

**PROMOTIONAL OPPORTUNITIES FOR PERSONS WITH DISABILITIES IN THE
SELECTED LIMPOPO PROVINCIAL DEPARTMENTS, IN SOUTH AFRICA**

by

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RESEARCH DISSERTATION

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DEDICATION

This dissertation is wholeheartedly dedicated:

To Almighty God for His guidance, mercy, and grace throughout my academic journey.

In loving memory, of my late grandmother, Mmakgabo Margaret Mashala. Her last words continue to regulate my life; hence, I am passionate about furthering my studies.

To all employees with disabilities who have faced and overcome various barriers in the workplace and those still going through hardships, to remain positive and not to be afraid of showcasing their abilities and work hard to get to where they want to be. Every problem has a solution, no matter how difficult it is.

DECLARATION

I, Phuti Rivonia Mashala, Student number [REDACTED] hereby declare that the topic entitled 'Promotional opportunities for Persons with Disabilities in the selected Limpopo provincial departments, in South Africa' for the degree of Master of Commerce in Human Resource Management is my work and has not previously been submitted by me at the University of Limpopo for another qualification or at any other institutions of higher learning; and all sources contained herein has been duly acknowledged using complete references.

Signature..........

Date....24/10/2024.....

ACKNOWLEDGEMENTS

Commit to the Lord whatever you do, and he will establish your plans. Proverbs 16:3

I would like to acknowledge the contribution of the following people: without whom I would not have been able to complete this dissertation:

God and my ancestors gave me wisdom, strength, and knowledge to explore important issues. Without their blessings, this dissertation would not have been accomplished.

My deepest gratitude to my supervisor, Professor Brian Kwazi Majola, for his continued support, professional guidance, and advice, as well as for believing in me and assisting me at every step of my dissertation. I would not have continued with my studies if it was not for him, he is my role model and source of inspiration, and I will keep on trusting him for my future.

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ABSTRACT

The persistent issues of disability in the workplace remain a significant global concern, hence previous studies have shown that persons with disabilities continue to face substantial barriers to career advancement, leading to a pronounced employment rate gap between those with and without disabilities. This study aims to explore promotional opportunities for persons with disabilities in the selected Limpopo provincial departments in South Africa. The study is exploratory and adopts a qualitative method. It focuses on two provincial departments of the Limpopo Province of South Africa, specifically the Department of Social Development (DSD) and the Department of Agriculture and Rural Development (DARD). Seventeen respondents were purposively sampled, nine were persons with different disabilities and eight were human resource management officials. Semi-structured interviews were conducted using an interview guide to collect data. Thematic data analysis was utilised to analyse the collected data, and themes presented in tables, pie charts, and percentages. The study was limited to persons with disabilities and HRM officials. The findings show that persons with disabilities applied for promotion and got promoted. However, they are still in the same positions they were promoted to in previous years and mentioned several barriers to their promotion. The findings revealed several barriers to promotion such as a lack of promotional posts and opportunities, institutional barriers, and a lack of assistive devices. The study recommends that government departments should develop and implement policies that better support and accommodate persons with disabilities, alongside offering comprehensive training, educational, and developmental programmes.

KEYWORDS

Promotional opportunities, Persons with Disabilities, Employment Policies, Barriers, Developmental Programmes, and Successful factors.

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LIST OF ACRONYMS

ACPF – African Child Policy Forum
AIDS – Acquired Immune Deficiency Syndrome
ASD – Autism Spectrum Disorder
CDC – Centres of Disease Control and Prevention
CDT – Critical Disability Theory
COGHSTA – Cooperative Governance, Human Settlements and Traditional Affairs
CRPD – Convention on the Rights of Persons with Disabilities
DARD – Department of Agriculture and Rural Development
DOE – Department of Education
DOH – Department of Health
DPSA – Department of Public Service and Administration
DPWRI – Department of Public Works, Roads and Infrastructure
DSD – Department of Social Development
DTCS – Department of Transport and Community Safety
EEA – Employment Equity Act, No. 55 of 1998
EE – Employment Equity
EW & SP – Employee Wellness and Special Programmes
GESF – Strategic Framework for the Public Service
HIV – Human Immunodeficiency Virus
HOD – Head of Department
HR – Human Resources
HRD – Human Resource Development
HRM – Human Resource Management
ILO – International Labour Organisation
JASF – Job Access Strategic Framework for the Public Service
LEDET – Limpopo Economic Development, Environment and Tourism
LPT – Limpopo Provincial Treasury
LRA – Labour Relations Act, No. 66 of 1995
MEC – Member of the Executive Council
NASCOH – National Association of Societies for the Care of the Handicapped
NGOs – Non-Governmental Organisations
NSA – National Skills Authorities

NSDS – National Skills Development Strategy

OTP – Office of The Premier

PEPUDA – Promotion of Equality and Prevention of Unfair Discrimination Act, No. 4 of 2000

PSA – Public Service Act, No. 103 of 1994

SAHRC – South African Human Rights Commission

SETA – Sector Education and Training Authorities

SDA – Skills Development Act, No. 97 of 1998

SMS – Senior Management Service

STIs – Sexually Transmitted Infections

TAG – Technical Assistance Guidelines on the Employment of Persons with Disabilities, 2017

UN – United Nations

UNCRPD – United Nations Convention on the Rights of Persons with Disabilities

WHO – World Health Organisation

WPRPD – White Paper on the Rights of Persons with Disabilities, 2017

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

According to the World Bank (2023), approximately one billion people, or 15% of the world's population experience disability, with a higher prevalence in developing countries. Persons with disabilities face significant challenges in employment, including promotional opportunities, in both developed and developing nations. Data from the United States Bureau of Labor Statistics (2022) showed that the employment rate for persons with disabilities in the United States was 17.9% in 2020 and 19.1% in 2021. However, Wilson and Shishiwa (2023) underlined that these statistics vary widely across different regions, emphasising that most persons with disabilities face obstacles not only in employment but in several other areas of life in both developed and developing countries.

In most developed countries, the official unemployment rate for persons with disabilities of working age is at least double that of those without disabilities. According to a report by UN Enable (2007), the unemployment rate for persons with disabilities is alarmingly high, ranging from 80% to 90% in developing countries, whereas in developed countries is between 50% to 70%. Additionally, the International Labour Organisation (2019) reported that persons with disabilities are predominantly underemployed in low-wage jobs, face a lack of promotional opportunities, and endure poor working conditions compared to their counterparts without disabilities. This underscores a significant disparity in the consideration and accommodation of persons with disabilities regarding better promotional opportunities and overall employment conditions.

Internationally, persons with disabilities still experience marginalisation and exclusion from the workforce (Morwane, Dada, & Bornman, 2021). Several international laws have been proposed to alter the work landscape for persons with disabilities, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) which recognises the right for persons with disabilities to perform duties, on an equal cause with others; this includes the freedom to choose how to make a living or to enter

the workforce, as well as the right to an open, accommodating, and accessible workplace for persons with disabilities. However, despite the legislation and other efforts, persons with disabilities still do not experience equal access to employment opportunities compared to persons without disabilities (Wilson & Shishiwa, 2023). Furthermore, a study conducted in selected government departments in Zambia by Simatimbe, Moonga, Hambulo, Moonga, and Mbozi (2019) revealed that persons with disabilities were underrepresented, and promotions were not easy for them in the workplace.

Unemployment in South Africa is notably high at 26.7%, with rates for persons with disabilities even more pronounced (Morwane, Dada, & Bornman, 2021). This situation persists despite the existence of policies and legislation aimed at promoting the participation and inclusion of persons with disabilities in the workforce. To enhance employment outcomes for marginalised groups, including persons with disabilities, South Africa revised its 1996 Constitution to prohibit discrimination against employees with disabilities in the workplace. This revision was supplemented by several legislative measures, including the Employment Equity Act, No. 55 of 1998, the Labour Relations Act, No. 66 of 1995, and the Skills Development Act, No. 97 of 1998. Furthermore, the government set a target in 2005 of having 2% of persons with disabilities represented in the labour force (Morwane, Dada, & Bornman, 2021).

However, the Employment Equity (EE) targets for persons with disabilities have not been successfully ensured by compliance with this legislation according to Bam and Ronnie (2020). Despite a comprehensive legal framework designed to support organisations representing persons with disabilities, the anticipated progress in employment rates for this demographic has not materialised as expected. The Limpopo government has been criticised at the provincial level for not committing to its targets of employing persons with disabilities (Molefe, 2022). Molefe (2022) further reported that the Limpopo provincial government has been criticised for neglecting its commitment to employ 2% of persons with disabilities in each of the province's 11 departments, and only a few met the target. Therefore, the study was interested in exploring promotional opportunities for persons with disabilities, since they are hardly considered for promotions and occupy positions with low promotional prospects; therefore, organisations should recognise them through fair employment and

promotional policies and develop programmes that can prepare them for promotions. Therefore, this chapter presents the introduction and background of the study and the problem statement; and states the research aim used to formulate the objectives of the study. It further presents the research questions that directed the study, as well as the significance of the study. Lastly, the overview of the subsequent chapters and chapter summary is provided.

1.2 PROBLEM STATEMENT

Persons with disabilities encounter substantial challenges in career advancement, particularly regarding promotional opportunities. Persons with disabilities often hold jobs with little opportunity for career advancement, and low pay, and are passed over for promotions. This is supported by a previous report from the International Labour Organisation (2023), which confirms that persons with disabilities are more likely to be unemployed or in lower-paying jobs with poorer prospects for promotions and substandard working conditions compared to persons without disabilities. Similarly, the Commission for Employment Equity's 19th Annual Report (2018–2019) observed that not much progress has been made in raising the proportion of persons with disabilities employed in all occupational levels. Persons with disabilities generally have low participation rates and hold lower-status positions despite the multiple barriers faced in the workplace (Bell, 2020).

Previous researchers have revealed that many organisations fail to include persons with disabilities in their employment policies, despite legislation promoting equal opportunities for persons with disabilities in education and employment (Goodall, Mjøen, Wits, Horghagen, & Kvam, 2022). Furthermore, some organisations do not provide sufficient accommodations for employees with disabilities or proper training programmes, resulting in their underutilisation and poor performance, which subsequently hampers their promotional prospects (Lackey et al., 2023). Ximba (2016) confirmed that persons with disabilities are committed, creative, and hardworking employees. Thus, organisations should value and empower persons with disabilities, focusing on their abilities rather than their disabilities, to enable them to contribute effectively towards achieving organisational goals.

1.3 AIM OF THE STUDY

The study aims to explore promotional opportunities for persons with disabilities in the selected Limpopo provincial departments, in South Africa.

1.4 RESEARCH OBJECTIVES

The specific objectives of this study are:

To investigate the extent to which employment and promotional policies are developed and implemented for persons with disabilities in the workplace.

To identify the developmental programmes that can be used to prepare persons with disabilities for promotions in the workplace.

To examine barriers to promotions experienced by persons with disabilities in the workplace.

To examine factors that contribute to the successful promotions of persons with disabilities in the workplace.

To make appropriate recommendations to the Limpopo provincial departments in terms of developing and implementing policies that will support and accommodate persons with disabilities and prepare them for promotions.

1.5 RESEARCH QUESTIONS

To address the research objectives stated above, the research questions of this study were:

To what extent are employment and promotional policies developed and implemented for persons with disabilities in the workplace?

What are the developmental programmes that can be used to prepare persons with disabilities for promotions in the workplace?

What are the barriers to promotions experienced by persons with disabilities in the workplace?

What are factors contributing to the successful promotions of persons with disabilities in the workplace?

How can the Limpopo provincial departments develop and implement policies and programmes that support and accommodate persons with disabilities and prepare them for promotions?

1.6 SIGNIFICANCE OF THE STUDY

The primary aim of this study is to explore promotional opportunities for persons with disabilities in the selected Limpopo provincial departments, in South Africa. Consequently, the study aims to provide insights into the barriers that hinder career progression and promotion for employees with disabilities in these departments. This research holds significant importance for its primary beneficiaries, persons with disabilities, who deserve equal accommodation and consideration for promotional opportunities. The study also seeks to challenge societal perceptions of persons with disabilities, highlighting that it is environmental factors rather than inherent disabilities that limit their opportunities in the workplace. By empowering persons with disabilities to preserve confidence and avoid giving in to discriminatory tactics, the study aims to foster an environment where their untapped skills can be showcased without fear of stigma or judgment from colleagues.

Practically, the findings of this study are expected to inform policymakers in reviewing existing policies to ensure that they are reliable and effective in providing equitable opportunities for persons with disabilities. Furthermore, by understanding the challenges and barriers that employees with disabilities experience, Human Resource Management (HRM) officials could be in a better position to implement inclusive policies and develop tailored programmes aimed at preparing employees with disabilities for career advancement.

Theoretically, this study contributes to the existing scholarly literature by addressing a significant gap in research on promotional opportunities for persons with disabilities. It underscores the importance of considering disability inclusion in organisational settings, thereby encouraging future researchers to delve deeper into this underexplored area. Empirically, given the limited literature on this specific topic, the

study's findings are poised to pave the way for further empirical investigations and scholarly inquiry into enhancing career opportunities for persons with disabilities.

1.7 STRUCTURE OF THE RESEARCH

This study comprises five chapters, and the outline of topics covered in each chapter is presented below. Figure 1.1 displays the structure of the research chapters.

Chapter 1: Introduction and Background

This chapter is regarded as an opening chapter because it serves to introduce the subject of the research to the readers. It gives an overview of the outline of the whole dissertation. It encompasses the following: Introduction and Background; Problem statement; Aim and Objectives of the study; Research questions; Significance of the study; and Conclusion and Layout of chapters.

Chapter 2: A Literature Review on Promotional Opportunities and Persons with Disabilities

This chapter focuses on the current literature on promotional opportunities and persons with disabilities by focusing on the theoretical background, legal background, and empirical background. This chapter outlines the key concepts of this study in detail; namely, promotional opportunities and persons with disabilities. It specifically provides a discussion on the concept and conceptualisation of promotional opportunities and persons with disabilities to help clarify the scope and focus of the study, ensuring that readers have a precise grasp of the terms and ideas being explored. It focuses on different theories that link to the variables of the study and discusses the models of persons with disabilities. The chapter further outlined the effects of employment promotion in organisations, the types and causes of disabilities and the employment of persons with disabilities. Lastly, this chapter concludes by reviewing previous literature conducted by other researchers.

Chapter 3: Research Methodology

The chapter offers an overview of the study area, and research philosophy, research approach, including the research design, semi-structured interviews, population, sampling method, data collection methods, instruments, and procedures, data

analysis (thematic analysis), reliability, validity, and ethical considerations. The study adopted an exploratory qualitative research method, involving purposively selected persons with disabilities and Human Resource Management (HRM) officials as research respondents.

Chapter 4: Presentation of Results

This chapter includes the discussion and presentation of the findings as reported by the researcher. It specifically presents research findings on the respondents' experiences regarding promotional opportunities. This includes respondents' responses concerning the employment or promotional policies, the developmental programmes, the barriers to promotions, and factors that contribute to successful promotions in the workplace. The findings are presented using the following headings: introduction, research results, and lastly an overview of research findings.

Chapter 5: Summary, Recommendations, and Conclusion

The chapter provides an introduction, the research design and method, a summary of the research findings in accordance with the aim and objectives of the study as well as the research questions that guided the study. The chapter also includes recommendations about possible directions to be followed by future research, government, officials of the departments as well as recommendations to persons with disabilities. Lastly, it includes the study's contributions as well as the limitations of the study, and finally concluding remarks.

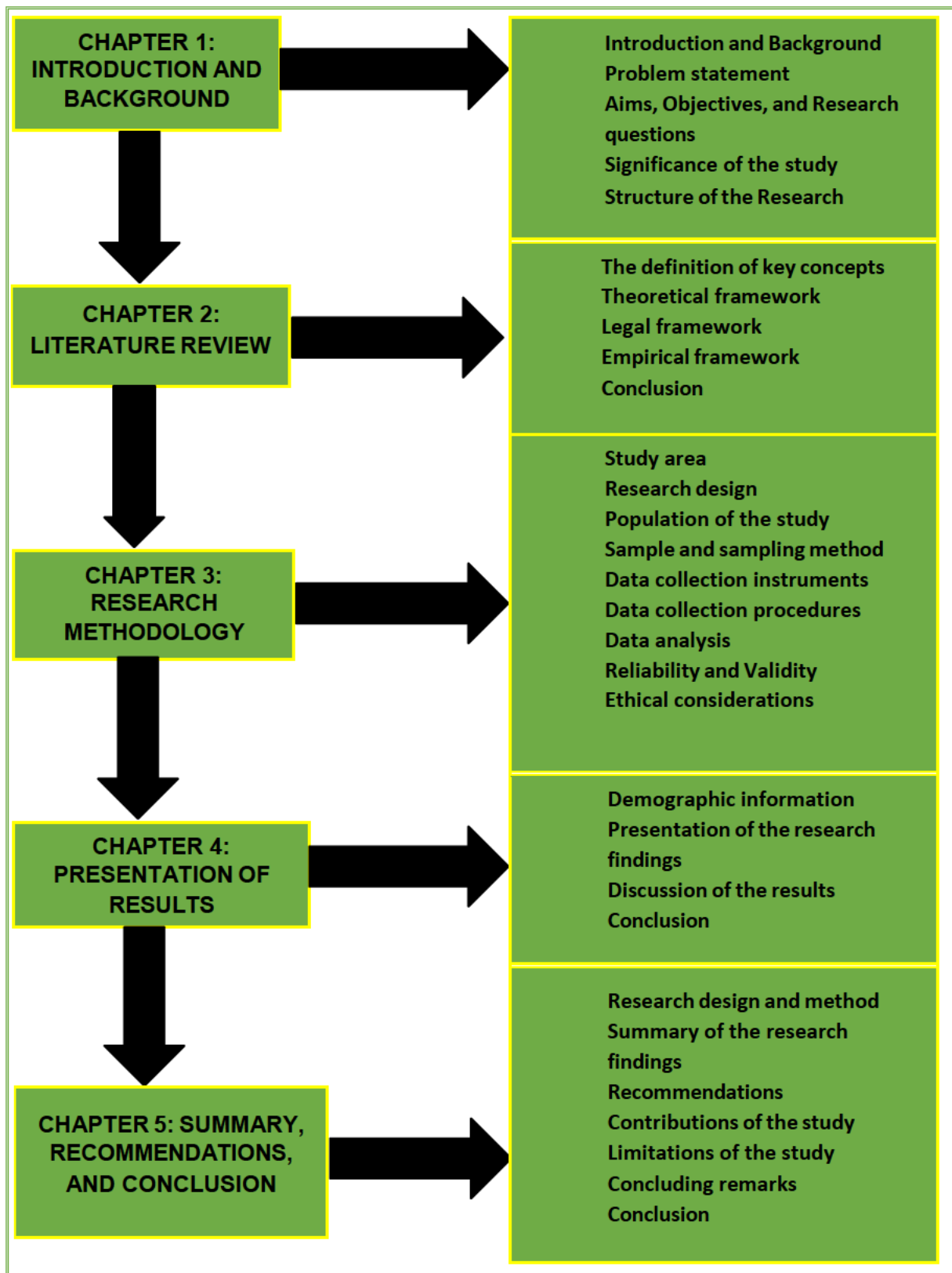


Figure 1.1 Overview of the Research Chapters

1.8 CONCLUSION

It becomes apparent that it is very significant for institutions to provide much-needed support for employees with disabilities in the workplace and accommodate them so that they feel accepted and valued in the working environment. Thus, persons with disabilities should receive equal opportunities for promotions, like their counterparts without disabilities, as many possess hidden talents that can significantly benefit organisations. Chapter 1 presented an overview of the study, which included the introduction and background, the problem statement, the aim of the study, the research objectives, the research questions, and the significance of the study. Therefore, the problem statement showed that there is very limited research conducted concerning promotional opportunities for persons with disabilities in the workplace. The aims and objectives of the study that are in line with the problem statement as well as research questions that guided the study were outlined. Moreover, the chapter discussed the significance of the study, which includes the theoretical, empirical, and practical contributions. The purpose of this study was to explore the extent employees with disabilities are considered for promotional opportunities in the workplace. The chapter concluded by outlining the research in terms of the chapters included in the study. By providing a roadmap for the rest of the research, the chapter effectively prepares the reader for the in-depth exploration of promotional opportunities for persons with disabilities in the workplace that will follow. Thus, the literature review is presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined an overview and introduction to the study, and this chapter outlines the literature review. This chapter explores both the international and South African literature perspectives on promotional opportunities for persons with disabilities, policies, and programmes that are there for employees with disabilities. It focuses mainly on the study variables, which are promotional opportunities and persons with disabilities. Therefore, this chapter first presents the definition of study variables, theoretical framework, legal framework, and empirical findings related to the study variables from previous studies on policies, programmes, barriers, and successful factors for employees with disabilities.

2.2 THE DEFINITION OF KEY CONCEPTS

2.2.1 The Concept of Promotion

According to Onikoyi (2023, p. 10), “Promotions open opportunities for personal development and increase responsibility and social standing”. Promotions can be defined and interpreted in a variety of ways by scholars. According to a study by Miah (2018, p. 272), “promotion is a kind of encouragement tool that is used to reward employees for meeting organisational goals, hence it delivers as a means of integrating organisational goals and personal goals”. Moreover, promotion is one of the fundamental elements which carries committed changes to fulfil the package of an employee (Miah, 2018). In the modern business world, promotion is one of the incentives that make an employee a productive participant in the organisation which influences the organisational performance (Miah, 2018). Therefore, this shows that employees with disabilities will perform outstanding tasks concerning promotions.

According to Asaari, Desa, and Subramaniam (2019, p. 51), “Promotion is the progress of an employee’s rank or position in a hierarchical structure, which means an increase of employees in a field to a better job, compared with previously”. Researchers further argued that in a promotion, the responsibility is greater;

achievement, facilities, status, demand proficiency is higher; and the addition of wages or salaries as well as other allowances. Asaari, Desa, and Subramaniam (2019, p. 51) further defined promotion as “assigning more responsibility and authority to employees”. Therefore, in simple words, promotion is all about transferring an employee to a higher position. Employment promotion has several indicators: namely loyalty, qualification, and achievement. “Promotion is the most common form of internal mobility of personnel in an organisation”, according to Asaari, Desa, and Subramaniam (2019, p. 51), because it involves the vertical movement of employees to new careers and the development of opportunities within the same organisation. According to Kotresh (2023), promotion and career advancement are defined as the elevation of an employee to a higher position entailing increased responsibilities, greater workload, and elevated status.

In addition, “promotion is often used to reward employees who perform better and to motivate them to greater effort” (Asaari, Desa, & Subramaniam, 2019, p. 51). This shows that promotional opportunities are very significant in the careers and lives of employees with disabilities because this can lead to motivation. Promotions will boost persons with disabilities to perform duties more efficiently and effectively while showing off untapped skills to improve talents. Asaari, Desa, and Subramaniam (2019, p. 52) further argued that “promotion is an important factor that influences the motivation and work performance of a particular promoted employee because it can increase or develop his/her skills and knowledge”. Almost, all employees hope to see themselves advancing in their careers and promotion is an advancement of the employee in the organisational hierarchy (Krotesh, 2023).

