benefiting from the policies which were supposed to govern them because one, they are only knowledgeable of the government policies and even so, 7% of the respondents even noted that the policies are silent because they are not put into practice. This is in support to the research by Shantz et al. (2018) and Lashari et al., 2022 which reported that, in contrast to other organisation groups, policies intended to benefit people with disabilities are working against them.

The University of Limpopo must actively implement and support policies for individuals with disabilities, complementing existing government regulations. In addition to establishing these policies, the institution should conduct regular workshops to educate the university community, ensuring widespread awareness and understanding. The university is also responsible for the effective implementation and periodic review of these policies to verify their efficacy in assisting individuals with disabilities. From the above responses, one can deduce that, the findings indicate a complicated landscape of awareness and perception about recruiting practices at the University of Limpopo. While some believe in the existence of policies, others doubt their effectiveness, and a sizable number perceive a lack of institutional support. The discrepancy between policy execution and statutory mandates suggests a potential compliance concern for the institution. This implies the need for more comprehensive and effective policy implementation to address the persisting problems that people with disabilities encounter during the recruiting process.

From the above responses, one can deduce that, Finally, the findings indicate a complicated landscape of awareness and perception about recruiting practices at the University of Limpopo. While some believe in the existence of policies, others doubt their effectiveness, and a sizable number perceive a lack of institutional support. The discrepancy between policy execution and statutory

mandates suggests a potential compliance concern for companies. This implies the need for more comprehensive and effective policy implementation to address the persisting problems that people with disabilities encounter during the recruiting process.

4.4.2 Objective Two: to investigate the extent to which the University of Limpopo recruits and attracts people with disabilities.

The second objective of the study was to investigate the extent to which the University of Limpopo recruits and attracts people with disabilities. When the researcher determined this objective, she sought to understand the state of the University's physical infrastructure on how attractive it is to the possible candidates with disabilities. The researcher also went on to investigate the attractiveness of vacant position advertisements for people with disabilities.

From the results found in this study, the respondents have noted that the institution should be given credit for attracting the people with disabilities through their accommodative campus which is friendly for people with different disabilities, the institution further offers special units for people who may need them. Not only that, the respondents have commented that for every job posts that the University advertises, it would encourage people with disabilities to apply, the respondent further noted that "some posts would even go to the extent of highlighting that people with disabilities would be given first preference. This is in support to the study by (CEE, 2012; Graham, Moodley, & Selipsky, 2013), which noted that opportunities for employment favour white men and disabled people. However, we cannot disregard the 20% of employees who noted that the institution does not have any strategy in place to attract and recruit people with disabilities. Respondent 3 supported their assertion and commented that "*I wouldn't say that the institution has strategies in place to recruit and attract people with different kinds of disabilities because even though the job postings are available on the university website, what happens to the potential candidates who are blind? Does that mean they have forfeited the chance of being employed because the post is only accessible to candidates who are only able to see*"?

This then confirms the theory by (Buciuniene & Kazlauskaite, 2010; Gowan, 2010; Watermeyer, Lorenzo, Priestley, & Schneider 2006) who mentioned that

people with disabilities are often not given favour during the recruiting process because of their disabilities. Without integrating recruitment practices into disability strategies that help candidates with disabilities find meaningful employment, organisations use recruitment practices to simply meet numerical targets (Gida & Ortlepp, 2007). In as much as these authors claim that people with disabilities are employed to meet the numerical targets, this is untrue since the University of Limpopo has still not met the mandatory 2% imposed by the government to employ people with disabilities.

According to the above findings, it can then be concluded that the study highlighted both positive aspects, such as the perceived disability-friendly environment and inclusive job advertisements, and areas of improvement, particularly in empowering potential candidates and implementing explicit strategies for the recruitment of individuals with disabilities. The University has the opportunity to build on its existing strengths and address identified gaps to foster a more inclusive and supportive environment for individuals with disabilities in both recruiting and campus life.

4.4.3 Objective Three: to identify the selection concerns regarding the employment of people with disabilities at the University of Limpopo.

The third objective of the study was to identify the selection concerns regarding the employment of people with disabilities. In trying to investigate this objective, the respondents were requested to answer if they have ever experienced biasness in their selection process and again, to comment if they are aware of any systems in place within the institution to monitor the effectiveness of the selection process. Employers worry about hiring individuals with disabilities early in the recruitment process, as well as determining whether there are any discriminatory behaviours towards people with disabilities. In the literature, employers that have embraced the concept of understanding that attracting and selecting people with disabilities is not only essential to creating a more diverse workforce but can also confer significant advantages (Kyprianou, 2020). Additionally, by doing so, organisations stand to gain numerous benefits, including improved productivity and profitability, enhanced corporate responsibility efforts, and greater employee engagement levels (Durrani &

Rajagopal, 2016). The study has revealed a good 47% of respondents who have confirmed that they have not experienced any biasness. This is against the authors claims that the employment legislation passed in South Africa to achieve equal opportunities has not resulted in the significant changes anticipated (Wordsworth, 2006; McKinney & Swart, 2021). This is also against the notion that employers also have doubts about selecting people with disabilities because of the extra time that co-workers, managers or supervisors might need to spend to adjust to people with disabilities (Kaye et al., 2011). However, the study also revealed that although the people with disabilities do not experience discrimination during the selection process, they tend to experience the discrimination when they have resumed their duties. One respondent commented *“you can tell by how they treat me during staff meetings that my input amounts to nothing, just because I have a disability”*