For many employees, promotion is one of the most powerful gratifications they can receive, and it has substantial effects on satisfaction (Lup, 2018). Promotions will therefore increase the job satisfaction of employees with disabilities, and once employees experience job satisfaction, their self-esteem will grow leading to an increased feeling of empowerment. Kotresh (2023) argued that promotion is one of the best forms of incentives and it provides higher responsibilities, better salaries, high morale, and job satisfaction to the employees. There are five significant job dimensions for an employee to feel motivated (Rahman & Hoque, 2014; Rahman, 2019). It consists of the work itself, pay, promotional opportunities, supervision, and

co-employees. Promotion can have a significant impact on other job characteristics such as responsibilities. Hence, Krotesh (2023) stated that promotion is when an employee advances to a higher position with greater responsibility.

2.2.2 The Conceptualisation of Promotional Opportunities

Firstly, the term promotional opportunities comes from two words; namely, promotion and opportunity. Researchers Chee, Ting, Vasudevan, Fong, Fong, Loon, and Sam (2023, p. 1431) define promotion as “an internal mobility within the company by changing position vertically”. Whereas opportunity is a situation whereby an individual gets a chance to progress anywhere including in employment or promotion (Ramoglou & McMullen, 2024). According to Maseko (2019, p. 83), promotion within an organisation is viewed as “an opportunity that provides a benefit for hard work”. Thus, promotional opportunity is all about a situation or chance provided to employees to move advance to other levels. Many employees find that holding the same position and repeating the same daily tasks for many years is boring, however, that can be avoided if the employee expects to gain a promotion to a higher position with new tasks and responsibilities (Abuhashesh, Al-Dmour, & Masa'deh, 2019). “Promotional opportunity is also a motivational factor that employees tend to contribute to achieving the goals” (Chee et al., 2023, p. 1431). Promotional opportunities have been demonstrated to be positively correlated with job satisfaction (Mustapha & Zakaria, 2013; Rinny et al., 2020). Therefore, this implies that all those employees with disabilities who are not promoted within the departments can be satisfied if given a chance to be promoted to higher levels.

Moreover, it is ethical for an organisation to provide clear guidelines when it comes to promotional opportunities “for the employee to work out to get a promotion such as skills, knowledge, qualifications, experience, and so on” (Chee et al., 2023, p. 1431). Therefore, this will motivate employees to pursue their promotion by achieving the organisation's requirements. Additionally, this will allow employees with disabilities to show off their untapped skills so that they can also be considered for promotions. HRM departments can play an important role in making employees more motivated and engaged by introducing programmes that can enhance their performance and desire to accept promotional challenges (Abuhashesh, Al-Dmour, & Masa'deh, 2019).

Previous researchers have consistently found that promotional opportunities are positively related to job satisfaction (Aljohani, Alsalamah, & Aldhafeeri, 2020; Ramírez, Rondán-Cataluña, & Arenas-Gaitán, 2019; Jin, Kang, & Kim, 2021). Promotional opportunities provide a sense of career advancement, achievement, and recognition, and can enhance employees' job satisfaction (Balakrishnan et al., 2023). Therefore, this shows that if persons with disabilities advance in their careers, this will lead to job satisfaction, however, promotional opportunities should be fair so that employees can be comfortable with their jobs.

Furthermore, previous researchers indicated that promotional opportunities have a significant and positive impact on job satisfaction, morale, and work productivity (Saharuddin & Sulaiman, 2016; Ali & Ahmed, 2017). This implies that when there are fair promotional opportunities for employees with disabilities in the workplace, they are more likely to work harder, faster, and smarter towards achieving the goals of the organisation.

2.2.3 The Effects of employment promotion in organisations

Employment promotion is an increase in the workforce or employees in better jobs, compared to previously greater responsibilities, achievements, facilities, higher status, higher proficiency demands, and additional wages or salaries and other benefits (Neck, Houghton, & Murray, 2018). According to Modu and Maina (2022, p. 164), "employment promotion plays an important role in shaping the employee's behaviour, and they are the most powerful means of communicating the organisation's value, performance standards, and expectations through the stimulation and direction of employees along the path of goal accomplishment". Moreover, employees are the most significant components of any organisation (Jeronimo et al., 2020). Thus, persons with disabilities should also be treated as significant individuals in government departments. A study conducted by Haryono, Supardi, and Udin (2020) asserted that employment promotion in organisations is one way to motivate employees to work. Therefore, organisations should introduce promotional opportunities in employment not just to enhance their reputation but to make sure that employees with disabilities are recognised and there is a sense of fairness. This will also help persons with

disabilities to grow in their careers while providing value to the organisation. In addition, employees' knowledge and work experiences will increase.

Overall, promoting employees was seen as a win-win situation because both the employee and the organisation benefit from the promotion. However, in order to evaluate the achievement of promotions as an influence on job satisfaction and eventually performance, it is necessary to differentiate between short-term and long-term effects (Otto, Dekker, Dekker, Richter, & Zabel, 2022). Even the belief that one might get promoted in the future has a positive impact on an employee's motivation and job satisfaction (De Souza, 2002; Lup, 2018). Additionally, organisations benefit from building long-term relationships with their employees (Felfe, 2020; Kyndt, Dochy, Michielsens, & Moeyaert, 2009). The majority of research studies on employment promotion to date have employed cross-sectional study methods, and the few longitudinal studies that have been carried out have only looked at brief periods, making it impossible to identify long-term trends (Francesconi, 2001; Kosteas, 2011; Lup, 2018). Otto et al. (2022) distinguished between the short-term and long-term consequences of promotions, which expanded on earlier research. Therefore, even in cases where there are promotional posts, persons with disabilities should go up the ladder to higher levels to feel more fulfilled in their new roles.

In the case of short-term effects of being promoted to a leadership position, employee satisfaction increases as a result of changes in job features and tasks (Hackman, 1980; Otto et al., 2022). A promotion to manager typically increases independence as well as the diversity of tasks, including new roles and more responsibility because one takes on the additional task of leading employees (Debus, Fritz, & Philipp, 2019; Lup, 2018; Otto et al., 2022). Thus, persons with disabilities should attend management training to get a chance to apply for management posts. As a result, the manager may experience more time pressure to complete more difficult activities (Benjamin & O'Reilly, 2011; Otto, Dekker, Dekker, Richter, & Zabel, 2022). As an alternative, the promoted employee may exhibit proficiency and a willingness to learn in additional and new areas of the workplace.

Moreover, employees feel more meaningful when taking on a wider range of complex tasks. Also, employees perceived a higher level of responsibility when much more independent, and these experiences boost motivation and job satisfaction

(Hackman & Lawler, 1971; Hackman & Oldham, 1976; Otto, Dekker, Dekker, Richter, & Zabel, 2022). Otto, Dekker, Dekker, Richter, and Zabel (2022) concluded that promotions have a short-term favourable impact on employee job satisfaction in addition to the income increase that goes along with it because of the changes that come with the job.

Additionally, studies have shown that promotion has a positive effect on job satisfaction. A study by Garba and Idris (2021) examined the effects of promotion on job satisfaction and found that promotion has a significant impact on job satisfaction. Thus, employees who are more satisfied with their jobs will be motivated to work towards improving the organisation's productivity (Alanizan, 2023). Therefore, this shows that promotion is crucial, not only to employees but organisations.

2.2.4 The Concept of Disability

The researchers initially defined disability as a comprehensive term encompassing impairments that include restrictions in movement and limitations in participation (Steyn, Tinta, & Vermaas, 2020). Therefore, these impairments restrict the body to function appropriately or affect the structure of the body. However, assistive devices are introduced for persons with disabilities to use to perform their tasks appropriately. According to Aliu and Bushi (2019), the term "disability" can apply to a variety of chronic illnesses as well as physical, sensory, cognitive, intellectual, or psychiatric illnesses. Disability, as noted by Makwela and Smit (2022, p. 2), is "a multifaceted, dynamic, complex, and contentious reality". This shows that when it comes to disability, people have different views on what constitutes disability and how it should be defined (CDC, 2020). There is no single definition of disability that has achieved international agreement (WHO, 2011, p. 3; ACPF, 2014, p. 15; Makwela & Smit, 2022). Furthermore, the significance of social and physical barriers to disability has been highlighted by scholars in the social and health sciences in collaboration with several disability organisations. In this case, government departments including other organisations should not exclude persons with disabilities because of their state, on the other hand, there should be a provision of assistive devices in order to accommodate them in the workplace.

Various models were used to comprehend disability such as moral, medical, and social models (Olkin, 2001; 2012; Gutterman, 2023). The moral model interprets disability as a defect caused on account of a moral lapse; the medical model construes that disability is the failure of a body function; the social model treats disability as a social construct, concluding that the issues of disability arise because of the environmental factors such as failure of people to accommodate persons with disabilities (Kelemen, 2011; 2016; Timpe, 2022). Van Staden (2011, p. 62) and Mpawineza & Jammaers (2023, p. 9) also argued that “the social model views disability mainly as a socially created problem preventing the full integration of persons with disabilities into society and the workforce”.

In addition, disability definitions vary across historic, political, cultural, and organisational contexts (Barnartt, 2010; Jost & Khanna, 2024). Moreover, disability identity in the workplace relates to several factors, including impairment type, degree of functional limitation, and the need for workplace accommodations or supports (Santuzzi & Waltz, 2016; Salinger, 2023). Disability affects how one views oneself and is developed in conjunction with a multitude of intersectional factors, such as race, culture, class, sex, and gender (Forber-Pratt, Lyew, Mueller, & Samples, 2017; Collins & Bilge, 2020). Some impairments are periodic, which means that they may inhibit functioning at certain times or in certain spaces. These include lupus, mental health issues, multiple sclerosis (MS), muscular dystrophy, severe migraines, chronic fatigue syndrome, diabetes, epilepsy, fibromyalgia, Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS), and many other conditions (Lefkowitz, 2018). Individuals can acquire a disability at any point in their lives, and disability tends to be much more prevalent as one ages (Bjelland et al., 2010; WHO, 2024). Disability identity was also influenced by organisational and occupational contexts, with individuals' propensity to self-identify as “disabled” varying significantly across different industries and sectors (Bogart, Rottenstein, Lund, & Bouchard, 2017; Mulcahy et al., 2022).

In addition, for this study, the social model is the key model for government departments and other institutions to take into consideration when it comes to persons with disabilities. Thus, the working environment for employees with disabilities should be healthy and supportive.

2.2.5 The Conceptualisation of Persons with Disabilities

The researcher uses the term “persons with disabilities” because it replaces the term “people with disabilities” (Randa, 2016). The term “persons with disabilities” is also used in the Convention on the Rights of Persons with Disabilities. Persons with disabilities are well-defined in **Section 1** of the Employment Equity Act, No. 55 of 1998, as “those who have a long-term or recurring physical or mental handicap that significantly affects their chances of entering or progressing in employment” (Republic of South Africa, 2017a). Therefore, the Technical Assistance Guidelines on the Employment of Persons with Disabilities (TAG) provides the following procedures to assist in the application of the concept of physical or mental impairment in practice:

First, a person should have an impairment

An impairment can be physical, mental, or a combination of both (Republic of South Africa, 2017a). Physical impairment is defined as “the partial or complete loss of a bodily function or part of the body and it includes sensory impairments such as being deaf, hearing impaired, or visually impaired” (Code, Paragraph 5), whereas a mental impairment is “a clinically recognised ailment or sickness that impairs a person’s thought processes, judgment, or emotions” (Republic of South Africa, 2017a). This covers intellectual, emotional, and learning difficulties. Certain illnesses or impairments may not be declared disabilities due to public policy considerations (Code, Paragraph 5.3.1(iv)).

Secondly, the impairment should also be long-term or recurring

According to the Republic of South Africa (2017a, p. 8), long-term “is the process when the impairment has lasted or is likely to persist for at least 12 months while recurring is when the impairment is likely to happen again and to be substantially limiting”. Moreover, an impairment is deemed highly restrictive if its nature, duration, or consequences markedly hamper an individual’s ability to do essential tasks linked to the job they are applying for. The person is not covered by the Act if the effects of the impairment whether long-term or recurrent, physical or mental are not considerably restricting (Republic of South Africa, 2017a). Furthermore, TAG notes that if the ailment is never healed, it may temporarily disappear and reappear. It encompasses a persistent chronic illness, such as certain types of multiple sclerosis, even when its

impact on an individual varies. Progressive conditions have the potential to emerge, alter, or recur. Once an impairment becomes sustainably limiting, people with progressing ailments or illnesses are classified as persons with disabilities (Republic of South Africa, 2017a). Under the Employment Equity Act No. 58 of 1998, a person with progressive or recurrent illnesses that do not have obvious symptoms or that do not significantly limit a person without a disability such as HIV, cancer, or tuberculosis would not be covered until their symptoms significantly impair their ability to perform their job. However, according to Khupe, Ndlovu, Shava, Zulu, and Shonhiwa (2022, p. 102), it is significant to take note that “persons with disabilities may require special accommodation to ensure their full participation”. Therefore, this indicates that persons with different disabilities should be accommodated with assistive devices regardless of their conditions.

Moreover, the United Nations Convention on the Rights of Persons with Disabilities defined persons with disabilities as, “persons who have long-term physical, mental, intellectual or sensory impairments which, in combination with various barriers, may hinder their full and effective participation in society on an equal basis with others” (Vornholt et al., 2018, p. 40). Persons with disabilities are those whose chances of finding, re-entering, holding onto, and progressing in an appropriate job are significantly lowered due to a properly acknowledged physical, sensory, mental, or intellectual disability (ILO, 2014). However, as per the Employment Services Act 4 of 2014, persons with disabilities are those who possess a physical, mental, intellectual, or sensory impairment that has persisted for a long time and that, when combined with other obstacles, may impede their ability to fully and equally participate in society (Richardson, 2017; Republic of South Africa, 2014a, p. 4). This definition is consistent with that of the United Nations as per the United Nations Disability Inclusion Strategy (UNDIS) (United Nations, 2019) and the “Convention on the Rights of Persons with Disabilities (CRPD)” (United Nations, 2006a, p. 4). Therefore, this shows that the definition of persons with disabilities varies across different authors and sources, however, they are more of the same.

Wilson and Shishiwa (2023, p. 1) argued that “persons with disabilities were not previously welcomed in their societies”. They were connected to the legend of the devil taking human form, and their infirmity was interpreted as God punishing the family for their transgressions. Therefore, it was considered disgraceful for a family to have a

disabled child. Because of this, the majority of persons with disabilities were kept concealed in homes, were unable to obtain an education, and were unable to lead independent lives (Wilson and Shishiwa, 2023). Countries throughout the world are attempting to implement many policies, agreements, and other measures to alter the way that persons with disabilities are viewed in society. Wilson and Shishiwa (2023) argued that even though there are some improvements, this negative perception is still a problem in many countries. Persons with disabilities are more likely to experience adverse socioeconomic outcomes such as less education, poorer health outcomes, lower levels of employment, and higher poverty rates (World Bank, 2023). Therefore, this shows that persons with disabilities are still faced with challenges in their lives and barriers that prevent them from advancing in their careers.

2.2.6 Types and Causes of Persons with Disabilities

In understanding disability in the workforce, it is also important to understand the types and causes of disability (Van Niekerk, Maguvhe, & Magano, 2022). According to the Ministry of Women, Family, and Community Development, persons with disabilities fall into seven categories: hearing impairment, vision impairment, speech impairment, learning difficulties, physical disabilities, mental disabilities, and multiple disabilities. Steyn, Tinta, and Vermaas (2020, p. 2) also revealed that persons with disabilities are divided into six categories based on the difficulties they face in South Africa. The 2011 Census classified people based on their ability to see, hear, communicate, be physically and mentally well, and have trouble self-care. Based on the types of disabilities, one can argue that there is a range of needs that should be met to ensure that the productivity of individuals is maximised for everyone with a disability.

Furthermore, there are numerous categories of disabilities, including mobility/physical, spinal cord (SCI), traumatic brain/head traumas (TBI), vision, hearing, cognitive/learning, psychological, and invisible (Disabled World, 2019). Sensory deficits qualify as physical disability (Hurling, 2008; Reed, et al. 2023). Mobility impairments, cognitive impairments, hearing impairments, vision impairments, and difficulty with independent living are among the most frequent types of disabilities (CDC, 2020). Furthermore, disabilities can be either temporary or permanent, ranging from moderate to severe. Some disabilities are congenital or naturally occurring, meaning that they are present at birth or develop during childhood due to genetics or

environmental factors. Therefore, examples of such disabilities include Down syndrome and cerebral palsy (WHO, 2023). Low vision and blindness are one of the leading causes of disability (Nellums & Armitage, 2020; Pineda & Corburn, 2020).

Moreover, some disabilities are acquired or induced by external circumstances, such as sickness, accident, or exposure to hazardous substances. For example, ischemic heart disease is a prominent cause of disability worldwide, caused by constriction of the arteries that carry blood to the heart (Sruthi & Pallavi, 2022). Depression is another main cause of impairment worldwide, and it can be caused by a range of variables such as genetics, brain chemistry, and life events (Sruthi & Pallavi, 2022). Furthermore, many disabilities can be caused by a mix of genetics, environmental, and lifestyle factors. To enable a person with a disability to complete essential job activities and give suitable work performance, the kind of disability undoubtedly influences the type of accommodation and/or assistive technology, if any, needed (SAHRC, 2017). However, Khupe, Ndlovu, Shava, Zulu, and Shonhiwa (2022, p. 91) observed that regardless of the type of disability, an individual will always be at a disadvantage in all human activities.

For this study, individuals with different types of disabilities were interviewed, this included persons with physical impairment, hearing impairment, albinism, and visual impairment. Furthermore, the majority of persons with disabilities interviewed were physically impaired. Moreover, the majority of persons with disabilities interviewed were born with their conditions, while others developed their conditions because of external factors. Therefore, government departments should focus more on empowering and supporting persons with different types of disabilities, especially those whose disabilities were caused by external factors so that they can learn to live and accept their conditions. Individuals who fall into one of the following categories persons with multiple disabilities, mental disabilities, invisible disabilities, congenital disabilities, or severe disabilities need to get extra care since mainstream services frequently fall short of meeting their social needs (Republic of South Africa, 2022).

2.2.7 Models of Persons with Disabilities

According to Khupe, Ndlovu, Shava, Zulu, and Shonhiwa (2022, p. 92), models of disability served to enhance the understanding of disability. According to Olkin (2001; 2022), cited in Gupta and Priyadarshi (2020), these models can be broadly classified

into three social frames of analysis: the moral model of disability, the medical model of disability, and the social model of disability. Furthermore, these models displayed different perspectives on how disability is perceived (Cebisa, 2018). The medical model of disability, for instance, places a strong emphasis on diagnostic categories such as spinal cord injuries and focuses on the condition's underlying cause (Cebisa, 2018). In contrast, the functional model places more attention on the functional constraints that restrict an individual's ability to perform activities independently (Cebisa, 2018).

The moral model interprets disability as a malfunction caused on account of a moral lapse; the medical model construes disability as the failure of a body function; the social model treats disability as a social construct, more akin to a critical disability theory that sees disability as a social construct and concludes that the issues surrounding disability arise because of environmental factors like people's failure to accommodate persons with disabilities (Kelemen, 2011; 2016; Timpe, 2022). Firstly, the moral model places more emphasis on the person and their body than it does on the social and environmental aspects of their disability (Melissa, 2020). According to the medical and moral models, a person's disability is inherent to them. Notwithstanding, the social model attributes disability to the environment rather than personal limitations (Oliver, 2013; Adam & Koutsoklenis, 2023). The context in which disability is addressed may alter as the viewpoint on it moves from a medical model to a social model (Kulkarni, 2017). The social model also emphasises breaking down barriers and fostering an inclusive atmosphere so that persons with disabilities can live fulfilling lives and contribute as fully as possible (Olkin, 2022). Therefore, the social model of disability is linked with this study as it focuses on the experiences and barriers that persons with disabilities face. Hence, the study focused on exploring and understanding barriers that prevent persons with disabilities from getting promotions.

In addition, a growing number of researchers have acknowledged the existence of the social model of disability, which acknowledges that disability is socially constructed (Opoku et al., 2017; Thibedeau Boyd & Davis, 2016; Walsh, Lydon, & Healy, 2014; Gottlieb, Myhill, & Blanck's, 2010; Olsen & Pilson, 2022). In contrast, the medical model views physical limitation as the fundamental source of disadvantage for a person with a disability. This model fails to deny the possibility that an impairment may impose functional limitations on a person with a disability; rather, it evaluates the

socioeconomic context and the influence of barriers on the full participation and inclusion of persons with disabilities in mainstream society (Steyn, Tinta, & Vermaas, 2020). However, the social model regards persons with disabilities as equal citizens with full political, social, economic, and human rights. This method also emphasises the Importance of changing societal attitudes through the provision of accessible services and activities, as well as the mainstreaming of disability to achieve inclusivity and equality (Republic of South Africa, 2017b). The model also encourages persons with disabilities to be fully involved in transformation processes in order to improve their quality of life and advance in their careers.

The social model and critical disability theory are very significant to this study since they both focus on removing the barriers that stop the career advancement of persons with disabilities. Social constructions and other issues present a variety of problems for persons with disabilities working in government departments. Additionally, because they were concentrating on the conditions of persons with disabilities rather than their skills, this resulted in a lack of equality. Due to the fact that it puts academics in a position to comprehend the barriers that keep persons who have disabilities from succeeding in their careers, the social model of disability is extremely vital. Moreover, ensuring the removal of barriers in the workplace and society is vital in promoting equality and empowering persons with disabilities to take greater autonomy and control over their lives. The Organisations of Persons with Disabilities and the government should work closely together to develop better solutions to make it easier for persons with disabilities to fight these issues. Government departments should focus on introducing a barrier-free environment for persons with disabilities to feel accommodated.

2.2.8 The Employment of Persons with Disabilities

According to Myshbayeva, Sokira, Belgibayeva, and Dzhulaeva (2022, p. 153), “Employment is a significant foundation of socialisation for persons with disabilities”. However, Aliu and Bushi (2019, p. 212) stated that “the employment of persons with disabilities had positive impacts on their role in society”. Aliu and Bushi (2019) further reported that in the case of viewing chronological terms, persons with disabilities have had low employment rates in all countries and have been excluded and discriminated against. They also found that as a result of the efforts of disability rights organisations,

historically notable initiatives were initiated to enhance the employment of persons with disabilities (Aliu & Bushi, 2019). Therefore, initiatives should be introduced to assist persons with disabilities when it comes to removing barriers to career progression.

However, employing persons with disabilities has proven to be beneficial in a variety of other economic areas, including improving profits and cost-effectiveness for firms who hire persons with disabilities, as well as increasing turnover and retention rates. Furthermore, employees with disabilities were far more loyal to their employers, and hiring persons with disabilities benefits the company's image (Lindsay et al., 2018, p.13). Therefore, this shows that it is very significant for organisations to have persons with disabilities as employees because they bring value to the company. Employees with various disabilities were reported to be more punctual, reliable, and conscientious in their work, which translates into increased productivity and ultimately improved company profitability (Aliu & Bushi, 2019). Therefore, government departments need to pay attention to the skills and talents of persons with disabilities and even improve them with better programmes for them to succeed at other levels.

In addition, hiring persons with disabilities can expand their competitive advantage (for example, different clients, loyalty) in certain organisations such as hospitality, catering, and retail as well as in other various institutions (Aliu & Bushi, 2019). However, when hiring persons with disabilities, colleagues or staff members build perceptions of the individual that establish whether the individual will be deemed an asset and will be fully integrated into the company (Al Fardan & Morris, 2019). Research has shown that creating an inclusive workplace dramatically altered the culture of organisations (Moore, Hankins, & Doughty, 2020). As a result, executives were obliged to become more relational and less focused on a demanding dictatorial performance attitude, as well as deal with the issues of the employee's disability. These leader-employee interactions facilitated shared personal development, transforming the culture into a truly inclusive workplace (Moore et al., 2020; Alper et al., 2017; Moore, Hankins, & Doughty, 2020). Therefore, this shows that when governmental departments focus on accepting and caring for employees with disabilities in the working environment and supporting them in a manner that they create an environment where they can succeed and contribute to the best of their abilities, their company culture will improve.

The inclusion of persons with disabilities within the organisation has led to increased morale and production (Cebisa, 2018). Emma (2019) pointed out that combining different abilities and skills might boost the organisation's productivity. Diverse people may work together and create new innovative ideas to make the business the best in the industry, offering the best goods and services that go above and beyond for clients (Cebisa, 2018). Jordan (2011, p. 2) and Azevedov et al. (2021) argued that "the engagement and inclusion of people from diverse backgrounds and involving them in decision-making can position an organisation to achieve better organisational outcomes". This shows that organisations need both "diversity" and "inclusion" to be effective (Jordan, 2011, p. 2; Azevedo et al., 2021). Thus, diversity and inclusion create an inclusive working environment (Okatta, Ajayi, & Olawale, 2024).

Moore et al. (2020) further explained the characteristics that an effective inclusive manager should possess to foster a healthy inclusive workplace culture. The key to the success of the leader-employee connection is the leader's humility in being open and empathic to a team member with a disability. Furthermore, the leader should concentrate on determining what makes an employee successful. As a result, the manager transitions from a micromanager to a coach who helps the team succeed (Moore, Maxey, Waite, & Wendover, 2020). In short, coaches are very significant in employment as they assist employees in understanding their duties efficiently. Showing coaching for employees with disabilities is another way to invest in human capital because, with coaching, employees will be motivated to remain confident and thus be in a better position to develop their skills and overcome barriers and challenges that prevent them from getting promoted.

The study by Alajlan (2023) discovered that employers' attitudes in the private sector about hiring persons with disabilities are positively associated with the latter's workability. Furthermore, companies enabled and inspired persons with disabilities to execute their jobs, taking into account the different types of disabilities and their talents. Thus, there is equality between employees and employers without discrimination, with a preference for specific groups of persons with disabilities for employment due to the nature of employment of some employers.

2.3 THEORETICAL LITERATURE

This section focuses on different theories that address the variables of this study; namely, promotional opportunities and persons with disabilities. This includes the equity theory, the human capital theory, the critical disability theory, and the social capital theory.

2.3.1 The Equity Theory

Equity theory, a prominent theory of justice, was initially introduced by Adams in 1963. Adams, an occupational and behavioural psychologist, posited that employees endeavour to uphold fairness by comparing the inputs they contribute to their work and the outcomes they receive with those perceived to be contributed and received by others (Adams, 1963). This theory provided vital insights into how perceptions of fairness are important in the workplace (Ryan, 2016). Therefore, this theory will encourage HRM officials to ensure that policies developed or implemented fairly accommodate both persons with disabilities and those without disabilities in the workplace so that persons with disabilities can be fully utilised to perform in a way that they will end up getting promoted. The study provided that there are policies that address persons with disabilities in terms of equal treatment and accommodation. The theory is further based on the notion that people are driven by fairness. The equity theory is more like a theory of motivation which proposes that people have a strong need to preserve a balance between what they perceive their inputs or contributions to be about anticipated rewards (Dessler, 1988).

In addition, the equity theory focuses on determining whether the distribution of resources is fair to both relational partnerships (Guerrero et al., 2014). In line with this theory, the study found that some persons with disabilities received the assistive devices after requesting them and they are considered for posts when they are available. Therefore, in line with this theory, persons with disabilities should receive equal pay for equal work, have access to the same opportunities for promotion and training, and be given reasonable accommodations to perform their job duties.

In work settings, the equity theory addresses the social comparisons that employees make between their inputs and outputs, as well as the inputs and outputs of their

comparison to others (Griffin, Phillips, & Gully, 2016). It also recommended that people compare their inputs (what they give) and results (what they get) to those of others in comparable situations. If the comparison is viewed as fair, the individual is satisfied. Employees could consider their performance, loyalty, commitment, skills, seniority, personal sacrifice, and degree of responsibility as inputs, while outputs included financial rewards, benefits, praise, recognition, promotional opportunities, a conducive work environment, and a sense of accomplishment (Robbins et al., 2014; Maluka & Setati, 2023). In organisations, the equity theory of employee motivation relates to the fair balance to be achieved between an employee's inputs, such as hard work, ability level, and tolerance, and an employee's outputs consisting of earnings, rewards, or intangible benefits. Therefore, institutions should recognise persons with disabilities from the skills that they are providing for certain roles and reward them with promotional opportunities because employees who are committed to their jobs and producing what is good for the organisation deserve to get promoted as the organisation will be growing.

Moreover, Maluka (2021, p. 63) pointed out that "people prefer to perceive their ratio of inputs and outputs in relation to others; thus, when inputs and outputs are thought to be similar to those of others, there is a sense of equality". In comparison, Ryan (2016) claimed that when inputs and outputs are considered to differ from those of others, emotions of injustice will arise. Therefore, since employees prefer a fair relationship between inputs and outputs (Adams, 1963), they will then perform poorly or reduce the quality of their inputs because of not getting the outcomes. This is further supported by Hatfield, Walster, and Berscheid (1978), cited in Ryan (2016), who stated that if employees believe they are under-benefiting from their working relationships, they may develop feelings of anger, despair, and discontent. In a nutshell, organisations should make sure that they implement fair and consistent policies to accommodate employees in the workplace, including persons with disabilities, and ensure that those policies provide high-performing employees with some recognition and opportunities to advance in their careers.

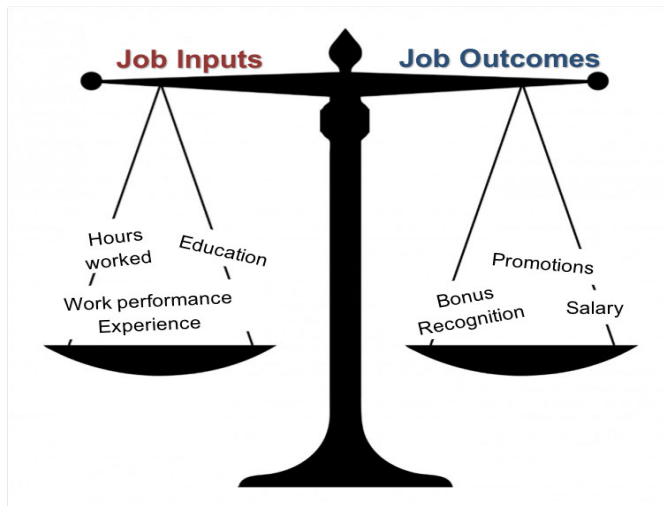


Figure 2.1 Equity Theory: Inputs should balance with outcomes (Adapted from Koltko-Rivera, 2006, Chapter 11).

2.3.2 The Human Capital Theory

The human capital theory was first formulated by Becker 1962 and Rosen 1976 and stated that employees have many skills and competencies that can be developed through training and education (Xu & Fletcher, 2017). For persons with disabilities, the idea behind human capital theory is that investing in their education and training can help them gain the knowledge and skills they need to be successful at work (Ross, 2021). In line with this theory, the study found that persons with disabilities identify their training needs on the performance assessment so that the departments could provide them with necessary training and development courses. The primary assumption of the human capital theory is that people's knowledge capacities are often compared with natural resources which are included in the production process (Becker, 1993; 2009; MacKenzie & Chiang, 2023).

According to Rahman and Nas (2013, p. 568) and Becker (2018), "human capital theory assumes that education is crucial in increasing the production capacity of employees". Therefore, government departments need to invest in the training and development of employees to enhance their productivity levels. Education and training are significant in the workplace because they will improve the employability of persons with disabilities and prepare them for better positions. In addition, the organisation invests in effective employees by using either one of the major forms of human capital investment and that is schooling and on-the-job training (Maseko, 2019). Government

departments also use workshops, events, and conferences to improve the skills of persons with disabilities, leading them to move to other levels. So, schooling refers to the training of employees by offering educational programmes while on-the-job training refers to the increased productivity of employees by learning new skills and enhancing old ones while on the job (Becker, 1993; 2009; MacKenzie & Chiang, 2023). In this case, persons with disabilities will be in a better position to be considered for promotional opportunities once their skills have been updated.

The human capital theory is based on the idea that human beings can increase their productive capacity through greater education and training (Ross, 2021). In line with the study findings, the departments provide bursaries to persons with disabilities who qualify for them to further their studies to acquire relevant qualifications for advancement. The theory suggested that human capital is the intangible economic value of a worker's experience and skills because as indicated by the findings, developmental programmes are very crucial regarding the issue of improving the skills and experiences of employees with disabilities. This includes factors like education, training, intelligence, skills, health, and other things that contribute to an individual's productivity (Ross, 2021). Better programmes should be developed in government departments to improve the skills or abilities of persons with disabilities so that they can be prepared for promotions and succeed in their careers. The theory further suggested that not all work is equal and that an individual's capacity is increased by investing in them (Becker, 1993; 2009; MacKenzie & Chiang, 2023). It was further added that education and training institutions are the most significant developmental initiatives in human capital (Becker, 1993; 2009; MacKenzie & Chiang, 2023). According to Maseko (2019, p. 72), the ability of an individual to learn is strongly associated with the remuneration rate; therefore, it can increase a person's income. Therefore, this implies that if persons with disabilities commit themselves to education and continue to learn in the departments, will be key candidates to be considered for promotions.

2.3.3 The Critical Disability Theory

Since Critical Disability Theory (CDT) was originally proposed by Max Horkheimer in 1937, it has focused more on talking about "the lived experiences of persons with disabilities and explaining the oppressive conditions that persons with disabilities live

in through critical analysis of interactions” (Hosking, 2008, p. 3). To oppress and violate the rights of persons with disabilities, “CDT is founded on criticism of conventional beliefs and dialogues about disability” (Hosking, 2008, p. 4). The goal of CDT is to remove stereotypes and beliefs so that persons with disabilities can play significant roles in society (Devlin & Pothier, 2006). In line with the findings of the study, this theory aims to assist persons with disabilities to challenge the barriers that prevent them from succeeding in promotions. Hosking (2008, p. 7) declared that “critical disability theory implements a form of the social model of disability” that is based on the following values:

- (i) Disability is a social construct and not only the expectable result of impairment;*
- (ii) Disability is best defined as a complex interrelation among impairment, individual response to the impairment, and the social environment; and*
- (iii) The social damage experienced by persons with disabilities is caused by the physical, institutional, and attitudinal (together, the ‘social’) environment which fails to meet the needs of individuals who do not match the social expectation of ‘normalcy’.*

Critical Disability Theory (CDT) refers to the daily experiences of persons with disabilities and aims to alter the conditions under which oppressed subjects live through critical, intersectional analysis (Hosking, 2008). Critical disability theory is a diverse, interdisciplinary set of theoretical approaches that analyses disability as a cultural, historical, relative, social, and political phenomenon (Hall, 2019). The goal of critical disability theory is to theorise in the pursuit of empowerment and substantive equality (Gillies, 2014). CDT addresses the challenges and barriers that prevent persons with disabilities from getting promotions and that hinder them from participating fully in the working environment. Acknowledging and valuing the contributions made by employees with disabilities in the workplace is essential, as it will enable them to feel empowered and contribute productively towards achieving the organisation’s goals. According to a paper by Hosking (2008), CDT is a framework that aligns with the social model of disability, which views disability as a social construct rather than an inevitable result of impairment.

CDT aims to challenge dominant ideologies and effect social change by liberating individuals from hegemonic structures that shape personal consciousness, societal representations, social interactions, and practices (Egilson et al., 2021). Within the context of the workplace, CDT aims to change how society views persons with disabilities by making sure they are not left out of the workforce and fighting for equal opportunities to advance alongside their counterparts without disabilities. Previous research, such as that by Egilson et al. (2021), emphasised the need for new avenues of inquiry to explore the shared experiences of persons with disabilities while highlighting the importance of understanding their historical, social, cultural, and economic contexts.

CDT prioritises the narratives and perspectives of persons with disabilities, giving voice to those whose voices have traditionally been marginalised and suppressed within mainstream conceptions of disability (Hosking, 2008). This study aimed to amplify the voices of persons with disabilities, recognising their firsthand insights into the barriers and opportunities they encounter in their professional lives. By listening to these narratives, the study uncovered the challenges faced by persons with disabilities and potential solutions based on their lived experiences.

Since the CDT says disability is a social construct, the findings of the study show that persons with disabilities are being undermined, underestimated, and judged based on their conditions before they can be appointed to promotions. Moreover, other persons with disabilities lack assistive devices, and the working conditions do not accommodate their disabilities. However, persons with disabilities can still overcome the barriers on their own by fighting for what is right, so that they do not struggle to perform their duties and develop themselves rather than waiting for interventions that might take time to reach them. Persons with disabilities should have self-love and not doubt themselves when it comes to promotional posts, they should apply like any other person. Additionally, organisations should create inclusive and accessible working environments, where they learn and accept work with persons with disabilities and accommodate them with proper working tools. Figure 2.2 below is used to illustrate that indeed disability is a social construct, and persons with disabilities deserve to be heard and valued.



Figure 2.2 Critical Disability Symbol (Adapted from Wikipedia, the free encyclopaedia)

2.3.4 The Social Capital Theory

Lyda Judson Hanifan introduced the term “social capital” as early as 1920 in her work “The Community Center” referring to “kindness, partnership, empathy, and relationships amongst people and relatives who make up a social unit”; however, Bourdieu and Coleman are considered the founders of social capital, as they systematically introduced the term (Häuberer, 2011). Social capital theory (SCT) was first defined by Bourdieu (1985) as the aggregate of the actual or potential resources which are linked to the possession of a durable network of more or less institutionalised relationships of mutual acquaintance or recognition. Furthermore, Coleman (1988) maintained that social networks provided the opportunity for the exchange of information. Putnam (2000) has written expansively about the theory of social capital and defines it as common relationships, interpersonal connections, social networks, and norms of collaboration and trust rising from them. The SCT addresses factors contributing to successful promotions of persons with disabilities because social networks and relationships are essential for employees to be able to learn, perform well, and advance in organisations. Moreover, Sweeney (2021) reported that many other factors such as education, training, work experience, and accessibility can play a key role. The SCT proposes that support from family, friends, neighbours, colleagues, associates, and other groups has value and benefits tangibly and measurably (Claridge, 2004). This means that social networks and relationships are

important for helping employees with disabilities learn, innovate, and advance in the workplace.

The SCT says employees can benefit from factors such as mutual relationships, social connections, and social networks which includes factors such as support from family, colleagues, and associates. The following ideas are added to this theory based on the findings of the study:

(i) Employees should make connections with other people and create working relationships through asking for assistance and questions when it comes to work-related issues;

(ii) Employees should be on good terms with their supervisors to be equipped with better information that will motivate them to perform outstanding so that they can be rated well to move to other better levels;

(iii) Factors such as self-development, organisational support, family support, education, and dedication can contribute to successful promotions or advancement of persons with disabilities;

(iv) Employees should have personal motivation to develop themselves through furthering their studies. Moreover, employees should consider regulating themselves and turn weaknesses into strengths to succeed and remain undefeated even when they are being criticised; and

(v) Employees should normalise motivating each other to succeed for the success of the company, unlike competing. Thus, factors such as perseverance, self-confidence, accountability, knowledge sharing, and fair treatment should be taken into consideration by those who want to succeed in their careers.

According to Aliu and Bushi (2019, p. 213), “some other authors found that social capital has more potential for employing persons with disabilities”. Thus, “Social capital in the form of social networks is known to be important in the success of employing persons without disabilities and is likely to be successful in employing persons with disabilities” (Potts, 2005, p. 20). With this theory, persons with disabilities can benefit

from social connections and networks in the workplace. Therefore, the use of social networks has great potential for increasing promotional opportunities for persons with disabilities. The figure below is used to illustrate the network of relationships that can help persons with disabilities achieve their goals in the workplace.

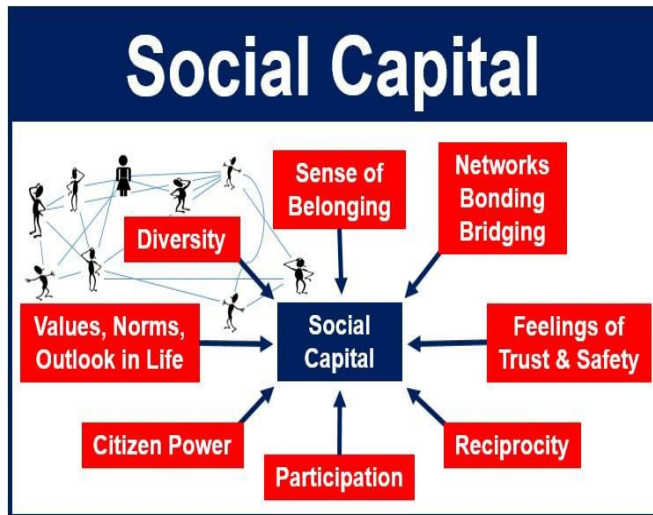


Figure 2.3 Social Capital Diagram (Adapted from Wikipedia, the free encyclopaedia)

2.4 LEGAL FRAMEWORK

This section is divided into two sub-sections that make up this section; namely, the international legislation and the South African contexts. The legal framework, nationally as well as internationally, acknowledges and governs the rights of persons with disabilities to employment and work. The international framework is comprised of UNCRPD; while the national framework consists of the Constitution of the Republic of South Africa, Act No. 108 of 1996, the Employment Equity Act, No. 55 of 1998, Skills Development Act, No. 97 of 1998, the National Skills Development Strategy III (NSDS), 2011, the Code of Good Practice on the Employment of Persons with Disabilities, 2015, the Technical Assistance Guidelines on the Employment of Persons with Disabilities, 2017, the White Paper on the Rights of Persons with Disabilities, 2015, the Job Access Strategic Framework Presentation, the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000, the Labour Relations Act, No. 66 of 1995, the Policy on Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Service, the National Strategic Framework on Reasonable Accommodation for Persons with Disabilities, the Policy on Disability,

and the Policy on the Rights of Persons with Disabilities. For persons with disabilities, legislation is essential because it offers a legal framework for defending their rights and interests, preventing discrimination against them, and guaranteeing that they have access to the same opportunities as persons without disabilities. However, looking at the findings of this study, it seems like the legislation and policies are still not ensuring support when it comes to persons with disabilities because they are still faced with issues that prevent them from advancing in their careers. The legislation and policies should be reviewed and changed to also address organisations, government, and persons with disabilities seriously so that they can learn to accept persons with disabilities rather than treating them like trespassers.

2.4.1 The International Context

2.4.1.1 The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

Since this Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol were implemented in 2006 by the United Nations General Assembly, the UNCRPD aims to encourage, protect, and support the equal and full satisfaction of all human rights and fundamental freedoms by all persons with disabilities and to encourage respect for their fundamental dignity (United Nations, 2006c). The Convention and its Optional Protocol were signed by South Africa on 30 March 2007 and ratified on 30 November 2007 (UN Enable Newsletter, 2007). The framework entered into force on the 03rd of May 2008, after receiving its 20th ratification (UN Enable, 2006a). The UNCRPD was adopted after continuous participation by various stakeholders, state and civil society as well as persons with disabilities. As a result, the UNCRPD is acknowledged as the first treaty that provides for an ensemble approach to the protection and promotion of the rights of an estimated 15% of the world's population living with varied forms of disability (WHO & World Bank, 2011). The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) was adopted to protect persons with disabilities against injustice based on their impairment and to ensure that they enjoy similar rights as other citizens in society. It is an international human rights convention that sets out the fundamental human rights of persons with disabilities (Groce, Kett, Lang, & Trani, 2011).

The importance of the UNCRPD as the international human rights instrument for persons with disabilities is that it highlights the right to work and the need for inclusive employment policies to promote human rights and ensure that persons with disabilities are afforded equal promotional opportunities in the world of work (United Nations, 2006c). This international human rights treaty is significant for this study as it ensures that persons with disabilities get the same human rights and opportunities as others. Therefore, it is very significant for institutions locally and globally to consider this UNCRPD because it is a comprehensive and well-thought-out framework with articles meant to deal with the main challenges of persons with disabilities.

The UNCRPD comprises 50 articles that describe how to defend the rights and dignity of persons with disabilities, taking into account all aspects of their quality of life and full participation in society (UN Enable, 2006b). Therefore, a few articles below are chosen as they relate to the topic of the study:

Article 3: General principles

This article states eight guiding principles of the CRPD, such as respect for inherent dignity, individual autonomy, and independence; non-discrimination; full and effective participation and inclusion in society; respect for difference and acceptance of diversity; equality of opportunity; accessibility; equality between men and women; and respect for the evolving capacities of children with disabilities (UN Enable, 2006b). Therefore, with this article, persons with disabilities should be treated with respect, equality, and inclusion in the workplace. This means that persons with disabilities should be included in the promotional and employment policies and be provided with equal promotional opportunities without being excluded.

Article 4: General obligations

This article implies that state parties need to ensure and promote the human rights and choices of persons with disabilities, adopt laws and policies to implement the convention, consult with persons with disabilities and their institutions, and take measures to eliminate discrimination and promote accessibility (UN Enable, 2006b). Additionally, it guarantees that all policies and programmes uphold and advance the human rights of persons with disabilities, including making sure that they have access

to the necessary assistive devices (UN Enable, 2006b). Therefore, this article is relevant as it ensures that persons with disabilities' rights are fully realised, and appropriate measures are adopted to protect and promote those rights in all policies and programmes implemented within the workplace.

Article 5: Equality and non-discrimination

This article says that States Parties should recognise that all persons are equal before and under the law, prohibit any discrimination based on disability, ensure equal and effective legal protection, and take steps to prevent, combat, and remedy any forms of discrimination by ensuring that reasonable accommodation is provided (UN Enable, 2006b). Therefore, this article is relevant as it ensures that persons with disabilities are treated equally through the provision of reasonable accommodation without being discriminated against.

Article 9: Accessibility

This article emphasises that state parties have legal obligations to ensure accessibility to persons with disabilities (UN Enable, 2006b). In this manner, the development and implementation of national laws and policies that advance accessibility should be promoted. In addition, accessibility can be attained by making sure that information and services are catered to the requirements of persons with disabilities, mandating their involvement and inclusion, and bringing attention to the most marginalised populations within the disability spectrum (UN Enable, 2006b). This article is relevant because it asserts that persons with disabilities should have equal access to all facets of society and that employers should make reasonable accommodations for their needs so that they may perform their jobs more securely and productively.

Article 27: Work and Employment

This article states the rights of persons with disabilities to work on an equal basis with others, in a labour market and work environment that is open, inclusive, and accessible (UN Enable, 2006b). It also requires states to take appropriate measures to promote employment opportunities, protect labour rights, prevent discrimination, and ensure that persons with disabilities are reasonably accommodated (UN Enable, 2006b). The

following specific measures should be taken by state parties in order to protect employees with disabilities' rights:

- (i) To prohibit discrimination based on disability concerning all matters concerning all forms of employment, including conditions of recruitment, hiring, employment, the continuance of employment, career advancement, and safe and healthy working conditions;
- (ii) To protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;
- (iii) To ensure that persons with disabilities can exercise their labour and trade union rights on an equal basis with others;
- (iv) To enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services, and vocational and continuing training (UN Enable, 2006b);
- (v) To promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining, and returning to employment;
- (vi) To promote opportunities for self-employment, entrepreneurship, the development of cooperatives, and starting one's own business;
- (vii) To employ persons with disabilities in the public sector;
- (viii) To promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives, and other measures;
- (ix) To ensure that reasonable accommodation is provided to persons with disabilities in the workplace (UN Enable, 2006b);

(x) To promote the acquisition by persons with disabilities of work experience in the open labour market; and

(xi) To promote vocational and professional rehabilitation, job retention, and return-to-work programmes for persons with disabilities (UN Enable, 2006b).