The study has revealed that the majority of respondents, 53% noted that the University does not have any systems in place to monitor the effectiveness of the University of Limpopo’s selection process for people with disabilities. According to the findings of this study, the minority of respondents 3% (n=1) confirmed that she can not really comment on the selection concerns within the campus as she was selected and recruited through the bursary that was then funding her studies, NRF. However, 20% of the respondents applauded the institution for having in place a well implemented system to address the selection concerns and even *Respondent 6 gave a more insightful comment and said, “As the HR personnel, I can confirm that the University has the selection system in place to monitor and evaluate the effectiveness of the Institution process for people with disabilities which is aimed at addressing the recruitment and selection concerns behind the recruitment and selection of people with disabilities. The system is regularly evaluated by the elected council to check its effectiveness and try to find ways on how we can better it and ensure that all the loopholes are addressed as we are an inclusive institution.”*

From the above findings, it can be concluded that the analysis demonstrates a complex terrain of selection concerns at the University of Limpopo, including system implementation, bias perceptions, and external recruitment approaches. The literature emphasises the importance of employers changing their mindset

in order to recognise the valuable contributions of people with disabilities and dispel misunderstandings. Addressing the stated problems and creating a more inclusive and supportive atmosphere may help individuals with disabilities overcome barriers to recruitment and employment.

4.4.4 Objective Four: to explore how people with disabilities are integrated into a community of workers at the University of Limpopo.

The fourth objective explored how people with disabilities are integrated into a pool of workers at the University of Limpopo. The researcher saw it fit to ask respondents to comment if they ever felt discriminated against due to their disability. The majority of respondents (67%) have reported that they have not experienced any discriminatory attitudes from their co-workers. According to the literature, able-bodied employees frequently believe that employees with disabilities receive “special treatment” within institutions, resulting in prejudice or stigma (Brimhall & Mor Borak, 2018; Mor Barak et al., 2016; Brimhall & Mor Borak, 2018), this notion was proven to be wrong. Furthermore, an organizational culture in which inclusive practices are implemented and supported by all team members (including company leaders) aids in the successful adjustment of employees with disabilities (Schur et al., 2009; Vornholt, Uitdewilligen, & Nijhuis, 2013).

On the other hand, the minority (13%) of employees with disabilities reported that they unfortunately have experienced discriminatory attitudes from their co-workers due to their disability. Lengnick-Hall et al. (2018) discovered that some managers were concerned about the negative influence on morale (Gaunt & Lengnick-Hall, 2014). Employees are concerned that disabilities are contagious and that people with disabilities are given preferential treatment, isolating them from the rest of the workforce (Lengnick-Hall & Gaunt, 2007). Putting this into practice, it can be presumed that they may have been discriminated against because the co-workers felt that they are receiving special treatment due to their disability.

Respondents were also required to give an input about how well people with disabilities are integrated at the University of Limpopo. According to research, integration programmes can help dispel preconceptions about hiring people with

disabilities, such as the cost of modifications, increased absenteeism rates, and other myths (Kalargyrou, 2014). Majority of respondents (80%) of respondents reported that people with disabilities are well integrated at the University of Limpopo. One respondent noted an affirming comment when they mentioned *“University of Limpopo has always been known for its inclusivity for people with disability”*

According to the research findings, it can be concluded that these findings provide an improved understanding of people with disabilities' integration experiences at the University of Limpopo. While a sizable proportion see good integration, the prevalence of themes such as "No integration" and "Disability discrimination" indicates that there is still room for development. The study emphasises the need to cultivate an inclusive culture that extends beyond physical integration, confronting discriminatory attitudes, and promoting reciprocal and respectful behaviour in the workplace. Efforts to increase inclusivity and minimise discriminatory encounters can help create a fairer and more supportive environment for people with disabilities at the University of Limpopo.

4.4.5 Objective Five: to investigate the performance management of people with disabilities at the University of Limpopo.

The fifth objective of the research was to look into the performance management problems of persons with disabilities at the University of Limpopo. Every employee uses performance management evaluations to motivate themselves, and these evaluations can aid or impede an employee's career advancement. Performance is meant to assist all employees' progress, and this has appeared to be the case with the respondents. In investigating this objective, the respondents were asked about the availability promotional opportunities within the institution based on their performance and merits. According to the ILO Code of Good Practice on Disability Management in the Workplace (2001), performance reviews for individuals with disabilities should be done using the same standards as those used for non-disabled jobholders. Sixty percent (60%) of the respondents confirmed that there are promotional opportunities, which has got nothing to do with ones disability but rather the merits and the employees

performance. Respondent 8 stated that *“promotional opportunities are based on one’s performance and minimum requirements for the vacant posts. It has nothing to do with disability.* According to Hernandez et al. (2008) and Ofuani (2011), employers in the literature assume that persons with disabilities do less well in their roles and the theory was proven to be inaccurate. But, a sizable number of respondents (40%) still felt that there are no promotional opportunities for them at the University of Limpopo. However, it is possible that persons with disabilities are not aware of how to prepare themselves for promotion. Interestingly, even one respondent commented that *“promotional opportunities are hard for everyone within the institution”*. Meaning that, people with disabilities might believe that by having a disability, they will automatically be promoted. Persons with disabilities must invest in their careers and be guided by the intelligent career framework. They must know ‘why we work’, ‘with whom we work’, and ‘how we work’ (Parker, et al, 2009). In addition, organisations must make the environment conducive for persons with disabilities to be involved in every forum where decisions that affect them are made, including promotion opportunities. Applying the principles of career capital theory to the promotion of persons with disabilities involves creating inclusive and supportive workplace environments

The respondents were also required to comment if their co-workers are restricted by their disabilities to perform essential tasks of their job. Eighty percent of respondents reported that disability was never proved to be a barrier to their co-workers. Even one respondent reported that *“my co-worker with disability works even harder than those with disability. I understand him because people with disabilities always have to work extra hard to prove their capabilities”*. According to the literature, there is no difference in performance between those with and without disabilities (Lengnick-Hall & Gaunt, 2007). Respondents in this study have indicated that people with disabilities are the hardest working, they do not let the fact that they are overlooked for promotional opportunities demotivate them in any way. However, Brittain (2004) found in her research that South African employers assume that people with disabilities are unable to handle the workload and will not be productive. Even though people with disabilities may be perfectly capable of carrying out the tasks required of them, Mark (2016) supports

the idea that they are frequently overlooked because they are perceived as needing excessive support and being less capable than their peers who are not disabled. This begs the question of whether an employee's health should be taken into account when evaluating their performance or determining whether they have achieved the standards and goals established for the position. Employers who do not recruit people with disability typically assume that these individuals have lower productivity requirements. On the other hand, despite the reality that people who have disabilities have the necessary skills, credentials, and knowledge for open positions, there is a widespread misconception that people with disabilities cannot do certain work duties due to physical limitations hence they are not selected for open vacancies. This is backed by Amir et al. (2011) and Kaye et al. (2011), who said that persons with disabilities do not perform well at work and are more likely to be absent. However, the study revealed the misconception to be incorrect

Looking at these findings, the researcher concluded that the integration of performance management and career advancement is critical for creating a fair and inclusive workplace. While the merit-based promotion theme is consistent with equal opportunity principles, the reoccurring subject of limited promoting prospects for people with disabilities highlights potential impediments that need to be addressed. The findings underscore the need for greater investigation into institutional practices that may unintentionally impede the professional advancement of people with disabilities, despite their apparent ability. Addressing these concerns is critical to encouraging inclusivity and ensuring that the University of Limpopo's performance management system truly supports career advancement for all employees, regardless of disability status.

4.6 CONCLUSION

Chapter Four offered an analysis of the study by applying a qualitative research approach. Data were gathered using semi-structured interviews from both fifteen (15) employees with disabilities and fifteen (15) employees who work closely with people with disabilities. Chapter Five presents' conclusions and recommendations for the study.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with data interpretation and the findings of the study. This chapter provides an insight into the research design and method, a summary and interpretation of the research findings, recommendations, and contribution of the study looking into both the theoretical and practical contributions. The limitations of the study are also discussed in this chapter. The final section of this chapter provides the recommendations and conclusion.

5.2 RESEARCH DESIGN AND METHOD

The study adopted a qualitative research approach for this study as it enabled the researcher to explore, study, and understand things in their natural settings, attempting to make sense of or interpret, phenomena in terms of the different meanings people bring (Aspers and Corte, 2019). Qualitative research design also enabled the researcher to address the problem stated in Chapter 1. The researcher employed exploratory research in order to achieve the set objectives through the collection of primary data from the participants. The study was exploratory in nature because exploratory study is considered appropriate in delving into new research area or where a little is known in order to discover and describe categories and themes of participants' experiences and meanings (McMillan & Schumacher, 2014). A narrative research method in the form of oral interviews was used in this study. The research participants were employees with disabilities and people who worked closely with people with disabilities, who were purposively and conveniently selected. Semi-structured one-on-one interviews, guided by a set of predetermined questions were used to collect data from the participants. In qualitative research, non-numerical data such as text, video, or audio are gathered and analysed to better comprehend concepts, opinions, or experiences (Bhandari, 2020). Hence, a qualitative study methodology is employed to better understand the challenges faced by people with disabilities with regards to reasonable accommodation. The collected data was presented in the form of tables and analysed contently.

5.3 SUMMARY AND INTERPRETATION OF THE RESEARCH FINDINGS

It was stated at the beginning of the study that in order for the research to be conducted effectively, objectives had to be established to guide the research. This section provides a summary and interpretation of the findings according to each research objective.

The research aims to understand the perspectives of two target groups (people with disabilities and employees who work closely with people with disabilities) on the following topics: the employment policies relating to the employment of people with disabilities; the recruitment and attraction of people with disabilities by institutions of higher learning; the selection concerns regarding the employment of people with disabilities; to explore how people with disabilities are integrated into the community of workers and the performance management concerns of people with disabilities. Therefore, the summary and interpretation of findings are discussed below according to the research objectives.