Therefore, this article is appropriate for this study as it will guide the state and government departments when it comes to promoting employment opportunities and career advancement for persons with disabilities, including reasonable accommodation. There is a Toolkit on Disability which was created to offer useful resources on a range of disability-related topics and aid in the UNCRPD's implementation. The Toolkit offers some examples of good practices from many countries in the African region. It aims to provide a broad overview of persons with disabilities' employment and the right to work, together with practical advice for breaking down barriers and encouraging inclusive practices.

2.4.2 The South African Context

2.4.2.1 The Constitution of the Republic of South Africa Act, No. 108 of 1996

As the highest authority in the country, the Constitution of the Republic of South Africa Act, No. 108 of 1996 (as amended) is the most vital guiding document to recommend and lay the foundations for the elimination of all discriminatory practices in the country (Republic of South Africa, 1996). Since the Constitution of the Republic of South Africa Act (as amended) was enacted as the nation's highest law, featuring a section on persons with disabilities, to mend historical divides and establish a society founded on democratic principles, social justice, and fundamental human rights (Republic of South Africa, 1996). There is Chapter 2 of the Constitution which is also known as the Bill of Rights whereby **Section 9** (Equality) was deemed relevant to this study, particularly **Subsections 3 and 4** which read as follows:

Subsection (3): "The state should not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth".

Subsection (4): “No person should unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of **Subsection (3)**”. Consequently, national legislation has to be passed to stop or prohibit unfair discrimination (Republic of South Africa, 1996). However, although legislation is passed, persons with disabilities still face barriers to career advancement in government departments.

Following **Section 7(1)** of the Constitution of the Republic of South Africa (1996), the Bill of Rights stands as a cornerstone of democracy within the nation serves to uphold the rights of all individuals, and reinforces democratic principles such as human dignity, equality, and freedom (Republic of South Africa, 1996). This Constitution is pertinent to this study because it provides persons with disabilities equal opportunities for employment and career progression in their chosen sectors while also protecting their rights and promoting equality. Government departments are required to abide by this law, which respects the inclusion of employees with disabilities in promotional policies and guarantees that they are considered for promotions.

“Every person is equal before the law and has the right to equal protection and benefit from the law”, according to **Section 9(1)** of the Constitution.

2.4.2.2 The Employment Equity Act, No. 55 of 1998

The Employment Equity Act (EEA), No. 55 of 1998 (as amended) was enacted to give equal effect to **Section 9(1)** and (2) of Chapter 2 of the Bill of Rights in the Constitution, Act 108 of 1996 (Republic of South Africa, 2018a). The EEA aims to achieve workplace equity by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and by putting affirmative action measures in place to address the disadvantages that these groups face in the workplace. This will ensure that all designated groups are fairly represented in all occupational levels of the workplace. **Section 5** of the EEA provides that “every employer should take steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice” (Republic of South Africa, 1998q). Thus, government departments should take serious steps to support persons with disabilities with regard to removing the barriers to career advancement. The Act was designed to overcome the disadvantages of persons with disabilities who are historically marginalised groups. According to **Section 6(1)** of the EEA, “no person should unfairly discriminate,

directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, and birth” (Republic of South Africa, 1998a).

Furthermore, the current findings of the study found that government departments rely on the EE plan and EEA when it comes to following crucial aspects to develop and implement policies and reach the target of persons with disabilities. The EEA is relevant for this study because it aims to achieve equality in the workplace and the equitable representation of disadvantaged groups in all occupational categories and levels in the workforce (Republic of South Africa, 1998a). Thus, this will guide government departments regarding developing and implementing fair employment policies for employees with disabilities.

2.4.2.3 The Skills Development Act, No. 97 of 1998

The Skills Development Act, No. 97 of 1998 (SDA) (as amended) was passed in 1998 to capacitate the skills of the total workforce in order to improve training schemes increase access to learning and make the working environment a productive learning environment (Republic of South Africa, 1998b). The National Skills Authority (NSA) and Sector Education and Training Authorities (SETA) replaced the former National Training Board. SETA’s main task is to establish learning programmes, approve skills plans, allocate grants, monitor education and training in the sector, and collect and disburse skills development (Republic of South Africa, 2020a). This Act provides an institutional framework to devise and implement national, sector, and workplace strategies to develop and improve the skills of the South African workforce. The act aims to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, No. 58 of 1995 (Republic of South Africa, 1998b). According to Chapter 1 of the Skills Development Act, **Section 2(1)** deals with the purposes of this Act which are listed as follows:

(a) To develop the skills of the South African workforce, with the aim of:

- (i) Improving the quality of life of workers, their prospects of work and Labour mobility;

- (ii) Improving productivity in the workplace and the competitiveness of employers;
 - (iii) Promoting self-employment;
 - (iv) Improving the delivery of social services (Republic of South Africa, 1998b);
- (b) To increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- (c) To encourage employers:
- (i) To use the workplace as an active learning environment;
 - (ii) To provide employees with the opportunities to acquire new skills;
 - (iii) To provide opportunities for new entrants to the labour market to gain work experience; and
 - (iv) To employ persons who find it difficult to be employed (Republic of South Africa, 1998b).
- (d) To encourage workers to participate in leadership and other training programmes;
- (e) To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- (f) To ensure the quality of education and training in and for the workplace; and
- (g) To assist:
- (i) Work-seekers to find work;
 - (ii) Retrenched workers to re-enter the labour market;
 - (iii) Employers to find qualified employees; and
- (h) To provide and regulate employment services (Republic of South Africa, 1998b).

In addition, Chapter 2 of the SDA deals with the establishment, functions, composition, constitution, remuneration, and administration of the National Skills Authority (NSA). Therefore, from Chapter 2 of the SDA, NSA is a body that advises the Minister of Higher Education and Training on matters related to skills development, such as national skills development policy, strategy, targets, and standards (Republic of South Africa, 1998b). It is established in terms of **Section 4** of the Skills Development Act. It further consists of representatives from various stakeholders, such as government, labour, business, and education. The NSA also supports the implementation of the White Paper on the Rights of Persons with Disabilities (WPRPD), which is a policy document that outlines the government's vision and strategy for promoting the rights, inclusion, and empowerment of persons with disabilities (Republic of South Africa, 2015a). The NSA plays a crucial role in the workplace with employees with disabilities because it ensures that the skills needed are met and that the quality and relevance of skills development programmes are improved so that persons with disabilities can be in a better position to advance in their careers.

Chapter 3 of the Skills Development Act deals with the establishment, functions, composition, chambers, constitution, finances, and taking over administration of Sector Education and Training Authorities (SETA). It was established in terms of **Section 9(1)** of the Skills Development Act. The major goals of a Sector Education & Training Authority (SETA), a body created under the Skills Development Act, are to ensure that education and training are provided in a way that improves demand and supply and to contribute to the improvement of skills in South Africa (Republic of South Africa, 1998b). The idea behind SETA for employees with disabilities is to provide them with opportunities to access quality education and training that can enhance their employability and career advancement (Republic of South Africa, 1998b). Thus, government departments should ensure that the training programmes they are providing to persons with disabilities improve their skills and capabilities so that they can move to other levels.

The National Skills Authority (NSA) and the Sector Education and Training Authorities (SETAs) were established in 1999 under the Skills Development Act, No. 97 of 1998 as part of the government's strategy to reform and improve the skills development system in South Africa (Republic of South Africa, 2021b). They replaced the previous

structures that were seen as ineffective, fragmented, and unresponsive to the skills needs of the country, such as the National Training Board (NTB), the Industry Training Boards (ITBs), and the National Training Fund (NTF) (Republic of South Africa, 2022a). NSA and SETAs both aim to create a more integrated, coherent, and demand-driven skills development system that supports economic growth and social development (Republic of South Africa, 2022a). NSA and SETA are important for the workplace of persons with disabilities because they can help to provide reasonable accommodation and skills development programmes that can enable persons with disabilities to access, participate, and succeed when it comes to employment opportunities.

According to Cebisa (2018, p. 56), “South Africa is a country with skills shortages; therefore, the Skills Development Act was introduced to address the shortage in the country. However, nothing has changed because government departments still face budget issues. This Act creates an opportunity for the officials of government departments to convert the workplace into a learning and training environment. The Act also seeks to improve the participation of persons with disabilities in the workforce through job opportunities and training. So, training should be made affordable by the Skills Development Levy Act, No. 9 of 1999 through the provision of the following ways:

- (i) Implementing payment of skills levies;
- (ii) Implementing payment of grants;
- (iii) Requiring the appointment of Skills Development Facilitators (SDFs);
- (iv) Requiring Workplace Skills Plans (WSPs); and
- (v) Requiring Annual Training Reports (ATRs) (Angamuthu, 2020).

As per the Skills Development Act of 1998, certain companies should pay 1% of their payroll to SARS. Moreover, all companies that have a payroll of more than R500 000 per annum have to pay a skills development levy (SDL) (Angamuthu, 2020). Cebisa (2018, p. 57) stated that “government departments are also required to budget 1 % of personnel costs for training and development”. Therefore, the Skills Development Act is relevant to this study because it will encourage government departments to develop

programmes that will improve the skills of persons with disabilities to prepare them for promotions. With the issue of persons with disabilities identifying their training needs, they might identify training needs that they will not benefit from. So, government departments should come up with better interventions for preparing persons with disabilities to move to other levels, especially mentoring and coaching.

2.4.2.4 The National Skills Development Strategy III (NSDS), 2011

The National Skills Development Strategy III (NSDS) was implemented in 2011 to offer training opportunities to persons with disabilities so that they can have appropriate skills to defeat their barriers to employment (Republic of South Africa, 2011). The NSDS III also aims to address the needs of persons with disabilities in the workforce by providing them with skills development opportunities. Therefore, government departments should not wait for persons with disabilities to identify their training needs but provide them with proper training programmes to improve their skills because it is clear that the training needs, they identify themselves do not work for them. So, government departments might have a clue of what will be needed concerning their job roles to prepare them to advance.

The strategy acknowledges that a lack of skills and training frequently keeps persons with disabilities out of the mainstream economy (Republic of South Africa, 2011). It also directs each Sector Education and Training Authority (SETA) in the utilisation of its skills development levies for sectoral programmes and activities, whereby a percentage is allocated to learning interventions for employees with disabilities (Republic of South Africa, 2011). Therefore, the NSDS is relevant for this study because there is a need for education and skills training in the workplace to enhance promotional opportunities for persons with disabilities.

2.4.2.5 The Code of Good Practice on the Employment of Persons with Disabilities, 2015

The Code was delivered in 2015 to confirm that the rights of employees with disabilities in the workplace are protected; by the Department of Labour under the direction of the Employment Equity Commission (Republic of South Africa, 2015b). It was delivered under **Section 54(1) (a)** of the EEA and is founded on the basic principle of the constitution that “no one should unfairly discriminate against a person based on

disability”. According to **Section 2**, “the Code encourages employers and employees to understand their rights, be aware of their potential skills, and encourage all employers to recognise, respect, and support the rights of persons with disabilities”. Additionally, **Sections 6 to 12** of this Code include “reasonable accommodation, legal employment, recruitment and selection, interviews, medical and psychological testing or assessments, training, placement, career promotion, retention, and termination, respectively” (Republic of South Africa, 2015b).

Moreover, **Section 1** of this Code defines 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 reasonable access to or participate or advance in employment” (Republic of South Africa, 2015b). However, the relevant Sections for this study are **Section 6** which deals with reasonable accommodation for persons with disabilities, and **Section 10** which deals with training and career promotion/advancement. **Section 6** includes the following subsections:

Subsection 6.3 “Employers are required to make reasonable accommodations for the needs of persons with disabilities in order to lessen the impact of the impairment on the individual’s ability to perform the essential duties of a job”.

Subsection 6.4 “Employers should adopt the most cost-effective means that are consistent with effectively removing the barriers to performing the job and enjoying equal access to the benefits and opportunities of employment”.

Subsection 6.5 “Reasonable accommodation requirement applies to applicants and employees with disabilities who are suitably qualified for the job and may be required”:

- (i) During the recruitment and selection processes;
- (ii) In the working environment;
- (iii) In the way work is usually done, evaluated, and rewarded; and
- (iv) In the benefits and privileges of employment.

Subsection 6.6 “The obligation to make reasonable accommodation may arise when an applicant or employee voluntarily discloses a disability-related accommodation need or when such a need is reasonably self-evident to the employer”.

Subsection 6.7 “Employers should also accommodate employees when work or the work environment changes, or impairment varies which affects the employee’s ability to perform the essential functions of the job”.

Subsection 6.8 “The employer should consult the employee and, where reasonable and practical, technical experts to establish appropriate mechanisms to accommodate the employee”.

Subsection 6.9 “The accommodation will depend on the individual, the degree and nature of the impairment, and its effect on the person, as well as on the job and the working environment”.

Subsection 6.10 “Reasonable accommodation may be temporary or permanent, depending on the nature and extent of the disability”.

Subsection 6.11 “Reasonable accommodation includes but is not limited to”:

- (i) Adapting existing facilities to make them accessible;
- (ii) Adapting existing equipment or acquiring new equipment including computer hardware and software;
- (iii) Re-organising workstations;
- (iv) Changing training and assessment materials and systems;
- (v) Restructuring jobs so that non-essential functions are re-assigned;
- (vi) Adjusting working conditions, including working time and leave; and
- (vii) Providing specialised supervision, training, and support in the workplace.

Subsection 6.12 “An employer may evaluate work performance against the same standards as other employees, but the nature of the disability may require an employer to adapt the way performance is measured”.

Subsection 6.13 “The employer need not accommodate a qualified applicant or an employee with a disability if this would impose an unjustifiable hardship on the business of the employer”.

Subsection 6.14 “‘Unjustifiable hardship’ is an action that requires significant or considerable difficulty or expense. This involves considering, amongst other things, the effectiveness of the accommodation and the extent to which it would seriously disrupt the operation of the business”.

Subsection 6.15 “An accommodation that imposes an unjustifiable hardship for one employer at a specific time may not be so for another or for the same employer at a different time”.

Moreover, **Section 10** of Training and Career Advancement includes the following subsections:

Subsection 10.3 “Employees with disabilities should be consulted to ensure input specific to their career advancement”.

Subsection 10.4 “Facilities and materials for training, work organisation, and recreation should be accessible to employees with disabilities”.

Subsection 10.5 “Systems and practices to evaluate work performance should identify and fairly measure and reward the performance of the essential functions of the job. Work that falls outside the essential functions of the job should not be evaluated” (Republic of South Africa, 2015b).

Furthermore, these Sections were used to show that it is very significant to reasonably accommodate persons with disabilities so that they can be able to perform essential functions of their jobs, and they should be provided with training programmes for them to be in a better position to advance in their careers and get promoted with the skills acquired from the training. The Code is relevant for this study because it provides guidelines for institutions on how to promote equal opportunities and fair treatment of employees with disabilities in the workplace. It has the most crucial aspects that will guide government departments when implementing and developing policies.

2.4.2.6 The Technical Assistance Guidelines on the Employment of Persons with Disabilities, 2017

The revised version of the Technical Assistance Guidelines on the Employment of Persons with Disabilities (TAG) was published in 2017 (Republic of South Africa, 2017a). It is intended to complement the Code published in November 2015 to assist with the practical implementation of aspects of the Act relating to the employment of persons with disabilities in the workplace. It builds on the Code to set out practical guidelines and examples for employers, employees, and trade unions on how to promote equality, diversity, and fair treatment in employment through the elimination of unfair discrimination (Republic of South Africa, 2017a). The purpose of TAG is to assist employers, employees, trade unions, and organisations with expertise on disability, including Disabled People's Organisations (DPOs), to understand the Employment Equity Act of 1998 (the Act) as amended and its Code of Good Practice on the Employment of Persons with Disabilities (Code). This includes the elimination of unfair discrimination and affirmative action measures in the workplace and provides guidelines on how to implement them (Republic of South Africa, 2017a). Hence, from the findings of the current study, it was indicated that TAG is being followed when it comes to policy implementation and development to accommodate persons with disabilities.

As contained in **sections 6 to 12** of the Code of the Good Practice on the Employment of Persons with Disabilities, the TAG addresses the same matters as the Code but offers profoundly more detail with practical, step-by-step guidance and appropriate examples to enhance understanding and promote equal treatment of persons with disabilities in the workplace (Republic of South Africa, 2017a). Hence, the study combined the Code and TAG as one question to understand how the officials of the departments rely on them when it comes to supporting persons with disabilities. The TAG aims to assist both employers and persons with disabilities by helping them to understand certain issues.

Firstly, for employers, TAG aims to assist them to understand the following:

- (i) Their obligation to implement non-discrimination and affirmative action measures in respect of persons with disabilities in the workplace;

(ii) Their right to generate economically viable enterprises and/or organisations which effectively provide services and products without discriminating against persons with disabilities;

(iii) The opportunities that are afforded to them and their enterprises/organisations through the employment of persons with disabilities; and

(iv) Practical ways to move forward that are relevant to their business and that ensure the application of non-discrimination and affirmative action measures for potential and existing employees with disabilities ((Republic of South Africa, 2017a).

Secondly, for persons with disabilities, TAG aims to assist them to understand the following:

(i) Their right not to be discriminated against in all aspects of employment;

(ii) The affirmative action measures to which they may be entitled through the provisions of the Act;

(iii) Their obligation to participate as an informed partner with the employer in the process of employment;

(iv) Their right to the provision of reasonable accommodation if required;

(v) Opportunities that exist to prepare for entering and advancing in the workplace; and

(vi) Practical approaches to progress in preparing for and accessing employment opportunities that may exist (Republic of South Africa, 2017a).

Therefore, TAG aims to end all forms of discrimination; thus, it will direct government departments to promote the employment and inclusion of persons with disabilities. It can also serve as a guide for government department employees to not judge or underestimate persons with disabilities about considering them for promotions. The study also found that TAG is relied on to remove the barriers physical and non-physical barriers.

2.4.2.7 The White Paper on the Rights of Persons with Disabilities, 2015

The White Paper on the Rights of Persons with Disabilities (WPRPD) was approved by the cabinet in 2015 as the national disability rights policy in South Africa. The right to inclusive education is one of the obligations under the Convention on the Rights of Persons with Disabilities that is integrated (Republic of South Africa, 2015a). Through more focused interventions that eliminate obstacles and implement universal design principles, the WPRPD seeks to provide a fundamental pathway for the realisation of the rights of persons with disabilities (Republic of South Africa, 2015a).

This WPRPD comprises the following purposes:

- (i) Provide a mainstreaming trajectory for realising the rights of persons with disabilities through the development of targeted interventions that remove barriers and apply the principles of universal design;
- (ii) Provide clarity on and guide the development of standard operating procedures;
- (iii) Guide the review of all existing and development of new sectoral legislation and policies, programmes, budgets, and reporting systems to bring these in line with both Constitutional and international treaty obligations;
- (iv) Stipulate norms and standards for the removal of discriminatory barriers that perpetuate the exclusion and segregation of persons with disabilities;
- (v) Broadly outline the responsibilities and accountabilities of the various stakeholders involved in providing barrier-free, appropriate, effective, efficient, and coordinated service delivery to persons with disabilities;
- (vi) Guide self-representation by persons with disabilities;
- (vii) Provide the framework for a uniform and coordinated approach by all government departments and institutions in the mainstreaming of disability

across all planning, design, budgeting, implementation, and monitoring of services and development programmes;

(viii) Provide a framework against which the delivery of services to persons with disabilities can be monitored and evaluated; and

(ix) Guide gender mainstreaming to ensure that women with disabilities enjoy equitable access to all women empowerment and gender equality legislation, policies, and programmes (Republic of South Africa, 2015a).

The White Paper Implementation Matrix (2015-2030) mandates that all public and private institutions provide training for decision-makers and employees on universal design access, including the removal of barriers encountered by persons with disabilities and the implementation of reasonable accommodation support measures (Republic of South Africa, 2015c). Additionally, it emphasises the development and implementation of quality assurance programmes and the strengthening of monitoring systems for all types of institutions and facilities serving persons with disabilities. Consequently, departments need to offer adequate support and reasonable accommodation measures throughout the value chain at all public and private education and training facilities and programmes for persons with disabilities (Republic of South Africa, 2015c).

Therefore, this WPRPD is relevant for this study because it will guide government departments in implementing interventions that encourage and support the rights of persons with disabilities and remove obstacles that prevent them from advancing in their careers. Moreover, the WPRPD endorses inclusion through mainstreaming, integration, and equality for persons with disabilities, in the provision of all socio-economic services (Republic of South Africa, 2023a). It also offers a general overview of the roles and obligations of the different parties involved, including all government departments, in delivering services for persons with disabilities that are suitable, effective, efficient, coordinated, barrier-free, and efficient (Republic of South Africa, 2023a).

2.4.2.8 Job Access Strategic Framework Presentation

The Job Access Strategic Framework was incorporated to advance and fast-track the achievement of set targets by addressing several challenges faced by persons with disabilities. The Job Access Strategic Framework presentation from the DPSA stated that “there are some issues that the departments have to execute; promote an enabling occupational health and safety environment; encourage management to prioritise the procurement of equipment that would enhance the working capacity of persons with disabilities; assist in the removal of barriers experienced by persons with disabilities in their working environment; ensure that all programmes reasonably accommodate persons with disabilities; and create an enabling environment for all departments to recruit, employ and retain persons with disabilities” (Republic of South Africa, 2007).

2.4.2.9 The Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000

The Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000 (PEPUDA) or the amended Equality Act is South Africa’s comprehensive anti-discrimination law. In order to put into effect **Section 9** along with **Section 23(1)** of Schedule 6 of the Republic of South Africa 1996 Constitution, this Act was introduced. This Act forbids hate speech and harassment, as well as unjust discrimination by public and private organisations and individuals (Republic of South Africa, 2000). PEPUDA is the overarching law that addresses various forms of discrimination. Chapter 2 of PEPUDA talks about the prevention, prohibition, and elimination of unfair discrimination, hate speech, and harassment consisting of **Sections 6 to 12**. However, the appropriate Section for this study is **Section 9** which is about the prohibition of unfair discrimination on the grounds of disability and contains the following stipulation:

Subject to **Section 6**, “no person may unfairly discriminate against any person on the grounds of disability”, including but not limited to:

- (a) Denying or removing from any person who has a disability, any supporting or enabling facility necessary for their functioning in society;

(b) Contravening the code of practice or regulations of the South African Bureau of Standards that govern environmental accessibility.

(c) Failing to eliminate obstacles that unfairly limit or resist persons with disabilities from enjoying equal opportunities or failing to take steps to reasonably accommodate the needs of such persons (Republic of South Africa, 2000).

Therefore, this Act is significant to this study as it provides a framework for government departments to promote employment opportunities for persons with disabilities and eliminate obstacles that unjustly limit their workplace opportunities. The study's current findings reveal that persons with disabilities are often judged and underestimated based on their conditions, a practice that this Act explicitly prohibits.

2.4.2.10 The Labour Relations Act, No. 66 of 1995

The Labour Relations Act, No. 66 of 1995 (LRA) (as amended) is designed to protect the rights of all persons at work and to encourage and increase economic development, fair labour practices, democracy, peace, and social development (Republic of South Africa, 1995). According to Cebisa (2018, p. 57), "the South African Labour Relations Act (LRA) is another legislation which affects the employment of persons with disabilities, through the prohibition of unfair discrimination based on disability". The purpose of this Act is to raise social fairness, industrial harmony, and economic progress through the regulation of labour relations (Republic of South Africa, 1995). The Labour Relations Act's contribution to persons with disabilities suggests that this group of individuals when given appropriate accommodation and/or assistive devices, can perform the most significant work tasks; therefore, it is very significant for institutions with persons with disabilities to introduce assistive devices that can help persons with disabilities perform well and advance to senior positions. The Act protects employees with disabilities against unfair dismissal based on their disability. There is a clause relevant to this study in Schedule 8: Code of the Good Practice: Dismissal: **Section 11**. This applicable clause contained in Schedule 8, **Section 11**, stipulates the following:

Any person determining whether a dismissal arising from ill health or injury is unfair should consider:

- (a) Whether or not the employee can perform the work;
- (b) If the employee is not capable:
 - (i) The extent to which the employee can perform the work;
 - (ii) The extent to which the employee's work circumstances might be adapted to accommodate a disability, or, where this is not possible, the extent to which the employee's duties might be adapted; and
 - (iii) The availability of any suitable alternative work (Republic of South Africa, 1995).

This section demonstrates how persons with disabilities and those who are ill or injured are both well-protected by the Labour Relations Act. It protects persons with disabilities' rights to employment opportunities, intending to eradicate unfair discrimination and advance equity in the workplace. Additionally, the Act offers protection against unfair discrimination, and as a historically disadvantaged group, persons with disabilities are eligible to benefit from affirmative action programmes.

2.4.2.11 The Policy on Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Service

The Policy on Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Service was approved in 2014 to enable the implementation of programmes to provide reasonable accommodations for persons with disabilities, including the provision of assistive devices and services which in turn will support such employees to completely participate in the activities of departments (Republic of South Africa, 2015d). It refers to necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case. Furthermore, it guarantees that employees with disabilities in the public sector receive assistive devices along with reasonable accommodations so they may carry out their jobs effectively and effectively. The policy is based on the principle of non-discrimination and equal opportunities for all employees. It also aims to promote diversity and inclusion in the workplace (Republic of South Africa, 2015d).

This policy is relevant for this study; there should be proper facilities and tools necessary to accommodate persons with disabilities in the departments because it will enable them to perform their jobs and participate in work-related activities, and then, they will end up advancing in their careers. From this current study, one of the persons with disabilities indicated that this policy is available in the department for persons with disabilities. This policy seeks to assist government departments in planning for and implementing reasonable accommodation measures for employees with disabilities (Republic of South Africa, 2015d). Moreover, the departments should reasonably accommodate persons with disabilities to remove the barriers that they are faced with in the workplace.

There is a 2019 report on the provision of reasonable accommodation and assistive devices for employees with disabilities in the public sector. In particular, the report pointed out that several departments list the kinds of reasonable accommodations and assistive technology they offer, but they fail to indicate the associated costs (Republic of South Africa, 2019). Additionally, it was observed that certain departments do not report any information on persons with disabilities, while others provide repetitive information across different reporting periods. Consequently, the report recommended that the Department of Public Service and Administration (DPSA) should continue monitoring the implementation of the Policy on Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Service. This should be done through implementation plans and progress reports submitted annually by the end of February. Where necessary, departments may be requested to furnish additional information regarding the implementation process (Republic of South Africa, 2019).

2.4.2.12 National Strategic Framework on Reasonable Accommodation for Persons with Disabilities

The National Strategic Framework on Reasonable Accommodation for Persons with Disabilities was introduced in September 2020 by the South African Government (Republic of South Africa, 2021a). This framework aims to ensure that persons with disabilities obtain reasonable accommodations while highlighting their rights and social inclusion. It provides suggestions and strategies for enhancing accessibility and aiding persons with disabilities across a range of sectors. It was created to guarantee

that services are provided with appropriate accommodations by all organisations, public and private. By incorporating reasonable accommodations within the framework of universal access and design, this framework seeks to guarantee that all South African citizens and residents, regardless of age, gender, ability, religion, culture, or language, have equal access to and participation in community life. Thus, all government departments should ensure the provision of reasonable accommodation for persons with different disabilities and mainly focus on removing the barriers so that they can perform their jobs effectively.

2.4.2.13 The Policy on Disability

The Policy on Disability of the Department of Social Development in South Africa was launched in 2009 to provide strategic guidelines for the delivery of social services that are consistent with the sector's commitments and legislation within the Social Development Framework (Republic of South Africa, 2009a). It aims to guide and inform the mainstreaming of disability through developing and implementing departmental policies, strategies, and integrated service delivery programmes (Republic of South Africa, 2022b). It also aims to facilitate the provision of integrated social services to persons with disabilities and to further provide guidance to the department in terms of addressing social barriers that exclude persons with disabilities, which impede full and equitable integration and inclusion into mainstream society (Republic of South Africa, 2009a). The policy does not replace or duplicate any other existing policy and programme imperatives about persons with disabilities, instead, it builds on such policies and programmes with a focus on the delivery of developmental social services only. It also serves as an overarching policy framework on disability within the Department of Social Development. The policy further applies to all employees including employees with disabilities and officials within the Department of Social Development (from senior managers of all programmes to provincial disability coordinators and social workers) (Republic of South Africa, 2009a).

Moreover, one of the secondary roles of the Department is encouraging work possibilities for persons with disabilities (Republic of South Africa, 2009a). This policy ensures that persons with disabilities have equal opportunities, in all public services, and programmes are developed, and such services will improve the individuality of persons with disabilities and improve their integration into the mainstream of society.

It is developed for the social development sector and is aimed at providing guidelines for the inclusion of persons with disabilities in the working environment (Republic of South Africa, 2009a). It was indicated that the policy needs to be read in conjunction with, and should include, amongst others, the legislation, policies, procedures, guidelines, and other documents that relate to disability (Republic of South Africa, 2022b).

The relevant legislation includes the following: White Paper No. 6 on Special Needs Education: Building an Inclusive Education and Training System (2001); the Access to Information Act, 2000 (Act No. 2 of 2000); the Aged Persons Act, 1967 (Act No. 81 of 1967); the Basic Conditions of Employment Act Amendment, 2002 (Act No. 10 of 2002); the Child Care Act, 1983 (Act No. 74 of 1983); the Employment Equity Act, 1998 (Act No. 55 of 1998); the Labour Relations Act, 1995 (Act No. 66 of 1995); the Non-Profit Organisations Act, 1997 (Act No. 71 of 1997); the Occupational Health and Safety Act, 1993 (Act No. 85 of 1993); the South African Schools Act, 1996 (Act No. 84 of 1996); and the Skills Development Amendment Act, 2003 (Act No. 31 of 2003).

The relevant policies include the National Framework and Gender Equality; the National Policy Framework and Strategic Plan for the Prevention and Management of Child Abuse; the Policy on Financial Awards to Service Providers (2005); the Service Delivery Model for Developmental Social Services (2005); the White Paper on Population Policy for South Africa (1998); the White Paper on Social Welfare (1997); and the White Paper on the Integrated National Disability Strategy (1997).

The relevant national and international disability instruments include the African Charter on the Rights of the Child; the South African Disability Human Rights Charter; the Plan of Action on the African Decade for Disabled People; the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities; the United Nations Comprehensive and Integral International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities (draft); the United Nations Convention on the Rights of the Child; and the United Nations Declaration of Human Rights.

This policy is relevant to the study since it attempts to address every demand and challenge faced by persons with disabilities. However, it was found that the

Department of Social Development does not have this policy, but there is a Policy on Social Development Services to Persons with disabilities that is aligned with the White Paper on the Rights of Persons with Disabilities (WPRPD) and was approved by the South African government in December 2015 (Republic of South Africa, 2023a). The Policy on Social Development Services to Persons with Disabilities aims to achieve inclusion through the mainstreaming of disability in all the social development policies, programmes/projects of the Department and stakeholders to ensure that they are responsive to the rights and needs of persons with disabilities (Republic of South Africa, 2023a).

2.4.2.14 The Policy on the Rights of Persons with Disabilities

The Policy on the Rights of Persons with Disabilities of the Department of Agriculture and Rural Development was approved in 2018. The policy does not only strive to economically empower persons with disabilities but to also advocate their rights and thereby create a conducive environment for productivity (Republic of South Africa, 2018b). It guarantees that there is equality and inclusion for persons with disabilities to enjoy the rights of their fellow employees within the department. Therefore, it comprises several purposes as follows:

- (a) To promote, protect, and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and promote respect for their inherent dignity;
- (b) To ensure that all persons with disabilities irrespective of race, gender, or creed can enjoy their fundamental and human rights in the Limpopo Department of Agriculture and Rural Development and its services;
- (c) To take all appropriate measures to eliminate discrimination based on disability;
- (d) To remove and eradicate barriers that prevent or discriminate against persons with disabilities from accessing opportunities in the Limpopo Department of Agriculture and Rural Development and its services;

- (e) To incorporate affirmative action and non-discrimination policies regarding persons with disabilities within the Limpopo Department of Agriculture and Rural Development's programmes;
- (f) To ensure that the persons with disabilities know their rights;
- (g) To ensure that the persons with disabilities exploit opportunities that exist to prepare for entering and career advancing in the workplace;
- (h) To guarantee that employees with disabilities have fair accommodations within the workplace;
- (i) To raise awareness throughout the workplace and foster respect for the rights and dignity of persons with disabilities; and
- (j) To combat stereotypes, prejudices, and harmful practices relating to persons with disabilities.

The policy ensures that existing opportunities can be utilised by persons with disabilities to prepare for workforce entry and career progression (Republic of South Africa, 2018b). This policy is relevant to this study as it mandates equal representation of persons with disabilities across all components and levels of employment. Additionally, all persons with disabilities and HRM officials who participated in this study confirmed the existence and implementation of this policy.

2.5 EMPIRICAL LITERATURE

This section examines the current existing literature on promotional opportunities and persons with disabilities by focusing on previously conducted research. It further seeks to find answers to the research objectives; namely, to investigate the extent to which employment and promotional policies are developed and implemented for persons with disabilities in the workplace, to determine the developmental programmes that can be used to prepare persons with disabilities for promotions in the workplace, to examine barriers to promotions experienced by persons with disabilities in the workplace, and to examine factors that contribute to the successful promotions of

persons with disabilities in the workplace. Therefore, this will give the researcher a clear understanding concerning promotional opportunities for persons with disabilities.

2.5.1 The extent of development and implementation of employment and promotional policies for Persons with Disabilities

This section addresses the literature on employment and promotional policies for persons with disabilities. Moreover, it should be noted that employment policies address issues of promotions; thus, no policies focus specifically on policies but on the overall employment and inclusion of persons with disabilities. It further addresses the development and implementation of policies, the approved plans, and policies for the Department of Social Development and the Department of Agriculture and Rural Development. South African policies that support persons with disabilities from the Office of the Premier and Department of Public Service and Administration.

2.5.1.1 Employment Policies for Persons with Disabilities

A previous researcher Luu (2019) examined how disability-inclusive compassionate leadership contributes to the well-being of employees with disabilities by building their job resources and personal resources. Additionally, prior research by Boehm and Dwertmann (2015) found that disability-inclusive HR practices are effective in providing compassionate and fair treatment to persons with disabilities that improve their knowledge, skills, enthusiasm, and quality of work life. Furthermore, it stated that disability-inclusive HR practices should be implemented in the workplace to provide opportunities for employees with disabilities to demonstrate their competence during the selection process, learn and grow, and receive accurate performance appraisal and compensation taking into account their disabilities. The researcher Luu (2019) concluded that disability-inclusive HR practices act as the reinforcement that improves the influence of compassionate disability-inclusive management on work and personal resources. Employers should uphold fair labour practices and safeguard employees' rights following the Labour Relations Act of 1995 (Republic of South Africa, 1995). Because an inclusive workplace gives persons with disabilities a fair and equal chance to succeed, learn, and grow in their careers, disability HR policies are crucial for persons with disabilities. Moreover, this is where the equity theory takes place as it states that HRM officials should strive to ensure that employees perceive their

rewards and treatment as fair and consistent with their contributions and expectations, as well as with those of their peers (Adams, 1963).

Additionally, Gostautaite, Kazlauskaite, and Buciuniene (2018) further indicated that hospitality institutions should engage in disability management and focus on the welfare of employees with disabilities, as this affects not only their work output but also the experiences of customers, particularly with regard to organisational social responsibility. Hospitality establishments should build managers who are compassionate toward persons with disabilities if they want to foster a sense of well-being among employees with disabilities. According to Luu (2019), recruitment, training, and succession planning for managerial positions should be planned to identify, foster, or improve the compassion for persons with disabilities in present or future leaders. Furthermore, Luu (2019) stated that managers ought to receive training and support in order to assist employees with disabilities in acquiring the knowledge and skills required for their jobs. Managers should also receive emotional and practical support, such as making accommodations for them physically and encouraging optimism and self-worth, to help them recognise their value in both their personal and professional lives. Furthermore, hospitality institutions should ensure consistency in disability-inclusive messages from managers and HRM practices.

Luu (2019) reported that to develop equitable HR practices or policies for employees with disabilities, HR managers in hospitality institutions should work with managers of other departments. Therefore, those policies should ensure that employees with disabilities have equal opportunities to employees without disabilities for hiring, training, as well as promotion and development based on their performance and contributions to the institution. Employers have to create and implement policies and procedures in accordance with the Labour Relations Act of 1995 (Republic of South Africa, 1995). Furthermore, Luu (2019) discovered that buddy systems, also known as partner systems, should be built to allow employees with disabilities to connect intimately and harmoniously with colleagues with and without disabilities. Therefore, buddy systems in organisations are more similar to having tools that help persons with disabilities adjust and grow in their jobs. Since buddy networks build a network of relationships that can foster collaboration, trust, and learning, they are viewed as a type of social capital (Dutta, 2013).

A study carried out by Myshbayeva, Sokira, Belgibayeva, and Dzhulaeva (2022) aimed to form a conceptual model for researchers engaged in analysing and further improving current employment policy of specific states concerning persons with disabilities, based on a review, analysis, and systematisation of the main conclusions and trends in the literature. The conceptual model was presented for developers of government programmes and comprised explanations of a process, event, or object along with its logical conclusion (Meredith, 1993). It also supported the research components and made the reader's understanding of the context of the research easier (Crawford, 2019). It also included an illustration of publication trends broken down into five time periods, spanning from 1980 to 2021, as well as a discussion of the factors that contribute to persons with disabilities' passive income. Lastly, it provided a summary of the outcomes of disability employment regulations.

However, Myshbayeva et al. (2022) further revealed that the results of the disability employment policy are expressed as the reduction of direct, indirect, and additional costs. The Sustainable Development Goals (SDGs), particularly the provision of decent and productive work for women and persons with disabilities by 2030, and the socioeconomic combination of persons with disabilities were all included in the model. Additionally, the terms of the UNCRPD were taken into consideration concerning this model. Therefore, institutions should focus on implementing policies to support employees with disabilities employment and promote employment opportunities and career advancement for them. Employment policies ought to address matters like recruitment, selection, training, promotion, and termination of employment, as per the Labour Relations Act of 1995 (Republic of South Africa, 1995).

Myshbayeva et al. (2022) conducted this comprehensive literature review and bibliometric analysis on the employment policy of persons with disabilities. The study further revealed the main trends, topics, and gaps in the research on disability employment policy and provides a comprehensive overview of the existing literature. Taking into consideration that persons with disabilities negatively assess their lives in general compared with persons without disabilities (Korzhuk, 2016), this systematic literature review of global trends in disability employment policy, supplemented by bibliometric analysis, attempts to create a general picture of changes in the nuances of disability employment policy (Myshbayeva et al., 2022). The same researchers further revealed that since 1980, the number of publications in this field has increased,

and this area of research is expanding, including in a geographical sense. However, the number of countries implementing policies to develop the lives and working conditions of persons with disabilities is increasing. Moreover, Myshbayeva et al. (2022) revealed that the study of trends in the distribution of articles by subject area allowed them to establish that social sciences and medicine are the main subject areas of disability employment policy.

Myshbayeva et al. (2022) further revealed that there are internal and external obstacles to the employment of persons with disabilities. Additionally, Smoleva (2018) showed that internal obstacles include underdevelopment of professional skills, laziness, and poor mentality in persons with disabilities, while external obstacles include the lack of job opportunities for persons with disabilities and the negative attitudes from employers. In order to put persons with disabilities in a better position to have equal access to engage in and advance in the workplace, this demonstrates that disability-inclusive policies are crucial in the employment of these individuals. Nevertheless, Myshbayeva et al. (2022) argued that the purpose of employment policies for employees with disabilities is to eliminate these barriers to their employment rather than to address the structural issue with the labour market. The same researchers further argued that disability employment policy aims to solve the problems of vulnerable groups of the population, involving society in solving the employment problems existing in this area. Moreover, Myshbayeva et al. (2022) indicated that the policy was designed to assist persons with disabilities contribute to the enhancement of the country's economy and improve the well-being of their families. Consequently, understanding the significance of disability in the planned and implemented aspects of disability employment policy is very significant (Myshbayeva et al., 2022).

A previous study conducted by D'Souza and Kuntz (2023) examined the impact of reasonable accommodation appraisals on New Zealand managers' attitudes toward hiring persons with disabilities. The findings demonstrated that, regardless of whether they thought the organisation supported reasonable accommodations, managers' attitudes toward hiring persons with disabilities were positive when it was assumed that reasonable accommodations could be implemented easily, especially by offering job flexibility and supervisory support (D'Souza & Kuntz, 2023). Researchers further

argued that the most positive attitudes toward hiring persons with disabilities arise when managers view the implementation of reasonable accommodations as easy and the organisation as failing to provide reasonable accommodations, indicating a potential compensatory effect, even though the interactions between reasonable accommodation availability and implementation ease should be interpreted cautiously (D'Souza & Kuntz, 2023). According to D'Souza and Kuntz (2023), managers play a crucial role in various organisational processes that impact persons with disabilities. These processes range from recruitment practices to the implementation of reasonable accommodations. Furthermore, their attitudes towards persons with disabilities had a lasting impact on the inclusion climate within the organisation (D'Souza & Kuntz, 2023).

Researchers have found that employment decisions that impact persons with disabilities are influenced by managers' cost-effectiveness assessments of reasonable accommodations (Suresh & Dyaram, 2022). The study by D'Souza and Kuntz (2023) also listed reasonable accommodations that managers led (such as support and flexibility) and those that the organisation offered (such as information and environment adaptations). It concluded that managers' attitudes toward hiring persons with disabilities were largely influenced by their perceptions of manager-led reasonable accommodations. D'Souza and Kuntz (2023) stated that managers are less likely to perceive persons with disabilities as potentially disrupting team functioning or undermining performance when confident in their ability to manage persons with disabilities and can recognise the benefits of devoting time and expertise to support these employees (i.e., when persons with disabilities have not deemed a threat to existing resources) (Bonaccio, et al. 2020). D'Souza and Kuntz (2023) also showed that managers are more likely to view the contributions that employees with disabilities make to team dynamics and overall performance favourably if aware of the need to provide reasonable accommodations for them and know when to do so.

Another previous study by Cruz (2023) examined Human Resource Management (HRM) practices on inclusive employment in selected non-governmental organisations for persons with disabilities in the Philippines. Furthermore, it described and examined HRM on inclusive employment such as compensation where it was found that employees were enormously satisfied in terms of the HR practices related to

compensation of persons with disabilities in the workplace; recruitment and selection where it was found that persons with disabilities were tremendously satisfied with the HR practices or policies related to persons with disabilities recruitment and selection; training and development where it was revealed that HR officials in Non-Governmental Organisations (NGOs) decided that their training practices were well-suited and inclusive enough for persons with disabilities; and lastly with health and safety in the workplace, the HR officials in NGOs observed that persons with disabilities in their workplace were well taken care of in terms of their health and safety. Moreover, the study examined the relationship between HRM and inclusive employment for persons with disabilities in the selected Non-Government Organisations in the Philippines. Therefore, it was revealed that there was a meaningful relationship between HRM practices and inclusive employment for persons with disabilities.

Additionally, previous researchers Zulmi, Prabandari, and Sudiro (2021) revealed that management practices for persons with disabilities have been carried out inclusively by following disability inclusion principles at their workplace. Furthermore, policies and laws leading the management of persons with disabilities were compliant with the relevant laws applicable therewith. Acceptance and support, communication, flexibility, work-family culture, workload, and workplace physical circumstances were all factors that implicated the management of persons with disabilities. Therefore, their workplace's inclusive HRM practices had a positive impact on both employees and their organisation (Zulmi, Prabandari, & Sudiro, 2021). This shows that having HR practices or policies that are inclusive will make persons with disabilities feel accommodated; thus, they will work towards achieving the company's goal.

The study further revealed that HRM practices offered wide employment opportunities for persons with disabilities amongst the selected non-governmental organisations in the Philippines. Persons with disabilities were compensated equally based on the nature and accomplishments of their work (Cruz, 2023). Hence, persons with disabilities were selected and recruited based on their potential and skills while emphasising the prevailing policies on inclusivity and equal work opportunities; thus, NGOs provided efficient training and developmental programmes towards the professional development of persons with disabilities as employees. Furthermore, HR officials implemented policies and regulations that keep and safeguard the health and

safety status of persons with disabilities. In addition, productivity was seen as the most advantageous aspect in the performance of persons with disabilities' work while workplace adjustment became the most disadvantageous aspect encountered by HR officials to their employees with disabilities (Cruz, 2023).

2.5.1.2 The Development and Implementation of Policies

Previous studies have demonstrated how policies are developed and implemented for persons with disabilities in the public and private sectors in South Africa. Majola and Dhunpath (2016) revealed that there has been a slow growth of “workplace-specific” disability employment policies, which has challenged the employment of persons with disabilities worldwide. This is because the focus has been on developing legislation to overcome barriers and the implementation of national disability policies without making sure that workplaces formulate such policies. It was also noted that government departments have created or reviewed employment policies that benefit persons with disabilities. It is also important to find out if these policies were created or reviewed with consideration for the Disability Code (Republic of South Africa, 2002) and the Technical Assistance Manual (Republic of South Africa, 2005) in mind. It was also discovered that very little had been done in terms of evaluating and/or creating disability employment policies, even though HR policies were in place, and some were being developed. Consequently, it was discovered that KwaZulu-Natal's provincial departments had not put policies in place that are especially for persons with disabilities. So, this shows that there is still a gap regarding disability policies in government departments.

Govender, Govender, and Naidoo (2021) further conducted a study to better explain disability management policies, procedures, and programmes of employees following impairment and disability in a public-private healthcare facility in South Africa. The researchers further argued that despite the existence of numerous reasonable accommodation policies and return-to-work policies in South Africa, there is a lack of implementation and monitoring of these policies within the healthcare setting. Thus, an integrated disability management policy and programme encompassing health prevention, early return to work strategies, vocational rehabilitation, and the implementation of reasonable accommodation is required to ensure that employees who have acquired disabilities or ill health are successful in the workplace. Govender,

Govender, and Naidoo (2021) further noted that there is a lack of formal policies and procedures as well as proper assistive devices to support employees with disabilities or those with ill-health. Barriers include poor adherence to occupational health and disability management policies with informal referral processes. Therefore, this implies that HRM officials and other crucial stakeholders should provide unlimited attention to the issue of developing and implementing policies to support and accommodate the work of persons with disabilities to such an extent that employees with disabilities become successful in the workplace. This is in line with the results of Govender, Govender, and Naidoo (2021) who stated that HR managers are responsible for developing organisational policies and providing advice or guidelines on labour issues, for the management of the employee with impairment or disability in the workplace.