- Objective One: to establish whether there are employment policies relating to the employment and recruitment of people with disabilities

The first objective of the study was to establish whether the target population had any knowledge with regard to the employment policies relating to employment and recruitment of people with disabilities at the University of Limpopo. The study has found that there is a lack of knowledge as far as policies are concerned. The first objective was also aimed at investigating the recruitment of people with disabilities within the institution, to measure if they are given equal job opportunities and if applications are made available and accessible to all potential employees with different disabilities. Respondents indicated that the institution has various ways that people with disabilities can access applications. Summarising these points described above, we can conclude that the University of Limpopo does not make additional efforts to educate people with disabilities either at the pre-employment or after-employment stage to educate people with disabilities about the policies that govern their employment. This is also noted by the fact that people with disabilities have little to zero knowledge about the

recruitment strategies utilised by the University of Limpopo to employ people with disability. Consequently, the University of Limpopo application pool does not reach all the possible candidates as the application forms are not available with all the alternatives for different people with disabilities to apply.

- Objective Two: to investigate the extent to which the University of Limpopo recruits and attracts people with disabilities

The second objective of the study was to investigate the extent to which the University of Limpopo recruits and attracts people with disabilities. The researcher aimed to assess the university's physical infrastructure's attractiveness to potential candidates with disabilities and the appeal of its vacant position advertisements to this group. The study's findings reveal that respondents commend the university for its disability-friendly campus and the provision of special units for those in need, which contribute to its ability to attract individuals with disabilities. Additionally, the university's job advertisements often encourage applications from people with disabilities, sometimes prioritizing them, aligning with findings by CEE (2012) and Graham, Moodley, and Selipsky (2013). However, 20% of employees noted the lack of a coherent strategy to attract and recruit people with disabilities, with concerns raised about the accessibility of job postings for blind candidates. This supports the theory by Buciuniene and Kazlauskaite (2010), Gowan (2010), and Watermeyer et al. (2006) that individuals with disabilities are often disadvantaged in the recruitment process due to their disabilities. Despite efforts, the university has not met the mandatory 2% employment target for people with disabilities set by the government, indicating that more robust strategies are needed. The study concludes that while the University of Limpopo has made strides in creating an inclusive environment and promoting job opportunities for individuals with disabilities, there is significant room for improvement in developing explicit recruitment strategies and ensuring full accessibility for all potential candidates.

- Objective Three: to identify the selection concerns regarding the employment of people with disabilities at the University of Limpopo

The third objective of the study was to identify the selection concerns regarding the employment of people with disabilities at the University of Limpopo. At the selection stage, managers and HR staff assess applicants' knowledge, skills, and abilities. The study by Kulkarni & Kote (2014) made note of the fact that candidates with disabilities may occasionally be undervalued in terms of their opportunities. Furthermore, it is a common misconception that due to their physical limitations, people with disabilities cannot perform certain job responsibilities. However, this depends on the kind of disability the candidate has, as demonstrated by the research by Baldrige et al. (2018). It should be noted that the respondents who were interviewed admitted that they shared the same misconceptions about how their abilities differed from those of people without disabilities. The results pointed out that as much as there are people with disabilities who did not experience any discrimination or other stereotypes during their selection stage, there is also a disturbing number of employees who commented on the discrimination they endure while on duty and how they are reminded of their disabilities by some of the infrastructure that they also have to utilise in the university. It can therefore be concluded that the University of Limpopo needs to skill their hiring managers about disability and how to handle possible candidates with disabilities. The University of Limpopo should provide additional training for HR to make the selection process for people with disabilities and managers themselves more convenient. Also, the University should invest in educating HR personnel on how to ensure that people with disabilities are still accommodated even beyond the recruitment and selection process so that their employment does not become unbearable. Lastly, the study found that employees with disabilities receive fair treatment and equal job opportunities.

- Objective Four: to explore how people with disabilities are integrated into a community of workers at the University of Limpopo.

The fourth objective was to explore how people with disabilities are integrated into a community of workers at the University of Limpopo. The respondents revealed that the university premises are accommodative to people with disabilities and are user-friendly. However, other respondents indicated that the

buildings or premises and the infrastructure within the institution are not well maintained or serviced which makes it a bit difficult for people living with disability to navigate around the premises. The research revealed that employees without disabilities were receptive to people with disabilities. The study also discovered that employees who work closely with people with disabilities have balanced information about the disability of their co-workers. Data also showed that some do not have information concerning the disabilities of their co-workers and that is mainly because of non-disclosure of disability. It can be concluded that employees within the University of Limpopo should be encouraged to declare and disclose their disabilities so that they can be provided with the necessary accommodations for their disabilities. The University should consider providing induction and orientation programmes for all employees including those with disabilities, to educate them about the importance of disability disclosure and train them on disability awareness, etiquette and acceptance of people with disabilities.

- Objective Five: to investigate the performance management concerns of people with disabilities at the University of Limpopo.

The fifth objective of the study was to investigate the performance management concerns of people with disabilities at the University of Limpopo. The respondents were asked whether or not there are promotional opportunities within the institution resulting from their performance. The effectiveness of recruitment strategies will enhance business performance as a whole. In terms of employee performance and motivation, Anand and Sevak (2017) observe that recruitment activities have a bearing. This is also supported by the research results which point out the effects of fair recruitment on employee performance. The study revealed that people with disabilities are not limited in any way to performing those contractual duties due to their disability. The study also revealed that the respondents were neutral about the promotional opportunities within the University of Limpopo. While other respondents believed that promotional opportunities are based on merits, hard work and dedication, other respondents felt that people with disabilities are overlooked for promotional opportunities due to their disabilities.

5.4 RECOMMENDATIONS

- Based on the research findings, the study recommends that policy workshops be held regularly to enable the institution to be informed about existing or new policies that may have emerged. These workshops will ensure that co-workers are more informed and knowledgeable about the employment policies. The implementation of workshops will further strengthen the relationship of all employees and the management. The institution can also start workplace initiatives that change the way that people with disabilities are perceived in terms of their quality of life. Additionally, perhaps the institution can make use of the Disability Equity Forums that are present in the institution's departments. The organisation that will serve as a watchdog, tracking the development of the inclusion of individuals with disabilities within the organisation, must facilitate the forum.
- To address the extent to which the University of Limpopo recruits and attracts people with disabilities, the study also recommends that the University compile a database where they will be able to trace people with disabilities who would not be able to access applications. The database will enable the University to track people who did not manage to access applications and provide appropriate measures. Additionally, in order to address the issues of advertisements not being accessible to people with disabilities, advertisements not specifically targeting people with disabilities, and selection processes that are not perceived as credible by people with disabilities, the institution may develop a targeted recruitment and selection strategy to strategically align the recruitment and selection process with the objectives of disability management.
- To address selection concerns regarding the employment of individuals with disabilities at the University of Limpopo, the institution should implement a comprehensive set of measures. Firstly, adopting inclusive recruitment practices, such as using accessible application processes and providing reasonable accommodations during interviews, can help ensure fair access for all candidates. Secondly, the establishment of targeted outreach programs to actively recruit individuals with disabilities from diverse backgrounds is

essential. Additionally, incorporating disability awareness and sensitivity training for hiring committees can mitigate biases and promote an inclusive hiring culture. Finally, regular auditing and review of the recruitment process, in conjunction with feedback from employees with disabilities, will help identify and address any systemic barriers, ensuring the efficacy and equity of employment practices.

- The University of Limpopo need to provide reasonable accommodations and support to ensure that persons with disabilities have equal opportunities to develop their skills and build career capital, by so doing, we will now presume that the institution is actively integrating people with disabilities into a community of workers. Employers can play a role in creating inclusive environments that facilitate networking opportunities for all employees, including those with disabilities. Providing training and development opportunities for persons with disabilities is essential for helping them enhance their skills, knowledge, and career capital. In the case of University of Limpopo, management should offer accessible training programmes and resources to support the professional growth of persons with disabilities. By promoting diversity, equity, and inclusion initiatives, the provincial department can create a more supportive and inclusive environment for persons with disabilities to thrive and advance in their careers.
- The study again recommends that, all employees should be presumed to be able to perform the job for which they were hired - until they demonstrate otherwise. Creating a targeted performance management strategy that strategically aligns performance management with disability management is the recommended strategic objective to address this constraint. Performance standards should be made clear in the policy. It is advised to take a pragmatic approach, in which case performance standards should be taken into account as part of the process for providing a reasonable accommodation for a disabled employee. This recommends that performance guidelines ought to be altered to accommodate a person with disabilities, where needed.

5.5 CONTRIBUTION OF THE STUDY

Based on the empirical findings of the study and due to the explorative nature of the research, the theoretical and practical contribution of the research is outlined below.

5.5.1 Theoretical Contribution

The Social Model not only shows that society is the root of disability but, more importantly, it explains how society disables those who have disabilities. The social model lists attitudes and cultural stereotypes about people with disabilities as one of the factors that contribute to prejudice, discrimination, and exclusion in society. Examples of such stereotypes include the notion that people with particular disabilities are unable to work or function independently. Information or communication barriers are challenges linked to information and communication with people who have disabilities, such as lack of British Sign Language interpreters for deaf people, lack of provision of hearing induction loops, lack of information in different accessible formats such as Easy Read, plain English and large font. Therefore, according to the results of the data collected, it can be confirmed that the assumptions of the social model of disability are true. This is because the lack of institutions of higher learning to maintain a disability-friendly environment is also a disabling challenge as people with disabilities will only function only to somewhat extent, for example, respondents raised some serious concerns about the lifts which are not maintained and not working within the institution. This can only mean that the mobility of people who are physically disabled or rely on wheelchairs to travel across the campus will be limited, which is not fair.