Table 2.1: *Approved Plans and Policies for the Department of Social Development*

Policies	Clause/Section	Comment/Remark
i. Policy on Social Development Services to Persons with Disabilities	All chapters address persons with disabilities in general	Since well the policy addresses issues of persons with disabilities, programmes, devices, and other services should be accessible to persons with disabilities so that they can perform well in their roles and policies should reduce the barriers/challenges
ii. Determination and directive on leave of absence in the public sector	No clause/section for persons with disabilities	It applies to every employee in the department including persons with disabilities
iii. Section 1: Organisational Development and	No clause for persons with disabilities	It applies to the organisation as a whole and all employees,

	Job Evaluation Policy		especially when it comes to the issues of organisational processes and the roles of employees within the working environment.
iv.	Section 2: HRM Policy	No clause for persons with disabilities	It applies to all government departments in Limpopo province and all employees appointed in terms of the Public Service Act, 1994, as amended
v.	Recruitment, Selection, and Appointment Policy	No clause that specifically talks to persons with disabilities	It applies to all employees in the department, however, there should be a clause that talks about the selection and appointment of persons with disabilities, especially concerning promotions
vi.	HR plan	No clause for persons with disabilities	This plan is for the department to focus on growth and future plans
vii.	EE plan	Clause 2.16.2. (b) Ensure that EE targets are achieved in line with the approved EE plan, any deviations have to be accounted for. Clause 2.16.3. I coordinate the process (action plans on EE) to	This plan guides the department regarding recruiting, promoting, and retaining persons with disabilities at all occupational levels

		ensure that the department does achieve the set EE targets; (d) EE targets and plans should form part of the Department's recruitment strategy	
		Clause 2.16.4. (b) Determine EE targets for their components linked to the departmental EE plan	
viii.	Section 3: HRD Policy	No clause for persons with disabilities	The policy does not have a clause specifically for persons with disabilities, but it aims to equip all employees including persons with disabilities in the department with the required competencies to perform their responsibilities
ix.	Section 4: (Employee Health and Wellness Policies) Health and Productivity Management Policy	No clause for persons with disabilities but considers all employees who are faced with health issues	The policy applies to all employees to promote health interventions to reduce inequality in the working environment
x.	Safety, Health, Environment, Risk, and Quality Management Policy	No clause for persons with disabilities	Since the current study found that there is a lack of facilities for other persons with disabilities, the department should focus

			on providing them with proper facilities and ensuring that the working conditions concerning promotional posts accommodate persons with different disabilities
xi.	HIV and STIs (Sexually Transmitted Infections) Management Policy	No clause for persons with disabilities	It applies to all infected and affected employees in the department
xii.	Social Club Policy	No clause for persons with disabilities	It applies to all employees working in the department that they should participate in the social club activities implemented by the government
xiii.	Smoking Policy	No clause for persons with disabilities	This policy applies to all employees within the department; therefore, all employees should comply with this policy and the officials should not discriminate against smokers when it comes to promotional posts but offer them support services

xiv.	Wellness Management Policy	No clause for persons with disabilities	This applies to all employees within the department so that they can receive much-needed support when it comes to their work and life issues
xv.	Section 5: Labour Relations Policy	Clause 5.9.2.4. Skills development: The provincial government needs to develop the skills of employees and improve the employment prospects of persons with disabilities through unfair discrimination	This policy focuses on managing labour relations matters of all employees and employers within the department

Source: Department of Social Development (Human Resource Management), 2024

The Policy on Social Development Services to Persons with Disabilities was incorporated to ensure that responsive and integral social development services are timeously accessible to persons with disabilities for their needs to be met and their rights to be fulfilled (Republic of South Africa, 2023a). The Determination and directive on leave of absence policy in the public sector was incorporated to outline various types of leave available for all employees in the Department of Social Development. The Organisational Development and Job Evaluation Policy (**Section 1**) was incorporated to ensure that the department develops the workplace into an adaptive, effective, and accommodative environment where there is fairness when it comes to the roles of employees and compensations.

Section 2 is the HRM Policy together with the Recruitment, Selection, and Appointment Policy; HR plan; and the EE plan. The Recruitment, Selection, and Appointment Policy was incorporated to ensure that there is a systematic, fair, and transparent process for hiring new employees. There is a proper selection of relevant candidates when it comes to issues of promotions (Republic of South Africa, 2023a). The HR plan was included to enable the department to meet the HR needs resulting from the

strategic plan, whereas the EE plan was incorporated to ensure that EE targets are achieved in the department. From **Section 3**, the HRD Policy was incorporated to manage the education, training, and development (ETD) of employees and unemployed youth in the Limpopo Provincial Administration. Since well the HRD Policy says “employees should identify their training needs”, the department should focus on introducing enough training programmes for persons with disabilities so that they can develop skills to such an extent that they meet the requirements of promotional posts (Republic of South Africa, 2023a).

Section 4 comprises Employee Health and Wellness policies that are incorporated within the Department of Social Development (Republic of South Africa, 2021c). Thus, the Health and Productivity Management Policy was incorporated to support the health and productivity management of all employees who have occupational injuries, diseases, and incapacity due to ill health to promote and educate them on occupational health and other health risks in the workplace. The Safety, Health, Environment, Risk, and Quality Management Policy was incorporated to ensure that the working conditions of all employees are safe and healthy according to the Occupational Health and Safety Act, 1993 (No. 85 of 1993). The HIV and STI Management Policy was incorporated to guide the department in terms of implementing programmes in the workplace as part of the overall health and wellness initiatives. However, although persons with disabilities may be having health issues such as HIV, STIs, and tuberculosis, employees should also have access to promotional posts. The departments should ensure that before promoting a particular person to another level, there are preventive and therapeutic services to support those employees (Republic of South Africa, 2021c).

Furthermore, the Social Club Policy was incorporated to ensure that employees work in a transformed and conducive working environment that organises the social part of an employee’s life (Republic of South Africa, 2021c). The Smoking Policy was incorporated to promote a safe, healthy, and productive working environment for all smoking and non-smoking employees including visitors to the premises of the department concerning the Tobacco Products Control Act, 1993 (Act No. 83 of 1993) and Occupational Health and Safety (Act No. 85 of 1993). The Wellness Management Policy was incorporated to create and maintain a healthy and supportive working

environment to enhance delivery and quality of life for all employees in the department (Republic of South Africa, 2021c). The officials of the department should ensure that there are programmes to support the work and life of all employees within the departments. Moreover, the department should ensure that the knowledge levels of employees are strengthened so that they perform their duties to such an extent that they are ready for promotions without any disturbance in life. From **Section 5**, the Labour Relations Policy was incorporated to ensure consistency in decisions taken on labour relations matters and it will be reviewed after every 60 months (+ 5 years) or as when may be deemed necessary by the EEA. In conclusion, the OTP will coordinate, monitor, and evaluate the implementation of all approved HRM and HRD policies in the Department of social Development (Republic of South Africa, 2021c).

Table 2.2: *Approved Plans and Policies for the Department of Agriculture and Rural Development*

Policies	Clause/Section	Comment/Remark
i. Policy on the Rights of Persons with Disabilities	Every section covers persons with disabilities within the department	This policy should ensure that there is equal representation of persons with disabilities, especially when it comes to higher levels
ii. Skills Development Policy	No Clause for Persons with Disabilities	The policy applies to all permanent and contractual employees within the Department of Agriculture and Rural Development
iii. Recruitment, Selection, and Appointment Policy	Section 9; (9.10) says “no person may be unfairly discriminated, directly, or indirectly, in any	There should be fair procedures when it comes to the recruitment, selection, appointment,

	employment policy or and transfer with regard to practice, on one or more persons with disabilities grounds including race, gender disability, and so on”
iv. Fleet/ Transport Management Policy	Section 9.5 The needs of officials with disabilities: (i) the departments shall form a supportive environment for officials with disabilities in all provisions of this policy; (ii) on the approval of the Head of Department, the department shall install the necessary required equipment in the designated vehicle(s) to cater for persons with disabilities Section 9.10 Subsidised vehicles (Scheme A); 9.10.1; (v) Employees with disabilities shall give specifications and accessories to be added to the vehicles of their choice at the expense of the department The department is doing great when it comes to this policy because it ensures that persons with disabilities are reasonably accommodated in every departmental car, they want to use
v. Technical Assistance	In terms of Chapter 6 (6.3.6) of Training and It applies to employers, employees, trade unions,

Guidelines on the Employment of Persons with Disabilities		Career Development, and persons with training, facilities, work disabilities, however, organisation, etc. should persons with disabilities be accessible to persons should be reasonably with different kinds of accommodated disabilities
	vi. HR Plan	All sections apply to all This plan shows that the employees within the department is considering department including persons with disabilities designated groups (attend because every section to all employee relations covers them matters)
	vii. EE Plan	No clause for persons with This plan is very disabilities, it applies to all significant because it employees within the focuses more on removing department barriers that affect employees in the department while ensuring reasonable accommodation and adequate training for all employees

Source: Department of Agriculture and Rural Development (Human Resource Management), 2024

The Skills Development Policy was approved in 2018 to provide guidelines for training programmes that will transfer skills to all employees of the Limpopo Department of Agriculture and Rural Development in order to improve their skills and expertise in the global economy (Republic of South Africa, 2018c). It has been developed in line with the Skills Development Act, 1998 (Act No. 97 of 1998) as amended, Skill Development Levies (Act No.9 of 1998) Public Finance Management Act, 1999 (Act No.66 of 1999) as amended, South African Qualifications Authority Act, 1995 (Act No. 88 of 1995)

(SAQA), White Paper on Public Service Training and Education, 1996 and other legislation. Moreover, since well the department is responsible for developing a Workplace Skills Plan that is enforced by the training needs identified by employees, the department should focus more on skills development training and educational training so to prepare persons with disabilities to be qualified to meet the requirements of promotional posts. The Recruitment, Selection, and Appointment Policy was incorporated to provide a framework within DARD for recruitment, selection, and filling of vacant posts, with the key aim of reaching the vast pool of potential applicants such as persons with disabilities who will deliver on the mandate of the department. The department should focus on attracting and retaining competent and suitable qualified persons with disabilities and promote them based on the essential requirements of the promotional post.

The Policy on the Rights of Persons with Disabilities was incorporated to promote inclusion and participation and when it comes to the implementation of this policy, several stakeholders engaged such as the MEC, HOD, Executive management, and EW & SP. Therefore, Employee Wellness and Special Programmes are responsible for the timeous review, circulation, advocacy, and availability and feedback regarding this policy. The Transport Management Policy was incorporated to address all matters regarding transport within the Limpopo Department of Agriculture and Rural Development (Republic of South Africa, 2023b). Additionally, it highlights the need to clarify the authorisation process for the use of departmental vehicles, the requirements for officials with disabilities, and the necessity to replace the vehicles (Republic of South Africa, 2023b). It applies to all officials within the departments who qualify due to the nature of their work.

In addition, the Technical Assistance Guidelines on the Employment of Persons with Disabilities was incorporated for every worker in the department to understand their rights and responsibilities under the Act and the Code. The HR plan was incorporated to identify priorities and strategies that will inform the activities and operational plans of all HR components within the departments (Republic of South Africa, 2023c). It was also incorporated to ensure that the department is complying and that it has the right people at the right place and time. The plan further aims to strengthen the implementation of the Scarce Skills Retention Policy. The EE plan was also

incorporated to address the past imbalances. It further provides a framework for the recruitment of staff from historically disadvantaged backgrounds as well as numerical targets for the achievements of representativity within the department (Republic of South Africa, 2023c).

The 2% of persons with disabilities at required Cabinet Resolution was not achieved at SMS (Republic of South Africa, 2023c). Therefore, this shows that persons with disabilities are still stuck on lower levels without getting promoted to higher levels. The plan further stated that “although the department has achieved 41 employees, which constitute 2.2% of persons with disabilities, most are due for retirement”. Appropriate measures to achieve the revised persons with disabilities’ target of 4% have been put in place. Thus, the recruitment Ring-fencing plan was approved and implemented to address the under-representation in employment equity (Republic of South Africa, 2023c). In conclusion, the HR and EE plans were incorporated to recruit candidates from designated groups such as persons with disabilities. The representation of employees with disabilities should exist at the SMS level within the department.

2.5.1.3 South African Policies that support Persons with Disabilities

Office of The Premier

According to the annual report of 2022/2023 of the Office of the Premier, when it comes to progress, all departments (11) are generally complying with government policies and frameworks. However, there are pockets of non-compliance. On the other hand, they all complied with the strategies of the six targeted groups (Republic of South Africa, 2024a). Moreover, five departments maintained their 2% employment of persons with disabilities at the SMS level: OTP, DSD, Sport, Arts and Culture, LEDET, Transport and Community Safety (2021/2022). In terms of the status of other departments in the Limpopo province regarding the employment of persons with disabilities, four departments; OTP, DSD, DARD, and Department of Sports, Arts & Culture comply with the 2% Employment Equity targets at all levels for persons with disabilities. Other departments performance in terms of employment equity target are as follows: LEDET (1.5%), LPT (1.6%), DPWRI (1.8%), DTCS (1.1%), CoGHSTA (0.8%), DoH (0.3%), and DoE (0.2%).

Moreover, the Limpopo province is struggling to achieve equity targets concerning the number of persons with disabilities within both the 1-12 and SMS ranks at 0.5 percent and 1.3 percent respectively. There are no promotions for the period of 01 April 2022 to 31 March 2023 at OTP for employees with disabilities. In terms of skills development, one employee with disability got the opportunity from OTP (Republic of South Africa, 2024a). In addition, the Department of Women, Youth, and Persons with Disabilities stated that the employment equity and work opportunity targets for persons with disabilities should increase to at least 7%, in line with the proportional representativity of the South African population. However, it was not yet achieved in 2023 and the government continued to use the 2% employment target for persons with disabilities.

In terms of the White Paper on the Rights of Persons with Disabilities from the OTP, persons with disabilities have to be involved in conceptualising, developing, implementing, and monitoring economic development policies and programmes (Republic of South Africa, 2015e). The WPRPD was incorporated over a while in consultation with organisations of and for persons with disabilities, government departments, municipalities, public entities, the private sector, and civil society at large, as well as the South African Human Rights Commission (SAHRC). Moreover, the Organisations of and for persons with disabilities play a central role in advancing the implementation, as well as monitoring of the WPRPD. It was further stated that the Research and academic institutions have to ensure that they advance the rights of persons with disabilities in general, and implementation of the WPRPD by mainstreaming disability throughout their research work and academic courses (Republic of South Africa, 2015e). With the upper level of percentage for employment, the DPSA policy states 2% while the WPRPD states 7%. However, all departments still adhere to DPSA policy and not to the WPRPD.

With the Policy on Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Service, the Department of Health and Education does not meet PRAAD when it comes to assistive devices. The Department of Education complies with assistive devices for learners in education. Nine departments comply with assistive devices. However, based on the findings of the current study, persons with disabilities are faced with issues of assistive devices as a barrier inkling lack of

facilities. Moreover, the policy will further be reviewed after five years (Republic of South Africa, 2014b).

While the Employment Equity Act, 1998 (Act No. 55 of 1998) seeks to address, amongst others, the issue of inclusion of people from previously disadvantaged backgrounds (blacks, women, and persons with disabilities), it also recognises the attendant need for their reasonable accommodation which includes the provision of assistive devices to employees with disabilities to fully enhance their participation in the workplace (Republic of South Africa, 2014b). This is an enabling Act, and the Codes of Good Practice are intended to provide the departments with the information that may assist them in implementing this Act, particularly Chapter III. Moreover, one of the issues that is likely to be the subject of Codes includes taking special measures concerning persons with disabilities including benefit schemes (Republic of South Africa, 1998c).

Department of Public Services and Administration

According to the annual report of 2022/2023 of DPSA, there are no promotions for the period of 01 April 2022 to 31 March 2023 for employees with disabilities (Republic of South Africa, 2024b). In terms of skills development, four employees with disabilities got the opportunity.

DPSA has the Job Access Strategic Framework on the Recruitment, Employment, and Retention of Persons with Disabilities in the Public Service. The Job Access Strategic Framework was incorporated to guide the departments in creating environments conducive for persons with disabilities as employees and clients of government services (Republic of South Africa, 2009b). It further focuses on recruitment, employment, retention, and skills development within the public service. It was further noted that reasonable accommodation measures should form part of the standard planning, budgeting, and implementation procedures in all departments. Moreover, the departments should develop, in consultation with all line function managers, a policy for budgeting for, planning for, and implementing reasonable accommodation measures (Republic of South Africa, 2009b). Departments should also take such necessary measures to ensure that there is easy access both to the built environment and to information at their disposal. This strategic framework further revealed that disability issues have not been taken forward due to inadequate resources and that

some policies, strategic and sector plans have not been taking or putting issues of disability first (Republic of South Africa, 2009b). Thus, there is a need for disability issues to be considered in all the activities, policies, or projects of departments.

Moreover, departmental projects need to include persons with disabilities. Departments should also ensure that their policies and strategic and sector plans have disability considerations. There is a need for strict compliance with HR practices and policies for the recruitment, selection, and retention of persons with disabilities (Republic of South Africa, 2009b). Workshops and training on the legal frameworks and mandates (nationally and globally) for Disability Focal points and departmental disability forums need to be developed. So, there is still a gap in the departments because based on the findings of the current study some persons with disabilities are not reasonably accommodated because of lack of proper facilities and assistive devices.

There is also the public service Job Access Implementation guidelines and plan on the Recruitment, Employment, and Retention of Persons with Disabilities. This generic Implementation plan is based on the Job Access Strategic Framework. It focuses on the critical features that should be undertaken in order to accomplish the activities and interventions that have been identified by the Job Access Strategic Framework (Republic of South Africa, 2009c). It further stated that “each department should prepare itself for the Implementation of the provisions of the Job Access strategy for the public service”. Furthermore, the departments need to establish the extent to which persons with disabilities are represented in the working environments (Republic of South Africa, 2009c). So, this means that persons with disabilities should also be represented when it comes to advancing to other levels. All departments should ensure that all forms of discrimination are prohibited in the working environment, including those that are based on disability. All forms of discrimination such as judging persons with disabilities’ conditions before appointing them to other levels should also be banned in order to reasonably accommodate everyone. The departments should also ensure that reasonable accommodation measures form part of the standard planning, budgeting, and implementation procedures of the organisation (Republic of South Africa, 2009c). The DPSA has (amongst others) monitored and provided feedback to government departments on the implementation of both the Gender Equality Strategic Framework for the Public Service (GESF) and the Job Access

Strategic Framework for the Public Service (JASF) for many years (Republic of South Africa, 2020b).

With the Policy on Reasonable Accommodation and Assistive Devices for employees with disabilities in the Public Service from DPSA, the departments are required to budget for reasonable accommodation and other measures for applicants and employees with disabilities, inclusive of the recruitment, appointment and retention processes (Republic of South Africa, 2015d). Departments shall report progress in line with the Job Access Strategic Framework on the Recruitment, Employment, and Retention of Persons with Disabilities in the Public Service on a six-monthly basis; and DPSA will monitor the implementation of this policy through an annual reporting process. This policy says that when it comes to an appointment, persons with disabilities can only commence with their duties when reasonable accommodation needs have been met, or the necessary assistive devices have been acquired and provided to them (Republic of South Africa, 2015d). Similar to the Job Access Strategic framework, this policy stated that “the departments shall ensure that the built environments where employees with disabilities work are accessible”. Moreover, there should be reasonable accommodation and the provision of assistive devices to empower persons with disabilities.

With the Determination of Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Service from DPSA, the strategic HR plan of every department should elaborate on reasonable accommodation measures (Republic of South Africa, 2015f). It has the same contents as the Policy on Reasonable Accommodation and Assistive Devices for employees with disabilities in the Public Service and it was incorporated to ensure that issues of disability are approached from a Human Rights perspective (Republic of South Africa, 2015f). The Determination was further implemented with effect from the 1st of April 2016 and should be read together with the Policy on Reasonable Accommodation and Assistive Devices for employees with disabilities in the Public Service. It is made in terms of **Section 3 (2)** of the Public Service Act (PSA), 1994 (Proclamation 103 of 1994), herein referred to as (the PSA). It applies to all employees appointed in terms of the PSA, departments, and government components, both nationally and provincially.

2.5.2 Developmental Programmes for Promotions of Persons with Disabilities

The section will start by discussing the developmental programmes that prepare persons with disabilities for advancement by previous researchers, and lastly, programmes to empower persons with disabilities, benefits, and their importance.

2.5.2.1 Developmental Programmes for the Advancement of Persons with Disabilities

Previous researchers Johnson, Ennis-Cole, and Bonhamgregory (2020) conducted a study on the workplace success strategies for employees with Autism Spectrum Disorder (ASD) to explore how HRD officials can help them succeed in the workplace by fostering skills development and creating a supportive work environment. The study found ways that HRD officials can foster skills development and promote a work environment that supports the success of employees with ASD. From the existing literature that the researchers Johnson, Ennis-Cole, and Bonhamgregory (2020) reviewed, four themes were identified as key HRD-related activities that, with the expertise of HRD officials, can improve employment readiness and retention levels of employees with ASD in the workplace. Johnson, Ennis-Cole, and Bonhamgregory (2020) further found that training and development, meaningful collaboration, mentoring and coaching, and organisational support factors help employees with ASD to transition and remain in the workforce.

Therefore, this shows that government departments should focus on coming up with similar interventions to support persons with disabilities in their careers. The National Skills Development Strategy of 2011 stated that “organisations need to offer skills development opportunities for employees with disabilities to accommodate them at all costs” (Republic of South Africa, 2011). Johnson, Ennis-Cole, and Bonhamgregory (2020) further revealed that HRD officials can influence and promote these pillars of support in the workplace. These factors play a vital part in improving the skills and knowledge of employees with Autism Spectrum Disorder to prepare them for promotions that are there in the workplace. The human capital theory argues that employees are the most valuable asset of an organisation and that investing in their education and training, fostering meaningful collaboration, providing mentoring and coaching, and creating a supportive organisational environment can enhance their

performance and satisfaction, as well as the organisation's competitiveness and sustainability (Becker, 1993, 2009; MacKenzie & Chiang, 2023).

Taking into consideration that programmes should be implemented in organisations, it was indicated that the collaborative multifaceted, and multidisciplinary network needed to facilitate the employment success of persons with ASD (Hedley et al., 2017), HRD officials can represent the workplace by serving as a channel between organisations and education systems. Therefore, this can provide support for career development pathways for employees with ASD (Johnson, Ennis-Cole, & Bonhamgregory, 2020). Moreover, researchers have shown that with the appropriate training interventions, adults with ASD can work effectively in different organisational settings (Hillier et al., 2007; Johnson, Ennis-Cole, & Bonhamgregory, 2020). The Skills Development Act of 1998 supports training and skills development interventions in the working environments (Republic of South Africa, 1998b). Thus, various types of training practices have been utilised to improve skills, competencies, and behaviours needed for the workplace (Hedley et al., 2017; Johnson, Ennis-Cole, & Bonhamgregory, 2020). Johnson, Ennis-Cole, and Bonhamgregory (2020) revealed that these specific types of training that help with obtaining employment can be transferred to the workplace for continuous improvement. HRD officials should introduce training and development initiatives in the workplace for persons with disabilities to ensure that the appropriate work skills are being nurtured. Hence, Becker (1993; 2009) cited in MacKenzie and Chiang (2023) argued that in terms of the human capital theory, training and education are the most crucial developmental initiatives in the workplace.

Additionally, both mentoring and coaching are often used to improve employee development and performance outcomes in the workplace as development interventions (Kim, Egan, & Moon, 2013; Johnson, Ennis-Cole, & Bonhamgregory, 2020). Johnson, Ennis-Cole, and Bonhamgregory (2020) further stated that with assistance from organisation representatives, HRD officials can drive successful mentoring and coaching initiatives for employees with ASD so that they can be prepared for promotions. Moreover, it was stated that many persons with ASD need organisational support to learn job tasks and to maintain employment (Van Laarhoven

et al., 2018). Therefore, this will support and prepare them to work independently and stand a chance to get promoted.

In addition, Pellicena, Ivern, Giné, and Múries (2020) conducted a study to understand the strategies of the organisations, organisational attitudes, and organisational supports that can assist persons with intellectual disabilities to access reasonable employment through vocational support. Thus, it was discovered that depending on how they are handled in the employment for persons with intellectual and developmental disabilities, job planning and scheduling, monitoring and follow-up, relationships and communication skills, worker attitudes and skills, and understanding of disability are factors that may act as facilitators or as problems. In addition, corporate social responsibility and the role of career coaches are openly shown as facilitators, and the lack of a period of change is shown as a problem. The same researchers further indicated that it is vital to pay attention to the fact that the same factor may behave as a facilitator or as an obstacle depending on how they are managed in the workplace (Pellicena et al., 2020). Due to this issue, organisations should make sure that they manage obstacles well for them to have a strong and effective workforce.

Moreover, the findings of Pellicena et al. (2020) also highlighted the importance of the quality of the relationship with the supervisor and colleagues for the success and maintenance of the job. Judging from the findings of the current study, supervisors should behave ethically with regard to rating the performance of persons with disabilities in government departments so that they can also get a chance to be promoted to other levels. Organisations need to provide employees with disabilities with supervisor support and co-worker mentor support so that they can feel valued. Pellicena et al. (2020) further revealed that these factors helped employees with intellectual disabilities to overcome barriers, improve their skills, integrate into the work team, and feel valued and motivated. The WPRPD of 2015 supports that some of the developed interventions in the workplace somehow remove the obstacles that prevent persons with disabilities from advancing (Republic of South Africa, 2015a). Therefore, organisations have to improve the skills of persons with disabilities so that they can work effectively and efficiently. Furthermore, McConnell (2023) argued that employees who demonstrate high levels of productivity, quality, and achievement in their work

may be more likely to be recognised and rewarded with promotional opportunities. The study concluded that persons with intellectual disabilities can achieve job placement in standardised work environments if they receive adequate support from their supervisors and co-worker mentors, and if the organisational culture is inclusive and respectful McConnell (2023).

2.5.2.2 Programmes to empower Persons with Disabilities, benefits, and their importance

In terms of programmes that empower persons with disabilities, Azhari, Syah, Falah, Handoko, Afifah, and Sucipto (2023) focused on strategies for empowering persons with disabilities to increase Technology-Based creativity; therefore, they revealed that persons with disabilities had several training and knowledge development programmes. Moreover, the training was more about sharing between members because they are considered efforts to increase individual competence regarding basic knowledge. Azhari et al. (2023) further revealed that members need development that is related to advances in computer technology, poster design, photo and video techniques, and social media marketing knowledge because knowledge is very crucial and can be carried out anywhere even for those who have special needs or disabilities (Azhari et al., 2023). The strategies to empower persons with disabilities included skills-based training and increased accessibility. Thus, the results showed a large positive impact. Moreover, the socialisation workshops and skills development assistance which are related to advances in computer technology in poster design, photo and video techniques as well as knowledge of social media marketing led to an increase in abilities and confidence. Furthermore, the improved accessibility of adaptive technologies significantly increased persons with disabilities' physical independence and mobility (Azhari et al., 2023).

Sumarjo et al. (2023) revealed that the government of Indonesia made efforts to increase the work productivity of persons with disabilities through the provision of various skills. Moreover, the government provided various kinds of programmes to empower persons with disabilities such as a program at the Rehabilitation Center for Persons with Physical Impairment where persons with disabilities are trained to have various skills. To further achieve high productivity, several factors support the formation of high productivity for persons with disabilities. These include supporting

factors such as education, skills, attitudes and work ethics, income level, social security, social level and work climate, motivation, nutrition and health, individual relations, technology, and production (Sumarjo et al., 2023).

In addition, empowering persons with disabilities is very crucial for maintaining their mental health because their participation in life will mentally form utility (Sumarjo et al., 2023). So, the provision of skills for persons with disabilities is the fulfilment of needs that are under need based on their potential and can be improved further towards independence. There is also a health massage development programme aimed at increasing the quality of life of persons with disabilities and eliminating the perceptions that people have of persons with disabilities. Hence, massage training for persons with disabilities is a small step but has a big meaning because it can make persons with disabilities to be more independent. Sumarjo et al. (2023) further reported that apart from that, providing skills training for persons with disabilities will increase their self-confidence and their role in social life. Moreover, apart from self-confidence, decision-making skills or accuracy when carrying out activities are also needed (Susanto et al., 2021).

Pillay, Saruchera, and Chivandire (2023) carried out a study to reflect on the effectiveness of various programmes that are being provided by Non-Governmental Organisations to empower persons with disabilities. Therefore, it was revealed that there are a lot of programmes implemented by NGOs to empower persons with disabilities in Zimbabwe. These programmes include educational programmes, socio-economic programmes, health programmes, and sports programmes. Pfeiffer, Sell, and Bevans (2020) also conducted a study to initially evaluate a public transportation training programme for persons with intellectual disabilities and developmental disabilities. Therefore, Pillay et al. (2023) found that persons with intellectual and developmental disabilities gained the competencies needed for independent travel on public transportation after participating in a comprehensive structured travel training programme. Moreover, before travel training, Persons with Intellectual Disabilities (with and without ASD) had fewer travel skills than those with ASD only. Although training led to notable improvements in travel skills for all persons with disabilities those with Intellectual Disabilities established the largest gains (Pfeiffer, Sell, & Bevans, 2020).

2.5.3 Barriers to Promotions Experienced by Persons with Disabilities

This section will first focus on the barriers to promotions for persons with disabilities, then lastly on the barriers to employment for persons with disabilities. This is to show that persons with disabilities not only face barriers to promotions but also barriers to employment.

2.5.3.1 Barriers to promotions for Persons with Disabilities

Researchers such as Gupta and Priyadarshi (2020) conducted a study to study the experiences of persons with disabilities and perceptions of challenges in their career development. The study introduced new themes based on the views and experiences of persons with disabilities, revealing the minds of professionally qualified persons with disabilities in the workplace in India. Gupta and Priyadarshi (2020) found that persons with disabilities are aware that when affirmative action is insufficient, it has a negative consequence as it leads to positive discrimination and therefore, affects their confidence and growth negatively. Gupta and Priyadarshi (2020) further showed that persons with disabilities are faced with career development challenges when they are consistently employed in professional occupations. Therefore, this shows that persons with disabilities are failing to progress in their careers because of these challenges; therefore, this leads to inconsideration in promotions. Moreover, the study expands the disability literature by exploring the barriers that persons with disabilities encounter when it comes to promotions, including those who are already employed in higher positions, and how barriers were overcome; thus, making the research question unique in its contribution to literature (Gupta & Priyadarshi, 2020).

Moreover, the study by Gupta and Priyadarshi (2020) focused on providing a new dimension to affirmative action issues even in public sectors because persons with disabilities have expressed a need for more than mere quotas for their career development rather than focusing on how successful persons with disabilities overcome the barriers to career development. The same researchers further revealed that even successful persons with disabilities have faced and still perceive challenges in career progression and hence, it was stated that affirmative action alone cannot serve the career development of persons with disabilities (Gupta & Priyadarshi, 2020). Therefore, this shows that policies should be modified, or new policies can be

introduced in the workplace to create an inclusive working environment and increase opportunities for persons with disabilities to reach their full potential.

Gupta and Priyadarshi (2020) further stated that persons with disabilities viewed the absence of inspirational platforms as a key issue that impedes their career development concerning their counterparts without disabilities. Additionally, persons with disabilities perceive inspirational platforms such as informal groups or role models as great motivators and express a desire to have stronger platforms through which their voices can be heard (Gupta & Priyadarshi, 2020). So, this implies that employees who are in leadership positions should act as role models to persons with disabilities in order to serve as inspiration that will assist or support them to get promotional opportunities.

Lindsay and Fuentes (2022) conducted a study aimed at understanding the experiences and impact of disability discrimination (ableism) among faculty and staff members. Therefore, it was found that faculty and staff members with disabilities are meaningfully underrepresented in academia and are affected by discrimination, social exclusion, and marginalisation. Lindsay and Fuentes (2022) reported that despite the existence of legislation to protect the rights of persons with disabilities, employees constantly experience ableism, social exclusion, unfavourable environments, and a lack of opportunities. This shows that persons with disabilities are still faced with barriers that prevent them from progressing in their careers as they remain underrepresented. In terms of the Employment Equity Act of 1998, there should be equity in the workplace, and all employees should be treated fairly and receive equal opportunities without being discriminated against because of their disabilities (Republic of South Africa, 1998a). Lindsay and Fuentes (2022) further revealed that faculty and staff members often found the decision to disclose difficult, with many choosing not to disclose for fear of job insecurity and discrimination. Moreover, a previous review of workplace disability disclosure processes showed that there are the following types of disclosure strategies: concealment strategies, full voluntary disclosure, and selective disclosure (Tomas, Ahmed, & Lindsay, 2022; Lindsay & Fuentes, 2022).

Additionally, Lindsay and Fuentes (2022) proposed that persons with disabilities in academia may feel uncomfortable disclosing and there is likely significant institutional

ableism that impacted their decision to disclose. This implies that persons with disabilities are being underestimated when disclosing disabilities; therefore, employees end up not getting considered for promotions. The critical disability theory states that persons with disabilities are being criticised in the working environments; instead of focusing on their abilities employers focus on their impairments; therefore, this shows that disability is a social construct (Hosking, 2008; Ziegler, 2020). Previous researchers revealed that fear of stigma and ableism is consistently one of the main reasons why people choose not to disclose (Allen & Carlson, 2003; Brohan et al. 2014; Lindsay, Cagliostro, & Carafa, 2018; Tomas, Ahmed, & Lindsay, 2022; and Lindsay & Fuentes, 2022). Therefore, it appears that academia, which is often described as having a hypercompetitive and toxic work environment, is likely influencing people's decisions to conceal their condition and not disclose it. Moreover, the findings of the study by Lindsay and Fuentes (2022) highlighted how faculty and staff with disabilities in academia experience a lack of workplace accommodations and encounter a difficult process for obtaining them.

Literature showed that being knowledgeable about the available supports and effective communication with employers can help facilitate disability disclosure (Lindsay, Cagliostro, & Carafa, 2018; Lindsay & Fuentes, 2022). Additionally, it was found that employees with disabilities who have accommodations remain at work and work accommodation can reduce disability employment gap (Chandola & Rouxel, 2021). This shows that organisations should encourage persons with disabilities to disclose their disabilities so that they can be reasonably accommodated through adjustments such as assistive devices for them to be able to perform certain tasks in the working environment. Lindsay and Fuentes (2022) highlighted the negative attitudes, including stigma, discrimination, exclusion, and macroaggressions, that persons with disabilities persistently encounter within academia. It was further indicated that workplace ableism often results from a lack of knowledge and experience in working with persons with disabilities (Lindsay et al., 2019; Lindsay & Fuentes, 2022). This is a serious barrier that prevents persons with disabilities from progressing in their careers because when they feel unwelcomed, confidence will be lost and end up failing in their careers. Such discomfort can lead to discriminatory attitudes and behaviours toward persons with disabilities and can be a barrier to successful workplace inclusion (Lindsay, Cagliostro, & Carafa, 2018; Lindsay et al.,

2019; and Lindsay & Fuentes, 2022). The study concluded by mentioning coping mechanisms and strategies to address academic ableism such as a flexible schedule, working remotely, having mentors and role models, and self-care. The Constitution of the Republic of South Africa of 1996 and PEDUDA of 2000 prohibits unfair discrimination on the grounds of disability and aims to remove obstacles when it comes to the employment of persons with disabilities; therefore, employees with disabilities should not be discriminated against because their type of disability because everyone is equal before the law (Republic of South Africa, 1996; Republic of South Africa, 2000).

Khupe, Ndlovu, Shava, Zulu, and Shonhiwa (2022) conducted a study to evaluate the factors affecting the progression of employees with disabilities to management positions at the National Association of Societies for the Care of the Handicapped (NASCOH) member organisations. Khupe et al. (2022) found that indeed there were few persons with disabilities in supervisory and management positions mainly due to discrimination, culture, prejudice, and to a lesser extent lack of appropriate training and education and poor corporate governance. A combination of exclusion, marginalisation, and prejudice was found to be major key factors that affect the progression of persons with disabilities to senior managerial positions in the NASCOH member organisations in Zimbabwe (Khupe et al., 2022). Researchers Khupe et al. (2022) further found that employees with disabilities were victims of discrimination. This shows that persons with disabilities are not reasonably accommodated in some organisations.

Moreover, previous researchers also argued that employees with disabilities mostly complain about the lack of advancement opportunities available (Wilson-Kovacs et.al, 2008; Khupe et al., 2022). Consequently, there are a lot of persons with disabilities who are well-educated and some with the requisite talents in certain fields but are denied opportunities to excel (Khupe et al., 2022). Thus, a lot of the positions to do with disability in the government now are all largely held by persons without disabilities, particularly the key decision-making and implementation posts. Khupe et al. (2022) further stated that suitably qualified persons with disabilities who have the potential for promotion are seen as threats to the so-called persons without disabilities and will

eventually be frustrated and leave the NASCOH member organisations. Moreover, during recruitment persons with disabilities are discriminated against deliberately.

Additionally, it was revealed that persons without disabilities do not want to be led by persons with disabilities; consequently, the superiority complex is also the major reason because some people still believe that their abilities are somehow better than others (Khupe et al., 2022). The Code of Good Practice on the Employment of Persons with Disabilities encourages all employers and employees without disabilities to respect and support the rights of persons with disabilities and be aware of their potential skills without judging their abilities (Republic of South Africa, 2015d). It was further revealed that the organisation never had persons with disabilities in a director position or director of finance and out of 103 employees, there are only 3 employees with disabilities. However, others remain in the same positions without getting promoted (Khupe et al., 2022). The study also found that the National Association of Societies for the Care of the Handicapped (NASCOH) member organisations have limited or, anyhow, do not have programmes to support the progression and improvement of persons with disabilities. The study further noted an absence of affirmative action for employees with disabilities; thus, very few persons with disabilities hold senior management positions in NASCOH member organisations and very few persons with disabilities get promoted to senior positions (Khupe et al., 2022).

2.5.3.2 Barriers to employment for Persons with Disabilities

According to Alajlan (2023, p. 2262), “the barriers to the employment of persons with disabilities are global issues and not limited to specific countries; thus, the International Labor Organisation (ILO) has exerted considerable effort in conducting research and discussing topics on employment for persons with disabilities”. A study conducted by Ebuenyi et al. (2019) in Kenya revealed that the employment experiences of persons with mental disabilities are influenced by various interrelated factors in their society. However, if the government can provide serious social support and affirmative action for persons with disabilities, this may improve their employment opportunities and quality of life leading them to be considered for promotional opportunities. Ebuenyi et al. (2019) revealed five major clusters of barriers to employment of persons with disabilities such as mental illness factors, social exclusion and stigma, work identity crisis, non-accommodative environment, and socioeconomic status. However, some

actors enabled employment such as self-awareness and acceptance, self-employment, provision of reasonable accommodation, improved health services, addressing discriminatory laws and practices, and social development programmes and support. Therefore, this shows that reasonable accommodation is crucial in the working environment for persons with disabilities to have confidence when it comes to their roles and stay motivated to work towards reaching the goals of the company. Moreover, psychiatric illness was found as a barrier to employment, while supportive family/friends were considered as crucial support factors for employment. Persons with disabilities believe that health statuses, work environments, concerns, and excessive protection from families have significant and influential roles in their employment in the private sector (Alajlan, 2023).

Moreover, Alajlan (2023) further found that employers have some concerns with hiring persons with multiple disabilities, low productivity, poor health conditions, overprotective families, and misuse of modern technologies. Therefore, this shows that employers are not willing to reasonably accommodate persons with disabilities. Hence, persons with disabilities indicated that they have limited satisfaction with the employment offered to them by the private sector. In particular, persons with disabilities believe that there are discriminatory practices favouring persons without disabilities in terms of private sector employment, with moderation in wages between the two groups. Furthermore, the study revealed that the private sector provides equal employment rights among employees in terms of employment empowerment, annual leave system, and health insurance (Alajlan, 2023).

Charles, Gie, and Musakuro (2023) conducted a study on barriers to the employability of persons with disabilities in the South African public service. The study found, among others, that there are conceptual, infrastructural, managerial, and organisational factors affecting the employability of persons with disabilities in mainstream public service. The study concluded that barriers to the socio-economic progression of persons with disabilities, including infrastructural and psychosocial factors, continue to prevail and cause the socio-economic marginalisation of persons with disabilities. Persons with disabilities encounter barriers in accessing vocational training programmes due to multiple factors (Morwane, 2023).

Moreover, the Job Access strategic framework from DPSA stated that “there is a need to maintain an inclusive, barrier-free work environment that is accessible to all and there should be respect when it comes to the right to privacy of persons with disabilities and confidentiality should always be maintained” (Republic of South Africa, 2009b). The Public Service ought to be mindful in the planning and designing of work-related events so that events and opportunities are accessible to all employees. Professional (e.g., lack of advancement, mentoring, and training opportunities) and psychological (e.g., issues related to balancing family/work expectations and sexual discrimination/harassment) barriers that affect the progress and well-being of employees in the workplace need to be eliminated. Therefore, the removal of these barriers will, ultimately, result in departments improving their service delivery levels (Republic of South Africa, 2009b).

2.5.4 Factors contributing to the successful promotions of Persons with Disabilities

Moore, Hankins, and Doughty (2020) conducted a study to investigate the factors that make employees with disabilities successful; therefore, the study indicated that employees with disabilities are just as successful as others, with one outstanding difference. Researchers further found that persons with disabilities often exhibit more loyalty and higher retention than their counterparts without disabilities. Findings showed that these successful persons with disabilities are characterised by personal motivation, performance, perseverance, adaptability, and willingness to help others (Moore, Hankins, & Doughty, 2020). Järleström, Brandt, and Rajala (2020) stated that social capital gives greater access to career-related information that can help individuals achieve their career goals.

Some researchers further reported that successful employees with disabilities showed the ability to overcome incredible personal issues and challenges they face in the working environments (Moore, Hankins, & Doughty, 2020). However, their characteristics are the same as the characteristics of successful employees without disabilities. Moore, Hankins, and Doughty (2020) further revealed that employees with disabilities have a strong work ethic and high personal drive and are proactive in getting help while being top performers. This shows that persons with disabilities need to focus on specific goals that they wish to achieve in their career lives to be successful

in the workplace. Moreover, these employees are required to be self-motivated by the nature of their job (Moore, Hankins, & Doughty, 2020).

Additionally, Samosh (2021) conducted a study that generates contributions to several pieces of literature, including research on stakeholder theory, leadership, careers, and disability and work. The study examined how leaders with disabilities advanced in their careers by using three categories of facilitators; namely, career self-management strategies, social networks, and organisational and societal factors. The study also explored the role of external networks such as family, friends, associates, and role models in supporting the leaders' career development. Consequently, it was discovered that in order to overcome barriers and advance their careers to leadership roles, persons with disabilities used three sets of facilitators, including social networks, career self-management techniques, and organisational and social factors. However, persons with disabilities in leadership positions emphasise external networks as facilitators for career progression (Samosh, 2021). Since the social capital theory proposed that social networks, relationships, and connections are the most key factors for employees to progress in the workplace, persons with disabilities can familiarise themselves with these factors so that they can get ideas, learn, and be in a better position to get promoted to positions they want to be.

Samosh (2021) further argued that external networks helped leaders with disabilities to develop their career self-management strategies and access core stakeholder positions. The researcher also indicated that external networks can be a source of emotional support, role modelling, and mentoring for persons with disabilities who aspire to leadership roles. Therefore, this shows that with external networks, persons with disabilities will be able to connect with professionals to get career advice and valuable information that will assist them in preparing themselves for promotions in the workplace. All three categories of facilitators are factors that can enable persons with disabilities to advance to leadership positions or get promoted and succeed as leaders in the workplace (Samosh, 2021). Therefore, persons with disabilities who are still faced with barriers that prevent them from getting promoted should learn from successful employees with disabilities as a way of developing career self-management strategies that will assist them in overcoming their barriers.

Gupta and Priyadarshi (2020) studied factors that contribute to the rise of successful employees with disabilities who can acquire professional qualifications and successfully reach senior executive positions and/or managerial positions. The study found that there are factors such as societal, family, organisational, and individual factors that contribute to the success of employees with disabilities. Therefore, Gupta and Prayadarshi (2020) focused on the subjective success criterion which heavily depends on contextual circumstances, to better understand the differences in the professional growth of persons with disabilities. Additionally, previous studies (Amin, Arshad, & Abdul Ghani, 2017; Ballout, 2009; Dai & Song, 2016; and Gupta & Prayadarshi, 2020) revealed that the factors of subjective career success had been recognised as individual, family, and organisation.

With the individual factor, Wang (2012) and Hildred et al. (2023) found that personal knowledge and skills played a major role in subjective career success. Dai and Song (2016, p. 240) and Öztürk and Yildirim (2024) pointed out that “personal human capital enhancement changes and expands the whole company’s knowledge and skills”. The individual factor comprises ability (Dai & Song, 2016), whereby individuals in the workplace should be able to work towards achieving their goals. Moreover, previous researchers pointed out that human capital, social capital, and psychological capital of employees were three abilities that were qualifications for jobs (Zhou et al., 2015; Dai & Song, 2016; Huang et al., 2021). Consequently, it was stated that employees have a wealth of social capital which contributes to improving the company’s social network; thus, helping the company obtain an extensive variety of resources. Dai and Song (2016) indicated that the corporate culture comprises intangible assets, while some parts consist of the psychological capital of employees. In addition, Abele and Wiese (2008) and Liang et al. (2022) argued that an important factor regarding the individual is the psychological factor.

Gupta and Priyadarshi (2020) further stated that there are past studies on organisational factors of subjective career success that mentioned two aspects; namely, organisational sponsorship and network behaviour. Thus, organisational sponsorship comprises mentoring, career guidance, parent relations, career support, and skill development opportunities (Dai & Song, 2016). It was further indicated that network behaviour comprises five parts; namely, social networking, maintaining

internal contact, engaging in the professional network, strengthening internal awareness, and participating in community activities (Forret & Dougherty, 2004; Dai & Song, 2016; Collins & Bilge, 2020). Social networking is significant to the careers of persons with disabilities, and this will have a positive effect on subjective career success.

However, Gupta and Priyadarshi (2020) expanded the framework and introduced two new dimensions of organisational factors for subjective career success; namely, a well-crafted capability-based career path and the role of inspirational platforms. However, previous researchers revealed that family factors play a crucial role when it comes to career success (Aryee & Luk, 1996; Ballout, 2009; Lyness & Judiesch, 2008; and Amin, Arshad, & Abdul Ghani, 2017). Furthermore, it was found that family support is the most important factor in career success after work experience, education, and personality (Yu, 2012; Amin, Arshad, & Abdul Ghani, 2017). This is not surprising given the fact that families are very supportive and provide emotional support for persons with disabilities; therefore, work and family cannot be separated from human life (Amin, Arshad, & Abdul Ghani, 2017). Dai and Song (2016) stated that the effects of family factors on subjective career success are an important area of interest. Moreover, they revealed that the family will effectively promote work which is helpful to the realisation of career success (Dai and Song, 2016). Accordingly, the promotion of family to work may be because the individual in the family wishes to obtain good emotional resources that can help them improve work performance; thus' staff would have more incentive to participate in the work (Dai & Song, 2016). Therefore, the performance will ultimately bring personal career goals or promotions (Dai & Song, 2016). In other words, improved performance of persons with disabilities will get them recognised; thus, leading them to managerial positions.