People accomplish goals more quickly when given clear, specific objectives rather than ambiguous tasks. A goal-oriented approach also helps employees work without misunderstandings. According to the goal-setting theory, employees are motivated to work harder and perform better when the goals they must achieve are set to a higher standard. It is based on the idea of "self-efficiency," which is the conviction that one is capable of completing a challenging task. With the aforementioned in mind, a person with a disability whose job does not satisfy their needs in terms of their personal preferences will be less satisfied

at work and may begin to doubt their ability to complete tasks successfully. In terms of the data collected, the above theory can be proven to be true in the sense that, people with disabilities at the University of Limpopo were reported to be hardworking and performing their tasks exceptionally because of being given the responsibilities aligned to the roles they were initially recruited for.

According to Li, Cao, Guo, Xie, & Liu (2020), human capital boosts a worker's productivity while also boosting productivity in other spheres of life like health, education, and employment. In terms of the data collected, the human capital is also proved to be accurate in its conventions because people with disabilities are still underemployed, and the institutions of higher learning are still struggling to reach the government's mandatory 2% of employing people with disabilities. With that being said, they derived an opportunity to make a "decent" living for themselves. The human capital theory has proved to be accurate in the sense that, people with disabilities who have all the knowledge, skills, abilities and valuable experience and are employed by the University of Limpopo have been performing well, thereby increasing their productivity in a way they engage with the people within the workspace.

The expectancy theory is predicated on the idea that we consciously select our behaviour from a range of potential alternate behaviours. The behaviour we select will always be the one that maximises our pleasure and minimises our pain, according to expectancy theory. According to the expectancy theory, a person chooses a particular behaviour over others because they are motivated by what they anticipate will happen as a result of that behaviour. The assumption of the expectancy theory has been proven to be true based on the results and analysis of this study in that, people with disabilities could have chosen to self-pity, not seek employment and not perform in their respective jobs because of the stigma people have against them or due to their disability. However, in this study, people with disabilities have proven without reasonable doubt that what people say about them due to their disability, does not define them and therefore, should not determine how they engage with others and how they perform their jobs.

5.5.2 Practical contributions of the study

Human Resource Management and Transformation areas are positively impacted by what was discovered in this research. The research outcomes have the potential to aid various entities such as higher education institutions or corporations in creating an environment that embraces diversity by promoting Employment Equity and transformation methods designed to achieve balanced representation for every demographic group. Future research in the field of Human Resource Management can benefit from these findings when addressing disabilities in the workforce.

5.6 LIMITATIONS OF THE STUDY

The study has its constraints. Interpreting the results of this study requires acknowledging and accounting for its stated constraints.

- This research has limitations as it only examined one institution. Besides that, the sample size was constrained and confined merely within the University of Limpopo. The whole population of South Africa cannot be represented by the study's findings. The researcher minimised this limitation by increasing the sample size by including co-workers who work closely with people with disabilities. A larger and more diverse sample enhanced the generalizability of the findings to a broader population.
- This research has a second drawback which is getting volunteers for participation since most people worked from home. Adhering to protocols priorly resulted in a delay in collecting data for the research amidst the COVID-19 pandemic. Even with strict adherence by the researcher to recommended guidelines protocols, some subjects showed a lack of enthusiasm towards participating despite having been apprised about matters relating to confidentiality and informed consent. Subsequently, they exhibited a willingness to participate. The researcher recognised the constraints of remote work and provided flexible participation alternatives. This gave people the option of conducting virtual or in-person interviews. This flexibility was tailored to the preferences and comfort levels of potential participants. Furthermore, the researcher improved

communication about the research and its significance by clearly articulating the purpose of the study, how the findings will contribute to understanding workplace accommodations for people with disabilities, and the potential benefits of their participation. All concerns about confidentiality and informed consent were addressed clearly.

5.7 CONCLUSION

The concern for employing people with disabilities in South Africa began after the new democratic election. The main challenge is to include people with disabilities in the regular job market and many studies have focused on achieving that goal. The researcher found it essential to also explore how employees with disabilities who are already in employment view their workplace. To achieve employee career advancement, various Human Resource Management Practices such as recruitment and selection along with training and promotion are implemented. Potential and fitting applicants are attracted towards employment opportunities through the process known as recruitment by organisations. Applying specific criteria for selection purposes from a group of job applicants called a pool leads to choosing an eligible one which is referred to as the process named Selection. By providing relevant competencies through training sessions, companies intend their employees to be able to work more efficiently. Appointing employees to higher positions with increased pay and responsibilities as well as greater autonomy and benefits is how organisations acknowledge outstanding performance through promotions. Employees who have disabilities are seemingly discriminated against by Human Resource practices since they are not adequately represented within the workforce.

The study has provided valuable information through its insightful findings and interpretations of challenges faced by people with disabilities in relation to workplace accommodations. These discoveries established a pool of knowledge in the realm of HR and diversity and inclusion. Problems or difficulties persist for people with disabilities despite being integrated into the workplace. The primary concern in Chapters Two and Chapter Three is analysing relevant literature about disability employment obstacles. In its attempt to address issues related to disability in the workplace environment, the consulted literature was analysed.

The identification of various needs by people with disabilities includes employer attention to recognising abilities and providing reasonable accommodation. There were no adequate programmes available for handling disabilities at work as it was evident. Institutions of higher learning and HR personnel are unfamiliar with handling disability-related concerns in the workplace.

According to the literature review conducted on this topic employing disabled individuals in a workplace is cost-effective. Individuals with disabilities add diversity to the workforce and exhibit low absenteeism rates and long tenures. These devoted workers exemplify commitment reliability and loyalty whilst being highly skilled and creative assets who contribute positively towards enhancing organisational success through their outstanding contributions whilst upholding excellent ethical standards. Hiring people with disabilities is something most employers do not realise has many advantages.

Institutions of higher learning must create plans that tackle disability concerns and cater to individuals with disabilities at work. The employer can find recommendations on addressing some issues raised by the respondents in Chapter 5. Like any other able-bodied person deserves to work in a barrier-free and conducive workplace/environment so do people with disabilities who spend most of their time at work.

The researcher believes that this study has contributed to widening the body of knowledge regarding the challenges faced by people living with disabilities. By assisting institutions and cooperatives in accommodating people with disabilities despite their limited impact on the population in the country, the study can be useful for policymakers and all related parties. The study provided a comprehensive understanding of the obstacles that individuals with disabilities have to conquer. As indicated by the study findings, additional research is required especially within a national framework.

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APPENDICES

Appendix A: Letter for Participation

University of Limpopo
School of Economics & Management
Department of Business Management
Private Bag X1106, Sovenga, 0727, South Africa
Cell:0786449402 Email: botle22.mabula@gmail.com

DEAR PARTICIPANT:

I Mabula Mmasechaba Botle, student no 201428703, currently studying Master of Commerce in Human Resources at the University of Limpopo. I kindly invite you to participate in my research project titled: THE CHALLENGES FACED BY PEOPLE WITH DISABILITIES WITH REGARD TO WORKPLACE ACCOMMODATION IN INSTITUTIONS OF HIGHER LEARNING: A CASE OF THE UNIVERSITY OF LIMPOPO, SOUTH AFRICA. It is aimed at investigating the challenges faced by people with disabilities in relation to workplace accommodation in South Africa. Moreover, the objectives of the study are To establish whether there are employment policies relating to employment and recruitment of people with disabilities at the University of Limpopo, To investigate the extent to which the University of Limpopo recruits and attracts people with disabilities, To identify the selection concerns regarding the employment of people with disabilities at the University of Limpopo, To explore how people with disabilities are integrated into a community of worker at the University of Limpopo, To investigate the performance management concerns of people with disabilities at the University of Limpopo. Your contribution and participation will be of essence to the study as you have been specifically selected to participate in this study.

I genuinely believe that the research interview will take you 30 minutes to complete. You will be expected to sign a consent/ confidentiality form that is aimed at addressing the use of information you provide and your right as the participant.

Kind regards
Mabula Botle

Appendix B: Informed Consent form

University of Limpopo
School of Economics & Management
Department of Business Management
Private Bag X1106, Sovenga, 0727, South Africa
Cell:0786449402 Email: botle22.mabula@gmail.com

INFORMED CONSENT FORM FOR PARTICIPATING IN A RESEARCH STUDY

Before participating in this research, the researcher will talk to you, and will give you this consent form to read, as well as to clarifying where you might seek clarity. You are cordially asked to sign the form after you have decided to take part in this project. I _____ agree to participate in research entitled to **“THE CHALLENGES FACED BY PEOPLE WITH DISABILITIES IN RELATION TO WORKPLACE ACCOMMODATION IN SOUTH AFRICA** in the Department of Business Management at University of Limpopo.

Furthermore, I understand that:

1. My participation in this research is voluntary, and I will not gain monetary/ financial compensation for my participation. I may withdraw my participation in a case of discomfort, and my withdrawal will not affect my relationship with the researcher.
2. I have the right to decline to answer certain questions if I am uncomfortable. I understand that this participation is entirely voluntarily. I can withdraw my consent at any time with no penalty.
3. My response to the questions will be recorded at my permission. However, where I am not comfortable about recording my response, the researcher will have to write down my responses by himself.
4. Confidentiality and anonymity of records identifying you as a participant will be maintained by me and may learning institution, if necessary.
5. If you have any questions or concerns about participating in the interview or about contributing to this study, you may contact me or my supervisor on the numbers listed above.

Participant
(Full name)

Signature

Date

I, Mabula Botle, have clarified the scope of the research to the participant and explained his/ her rights concerning his/ her participation in the study. She/ He freely agrees to participate in this study.

Kind regards,

Researcher

Signature

Date

Appendix C: Interview Guide: People with disabilities

BIOGRAPHIC INFORMATION

Gender	
Age	
Race	
Education	

1. Are you aware of any employment opportunities within the University of Limpopo that provide you with employment opportunities?
2. If yes, which policies are those?
3. Are there any reasonable accommodations in place to enhance accessibility within physical spaces on the campus?
4. Are you aware of any safety hazards associated with the University of Limpopo's infrastructure?
5. Do you think there was any act of biases during your selection process? Please elaborate.
6. Have you encountered any instances where you felt discriminated against or treated unfairly because of your disability?
7. Does your co-workers have balanced information regarding your disability?
8. How aware do you think your colleagues are about your specific disability?
9. Are there any promotional opportunities at the University of Limpopo for people with disabilities?

Appendix D: Interview Guide: People who work closely with people with disabilities.

BIOGRAPHIC INFORMATION

Gender	
Age	
Race	
Education	

1. Do you think the employment policies of your institution are reasonable and accommodate your co-worker?
2. How do you think the institution has accommodated your co-worker's disability?
3. In your knowledge, are you aware of any systems in place to monitor and evaluate the effectiveness of the University of Limpopo's selection process?
4. Do you believe that your co-workers with disabilities are well intergrated into a pool of workers at the University of Limpopo?
5. Do you think your co-worker's disability limits them to perform essential functions of their job? Explain your answer.
6. To your knowledge, has your co-worker ever been promoted? Was the promotional opportunity based on their disability or competency? Why do you say so?

Appendix E: Faculty Approval



University of Limpopo
Faculty of Management and Law
OFFICE OF THE EXECUTIVE DEAN
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3947, Email: fml_postgradoffice@ul.ac.za

19 April 2021

Ms MB Mabula (201428703) MCOM (HRM)
SCHOOL OF ECONOMICS AND MANAGEMENT
Master of Commerce in Human Resource Management

Dear MB Mabula,

FACULTY APPROVAL OF PROPOSAL

I have pleasure in informing you that your Masters proposal served at the Faculty Research Higher Degrees Committee meeting on 19 April 2021 and your title was approved as follows:

"The Challenges Faced By People With Disabilities In Relation To Workplace Accommodation In South Africa"

Note the following: The study

Ethical Clearance	Tick One
Requires no ethical clearance Proceed with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	✓
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully,

Prof E van Rooyen
Chairperson: Faculty Research Higher Degrees Committee

Co-Supervisor: Dr BK Majoje, Acting Head of Department, Prof OO Felaki and Ms MD Mthembu, Acting Director, School of Economics and Management

Finding solutions for Africa

Appendix F: Ethical Clearance Certificate



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 27 July 2021

PROJECT NUMBER: TREC/106/2021- PG

PROJECT:

Title: The Challenges Faced by People with Disabilities in Relation to Workplace Accommodation in South Africa
Researcher: MC Mabula
Supervisor: Dr BK Majola
Co-Supervisor/s: N/A
School: Economics and Management
Degree: Master of Commerce in Human Resource Management

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Appendix G: Gatekeeper Permission



University of Limpopo
Office of the Registrar

Private Bag X1106, Sovenga, 0727, South Africa

Tel: (015) 268 2407, Fax: (015) 268 3048, Email: Kwena.Masha@ul.ac.za / Retha.Baliga@ul.ac.za

19 August 2021

Ms. MB Mabula

Email: 201428703@keyeka.ul.ac.za

Dear Ms. Mabula,

GATEKEEPER PERMISSION TO CONDUCT RESEARCH

TITLE: THE CHALLENGES FACED BY PEOPLE WITH DISABILITIES IN RELATION TO
WORKPLACE ACCOMMODATION IN SOUTH AFRICA

RESEARCHER:	Ms. MB Mabula
SUPERVISOR:	Dr. BK Majola
CO-SUPERVISOR/S:	N/A
SCHOOL:	Economics and Management
DEGREE:	Master of Commerce in Human Resource Management

Kindly be informed that Gatekeeper permission is granted to you to conduct research at the University of Limpopo entitled: "The challenges faced by people with disabilities in relation to workplace accommodation in South Africa".

Kind regards

PROF. JK MASHA
UNIVERSITY REGISTRAR

Cc: Prof. RJ Singh: Deputy Vice-Chancellor: Research, Innovation and Partnerships
Prof. RN Madzobhe: Deputy Vice-Chancellor: Teaching and Learning
Dr. T Mabula, Director: Research Development and Administration
Prof. F Masoko – Chairperson: Research and Ethics Committee
Ms A Ngobo – TREC Secretariat

Appendix H: Editing certificate

NERESHNEE GOVENDER COMMUNICATIONS (PTY) LTD

REGISTRATION NUMBER: 2016/369223/07

DR NERESHNEE GOVENDER (PhD)

neresh@ngcommunications.co.za

0847022553

WRITING PRACTITIONER • EDITOR • COPYWRITER • TRAINER

PhD-Management Sciences: Marketing (gender and media); PG DIP - Higher Education - Academic Developers (Cum laude); M-Tech Public Relations; B-Tech Public Relations (Cum laude); B-Tech Journalism (Cum laude); N-Dip Journalism

12/06/2023

MMASECHABA BOTLE MABULA

Student number - 201428703

University of Limpopo

botle22.mabula@gmail.com

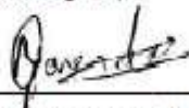
RE: EDITING CERTIFICATE

FOCUS AREA: The challenges faced by people with disabilities with regard to workplace accommodations in institutions of higher learning: A case of the University of Limpopo, South Africa

Submitted in fulfilment of the requirements for the Degree of Master of Commerce in Human Resources Management in the Faculty of Management and Law School of Economics and Management) at the University of Limpopo

This serves to confirm that this research has been edited for clarity, language and layout.

Kind regards,



Nereshnee Govender (PhD)