However, Simbaya et al. (2019) conducted a study aimed at gathering the life stories of successful persons with disabilities who achieved economic success and analysing factors that have led to their success. The researchers reported on the evidence of success among persons with sensory and physical impairments in Africa. Therefore, Simbaya et al. (2019) further argued that persons with disabilities were overcoming obstacles and making progress on their own in Africa, in the absence of government support. Simbaya et al. (2019) also further reported that many persons with disabilities

in developing countries have no choice but to rely on their resources in order to survive, let alone thrive.

Taking into consideration that there is insufficient literature regarding successful persons with disabilities in the workplace, most succeed through self-employment such as becoming entrepreneurs (Simbaya et al., 2019). Therefore, this shows that most persons with disabilities are not advancing when it comes to promotions in the workplace, most progress through self-employment. The study concluded that persons with disabilities can achieve economic success if they are given the right support and opportunities, and that investing in their education or training can be productive for both social justice and economic reasons. Therefore, it is imperative to support persons with disabilities by offering them access to opportunities that will help them advance in their careers. Article 27 of the UNCRPD declares that “employment opportunities and career advancement should be promoted in the workplace for persons with disabilities”.

2.6 CONCLUSION

This chapter has provided the background of key concepts of the study; namely, promotional opportunities and persons with disabilities. This included the concept and conceptualisation of promotional opportunities and persons with disabilities. However, the definitions varied across different authors and sources. Furthermore, various theories that could aid in comprehending the study’s variables were discussed, as well as models of persons with disabilities. The chapter further outlined the effects of employment promotion in organisations, the types and causes of disabilities, and the employment of persons with disabilities. Lastly, empirical results of previously conducted research on persons with disabilities in employment were discussed. Because of the previously mentioned empirical facts above, it became clear that persons with disabilities do not advance in their careers, only a few get promotions. Moreover, it was proved that most succeed through self-employment while others succeed through social networks and developmental programmes. Furthermore, when it comes to policies, most organisations are still failing to reasonably accommodate employees with disabilities in the working environment and they are also failing to include them in the employment policies. This is because managers often regard persons with disabilities as a financial burden while judging and undermining them to

such an extent that they do not consider their applications; thus, this leads to a working environment that is not disability inclusive. The following chapter discusses the methodology that was adopted in this study to achieve the research objectives.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented the literature review on promotional opportunities for persons with disabilities. This chapter describes the methodology used in this study. Subsequently, this section includes the research study site, the research philosophy, the research design, the research approach, the population of the study, the sampling method, data collection (data collection method, descriptive of research instrument, and data collection procedure), data analysis, reliability and validity, as well as ethical considerations. The research design selected can be explained as qualitative and exploratory with the use of primary data.

3.2 STUDY AREA

Selecting the study area is a critical aspect of conducting research (Dudovskiy, 2016). This section provides background information about the study area, specifically Polokwane, situated in the Limpopo province. Limpopo Province, South Africa's northernmost province, shares borders with Mozambique, Zimbabwe, and Botswana, positioning making it the perfect entrance to Africa (Republic of South Africa, 2023d). The province comprises five district municipalities; namely, Waterberg, Capricorn, Vhembe, Mopani, and Sekhukhune. Furthermore, Limpopo has the fifth largest population among South Africa's nine provinces (Statistics South Africa, 2016). The name Polokwane, derived from a Northern Sotho word meaning 'place of safety', refers to a hollow surrounded by an open grassland plain. The city was established on the farm Sterkloop in 1884 and was renamed from Pietersburg to Polokwane (Statistics South Africa, 2023).



Figure 3.1 Map of Limpopo Province's Post-1994 Demarcation of District Municipalities (Adapted from Research Gate, 2023)

The study was conducted in the two selected Departments, the Department of Social Development (DSD) and the Department of Agriculture and Rural Development (DARD). These departments are the Head Offices of all departments in Limpopo Province and are located in Polokwane which is South Africa's largest urban centre north of Gauteng (Republic of South Africa, 2023e). Therefore, Polokwane city was used as the area of the study, because is the largest city and the provincial capital of Limpopo province.

3.3 RESEARCH PHILOSOPHY

The section discusses research paradigm and research philosophy including their components. The research paradigm is connected to the research philosophy in a way that it assists researchers to form a research philosophy, which in turn informs researchers of the way to approach their studies (Rautenbach, 2023). Firstly, research paradigm refers to the overall perspective on how research is/should be conducted (Gannon et al., 2022, p. 2). So, there are three main components of research paradigm, namely; ontology, epistemology and methodology (Gannon et al., 2022, p. 2). Therefore, ontology is determined by how the researcher views reality and is primarily concerned with understanding the core question of 'what is real?' (Denzin & Lincoln, 2000; Gannon et al., 2022, p. 3). This shows that research ontology is focused on what exists in the real world. Whereas epistemology focuses more on shaping the

research design, influencing how researchers explore reality, truth, and human nature, and knowledge creation is determined in part by the researcher-subject interface (Gioia, Corley & Hamilton, 2013; Gannon et al., 2022, p. 2). Thus, this means that epistemology is all about understanding the knowledge. Lastly, methodology is all about the techniques used to undertake scholarly inquiry (Gannon et al., 2022, p. 2). Accordingly, this implies that methodology allows researchers to use various techniques in order to conduct research.

In addition, research philosophy refers to a process that provides theories about the nature of the reality that is being investigated in research (ontology) and about how knowledge of this reality is produced and justified (epistemology) (Mauthner, 2022, p. 76). Gannon et al. (2022, p. 1) argued that understanding research philosophy is important to address research problems differently rather than repeating already existing ideas and approaches. Hence, the underpinning research philosophy adopted for any research project inherently shapes the methodological approach, data collection methods adopted, and analysis techniques deployed (Gannon, 2022). Research philosophy is an important element as it is useful in determining which research design is going to apply and why (Easterby-Smith, Thorpe, 1999; Al-Ababneh, 2020). Furthermore, there are four main components of research philosophy based on researchers' views about the research process; namely, positivism, interpretivism, realism, and pragmatism (Saunders et al., 2009; Al-Ababneh, 2020).

3.3.1 Positivism

Firstly, positivism assures unambiguous and accurate knowledge of the world, referred to as something that is given (Saunders et al., 2009; Al-Ababneh, 2020). It is further interested in the development of a comprehensive society that applies the scientific method to the study of society and human beings for their benefit. Positive science is based on direct experience, not speculation (Saunders et al., 2009; Al-Ababneh, 2020). Thus, knowledge in this science is grounded firmly and exclusively in something that is posited, and it does not arrive at speculatively. Hence, positive science (or positivists) is defined as what is posited or given in direct experience is what is observed in scientific methods. Consequently, positivism supposes that researchers objectively analyse and interpret collected data (Saunders et al., 2009; Al-Ababneh, 2020).

3.3.2 Interpretivism

Interpretivism also known as phenomenology, is another theoretical perspective that emerged in contradistinction to positivism to understand and explain human and social reality (Saunders et al., 2009; Al-Ababneh, 2020). The interpretive approach looks for culturally derived and historically situated interpretations of the social life world. This methodology is not an appropriate method for generalisation due to the changing state of business organisation and various interpretations by people as well as the complexity and uniqueness of the world (Saunders et al., 2009; Al-Ababneh, 2020). This shows that interpretivism focuses more on exploring the experiences rather than simply observing facts.

3.3.3 Realism

Realism is another research philosophy related to scientific enquiry (Saunders et al., 2009; Al-Ababneh, 2020). This implies that it focuses on evidence-based investigations in order to address research questions. Thus, it is based on the belief that reality exists in the world, and this reality is independent of human thoughts and beliefs (Saunders et al., 2009; Al-Ababneh, 2020). Moreover, realism is one type of epistemology, and therefore it is similar to positivism that assumes a scientific approach to develop knowledge (Saunders et al., 2009; Al-Ababneh, 2020).

3.3.4 Pragmatism

Pragmatism declares that reality exists in the world, and it supports the objective nature of science (Saunders et al., 2009; Al-Ababneh, 2020). As well this philosophy also assumes that individuality may impact how people perceive the world, and therefore research is subjective (Saunders et al., 2009; Al-Ababneh, 2020). The view of this philosophy brings multiple explanations and interpretations for science (Saunders et al., 2009; Al-Ababneh, 2020). This shows that this philosophy deals with research problems practically by investigating reality.

Therefore, the main purpose was to understand the research respondents' experiences, perspectives, and interpretations relating to the phenomenon being studied. Therefore positivism, realism, and pragmatism were not appropriate for this study because they would not have enabled the researcher to explore the

respondents' experiences with regard to promotional opportunities for persons with disabilities. Thus, interpretivism applies to this study because it focuses on small samples, and in-depth investigations, and is qualitative.

In addition, it is necessary to match research philosophies and research approaches. Thus, there are two common approaches in research; namely, deductive approach and inductive approach. The deductive approach is used when the research is more focused on developing a theory and hypotheses and designs a research strategy to test hypotheses (Saunders et al., 2009; Al-Ababneh, 2020). Whereas the inductive approach is mainly used when collecting data and developing a theory as a finding of the data analysis (Saunders et al., 2006; Al-Ababneh, 2020). Moreover, an inductive approach involves allowing the data to determine your themes while a deductive approach involves coming to the data with some preconceived themes you expect to find reflected there, based on theory or existing knowledge (Caulfield, 2023). Therefore, the deductive approach relates more to the positivist philosophy and the inductive approach to the interpretivist philosophy. Hence, the study adopted an inductive approach because it involves working exclusively from the respondents' experiences same as the interpretivist philosophy.

3.4 RESEARCH DESIGN

Research design is a strategy for resolving a research problem and offering the general framework for the processes, data gathering, and data analysis (Leedy & Ormrod, 2010; 2020). There are various types of research designs for qualitative and quantitative research approaches. Therefore, examples of research designs for quantitative research approach comprise correlational, experimental research, quasi-experimental, and descriptive research (McCombes, 2024). Correlational and descriptive research designs involve measuring and testing whether and/or how strongly variables are related without influencing them, while experimental and quasi-experimental research allows researchers to test cause-and-effect relationships (McCombes, 2024).

Moreover, qualitative research comprises grounded theory, ethnography, action research, phenomenological research, and narrative research (Bhandari, 2024). So, with grounded theory, researchers collect rich data on a topic of interest and develop

theories inductively; whereas with ethnography researchers immerse themselves in groups or organisations to understand their cultures (Bhandari, 2024). Moreover, action research involves researchers and participants collaboratively linking theory to practice to drive social change while phenomenological focuses more on investigating a phenomenon or event by describing and interpreting participants' lived experiences (Bhandari, 2024). Lastly, narrative research is all about examining how stories are told to understand how participants perceive and make sense of their experiences (Bhandari, 2024).

Therefore, the study adopted phenomenological research because it aims to investigate the phenomenon or problem through the lived experiences of individuals (Bhandari, 2024). Moreover, the study is also exploratory in nature because it investigated research questions that have not previously been studied in depth (George, 2023a). According to Babbie (2007, p. 88; 2020), researchers can perform an exploratory study for three reasons: firstly, "to satisfy their curiosity and desire for a better understanding of the phenomenon". Secondly, "to determine the possibility of conducting a larger study", and finally, "to develop the methods to be used in any subsequent study". Thus, exploratory research is a methodology design that investigates research questions that have not previously been studied (George, 2023a). Exploratory research is often qualitative and primary; therefore, this study is primary in nature. Primary research is any original data that researchers collect themselves to answer their research questions, for example, through surveys, observations, and experiments (George, 2023a). An exploratory design was used to explore promotional opportunities for persons with disabilities in the selected Limpopo provincial departments. An exploratory study is very crucial because it can serve as a great guide for future research (George, 2023a).

3.5 RESEARCH APPROACH

Research approaches are the methodical and structured ways that researchers can utilise to conduct research, and they have different underlying logics and methodologies of inquiry (Muhammad, 2024). Thus, there are two major forms of research approaches: quantitative and qualitative (Creswell, 2009; Al-Saadi, 2014; and Creswell, 2018). Both approaches can offer insights into problems, patterns, and concepts; allowing researchers to make more educated decisions (Andrew, 2023).

Additionally, both are crucial for gaining different kinds of knowledge (Streefkerk, 2023). Therefore, the quantitative research approach focuses on verifying objective ideas by examining correlations between variables in a way that numerical data is collected and analysed statistically (Creswell, 2009; 2018). The quantitative research approach is used to examine theories by deductively building from general to specific themes (Bryman, 2008; 2016; Grønmo, 2019). This implies that the quantitative research approach allows researchers to test if the theories explored are valid to get more knowledge and understanding of the societal world.

Alternatively, qualitative research entails exploring individuals in their natural social circumstances to explore and comprehend the various interpretations that they attribute to social or human problems (Creswell, 2007; 2019). Wyse (2011) and Dehalwar and Sharma (2024) agreed that qualitative research design provides numerous methods that might be used as exploratory studies for management questions. They are often used to gain an understanding of underlying reasons, opinions, and emotions. Since the researcher's goal was to learn more about the experiences and ideas of the research respondents, the qualitative method is more suitable in this instance than the quantitative method. The researcher was able to grasp the research respondents' experiences by asking questions because of the qualitative research method.

Therefore, a qualitative research design was chosen appropriate for this study because the study's goal was to explore promotional opportunities for persons with disabilities in the workplace; it gives a thorough grasp of the research question. Creswell (2007, p. 18; 2019) further stated that "qualitative research allows researchers to comprehend phenomena within contexts because they conduct their studies in the 'field', where the respondents live or work," which Kivunja and Kuyini (2017) and Khatri (2020) refer to as "naturalist methodology". It is crucial to approach the problem of accommodating employees with disabilities in the workplace in a qualitative manner. Hence, in this study, a qualitative research method was used to obtain in-depth information from the perspectives of persons with disabilities and HRM officials.

3.6 POPULATION OF THE STUDY

A population in research is defined as the “universe of units from which a sample is to be drawn” (Bryman, 2012, p. 548; 2016). According to Steyn (2008, p. 23) and Satishprakash (2020, p. 2), “a population comprises the total collection of all the elements or units of analysis (members of a population) about which a researcher aims to reach distinct conclusions”. In this study, the population consisted of all permanent employees (including persons with disabilities and HRM officials) from the two selected departments in Limpopo Province, South Africa regardless of their occupation and status. However, it should be noted that persons with disabilities do not form part of HR. The rationale for selecting these two Limpopo provincial departments is that they both focus on empowerment within their respective fields (including empowering persons with disabilities). There are approximately 11 departments that constitute the provincial government administration and are fully responsible for enforcing laws and providing services to the people of Limpopo in its entirety (Republic of South Africa, 2023e). Thus, the total size of the population is 3501 (N=3501).

In addition, the target population refers to a specific subset or segment within the larger population that is the primary focus of a study, intervention, or marketing strategy (Banerjee and Chaudhury, 20120; Willie, 2023). It further represents a narrower group of individuals who possess specific characteristics or meet certain criteria (Bhandari, 2023a; Willie, 2023). The two Limpopo provincial departments have an estimated number of 1157 permanent employees with disabilities and HRM officials, both males and females of all ethnicities. It should be noted that the Department of Social Development (Head Office) operates with different divisions in Polokwane, the researcher focused on the following divisions that are operating under the Department of Social Development; Capricorn District, Polokwane Welfare, One Stop Centre, and VEP Centre. Hence, only full-time (permanent) employees with disabilities and HRM officials were considered part of the study population. The rationale for choosing only permanent employees was that they are in a better position to answer the most important questions of the study as they have been there, and they are well aware of the experiences they encounter in the working environment.

Table 3.1: *Total Population of Employees with Disabilities and HRM Officials*

Departments	Total Population of Permanent Persons with Disabilities	Total Population of Permanent Officials	Total HRM
Department of Social Development	61	506	567
Department of Agriculture and Rural Development	45	545	590
Total	106	1051	1157

Table 3.1 depicts the total workforce as of the 31st of March 2024, Department of Social Development and Department of Agriculture and Rural Development (*Source: Human Resource Management*)

3.6.1 Inclusion and Exclusion Criteria

Inclusion criteria comprise the characteristics or attributes that prospective research participants should have in order to be included in the study while exclusion criteria comprise characteristics used to identify potential research participants who should not be included in a study (Nikolopoulou, 2023). Inclusion and exclusion criteria determine which members of the target population can or cannot participate in a research study (Nikolopoulou, 2023). Thus, for the purpose of this study persons with disabilities and high-profile respondents like HRM, HRD, and Labour Relations officers were believed to have more information about the employment and promotional policies and the developmental programmes of the organisation. Moreover, an officer under Diversity Management was included because they create a more inclusive workplace where everyone including persons with disabilities could contribute and succeed.

3.7 SAMPLING METHOD

The sampling method is the process of choosing a small number of individuals from an extensive group or population (Friesen, 2010; Walliman, 2011; Spolarich, 2023). There are two research sampling methods; namely, probability sampling and non-probability sampling (Alvi, 2016; Spolarich, 2023). Probability sampling involves random selection and allows for strong statistical inferences about the entire group (McCombes, 2023). Thus, there are four main types of probability sampling; namely, simple random sampling, systematic sampling, stratified sampling, and cluster sampling. Moreover, non-probability sampling involves non-random selection based on convenience or other criteria and makes data collection easy (McCombes, 2023). Therefore, types of non-probability sampling include convenience sampling, purposive sampling, snowball sampling, quota sampling, and voluntary response sampling. However, this study focuses on non-probability sampling because this technique is more applicable in qualitative research. Creswell (2012; 2019) stated that the study's sampling technique depends on the study's research problem and questions.

For this study, purposive sampling as a method of the non-probability sampling technique was used to obtain the sample since the aim of the study was to explore promotional opportunities for persons with disabilities in the selected Limpopo provincial departments, in South Africa. Palinkas et al. (2015) and Andrade (2021) stated that purposive sampling refers to the idea that participants are deliberately selected based on specific characteristics. The sample for purposive sampling consisted of persons with disabilities who have experienced difficulties when it comes to promotional opportunities, either as victims or bystanders. Additionally, HRM officials in order to explore the way the departments create job opportunities and promotions for persons with disabilities.

After seeking permission to conduct the study in the area and also after explaining the details of the study to the respondents in the Department of Social Development and the Department of Agriculture and Rural Development; the researcher purposefully selected 9 employees with disabilities out of 106 and 8 HRM officials out of 1051 from both departments. Therefore, this makes a total sample size of 17. Moreover, the main reason for the researcher to conduct a study in both departments was to get consent from all the research respondents and one-on-one interviews were used to collect

data. This assisted the researcher in collecting relevant information for the study. According to Mabasa (2021, p. 84), “the number of participants is usually smaller in qualitative research than in quantitative research because qualitative research has got nothing to do with the generalisation of results”. Cebisa (2018, p. 90) noted that “the research purpose affects the sample selection”. Thus, the sample is drawn from the population, and the term ‘sample’ always implies that the population exists at the same time.

Furthermore, from the Department of Social Development, the researcher interviewed 3 employees with disabilities from skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents; and 2 from semi-skilled and discretionary decision-making. In addition, from the Department of Agriculture and Rural Development, the researcher interviewed 3 employees with disabilities from professionally qualified and experienced specialists and mid-management; and 1 from skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents. The profile of the research respondents is presented clearly in the next chapter. In addition, from the Department of Social Development, the researcher interviewed 1 HR manager from HR Practices and Administration, 1 HRM officer from the Labour Relations Department, and 1 HRM officer from HRD, and 1 officer under Diversity Management. Lastly, 1 HRM officer out of 10 Employee Relations and Special Programmes officials, 1 HRD officer out of 16 HRD officials, 1 HRM officer out of 18 Strategic Management and Evaluation officials, and 1 HR officer out of 31 HRM officials of the Department of Agriculture and Rural Development.

Table 3.2: *Research Participants' Population and Sample Size*

Departments	Total Population of Permanent Persons with Disabilities	Sample size	Total Population of Permanent HRM Officials	Sample size
Department of Social Development	61	5	506	4
Department of Agriculture and Rural Development	45	4	545	4
Total	106	9	1051	8

Table 3.2 depicts the total target population as of the 31st of March 2024, Department of Social Development and Department of Agriculture and Rural Development (*Source: Human Resource Management*)

3.8 DATA COLLECTION

3.8.1 Data Collection Methods

There are various methods used to collect data such as structured, semi-structured, and unstructured interviews. Firstly, structured interviews are kinds of interviews whereby interviewees face the same set of standardised questions which are pre-prepared before the interview session (Taherdoost, 2021). Thus, the possible responses are limited, and respondents may just face a few open-ended questions. Secondly, semi-structured interviews refer to formal and conducted interviews based on an interview guide to ask questions considering the guidance; however, when researchers or interviewers need extra information, they can continue the conversation based on the questions provided ahead of time (Taherdoost, 2021, p. 18). Taherdoost

(2021, p. 19) further stated that unstructured interviews are informal methods of interviewing without using a specific structure or interview guide but conduct casual conversations. Therefore, for the purpose of this study, semi-structured interviews were adopted to collect data from information-rich respondents to explore various issues and concerns regarding promotional opportunities for employees with disabilities in the Department of Social Development and the Department of Agriculture and Rural Development.

3.8.2 Descriptive of Research Instrument

Semi-structured interviews are data collection methods that rely on asking questions within a predetermined thematic framework (George, 2023b). However, the questions are not set in order or in phrasing and are often qualitative in nature. Thus, semi-structures interviews are a mix of structured and unstructured interviews (George, 2023b). Accordingly, the interview sessions were conducted contact and online to save time and limit travelling due to lack of financial support. Furthermore, each participant was interviewed at his/her place of work to avoid individuals having to spend time and money on travelling. The respondents were also interviewed one-on-one to allow them the freedom to digress and introduce their issues and opinions during the interview sessions. De Vos, Strydom, Fouché, and Delport (2011) and Ruslin et al. (2022) stated that semi-structured one-on-one interviews are used primarily to get a clear picture of participants' opinions about a specific topic. According to Welman, Kruger, and Mitchell (2005, p. 167) and Naz et al. (2022, p. 46), "semi-structured interviews offer a flexible way of collecting data". Therefore, semi-structured interviews were carried out with 9 employees with disabilities from the selected two departments with a range of different disabilities and different ranks, furthermore, as with 8 HRM officials of the selected departments. Additionally, Bogdan and Biklen (2003, p. 97); Hofstee (2006, p. 132); and Opdenakker (2006, p. 3) stated that "semi-structured interviews are more like conversations, allowing for questions to be redirected and issues to be explored". This is supported by DeJonckheere and Vaughn (2019) who also argued that semi-structured interviews consist of a dialogue between researcher and participant, which is more like a conversation. Hence, in the instance of this study, semi-structured interviews could help in the development of new themes across a bigger sample in the future. Newton (2010) and Ruslin et al. (2022) stated

that semi-structured interviews allow individuals to disclose thoughts and feelings that are private.

An interview guide was used to ask persons with disabilities and HRM officials open-ended questions. This allowed them to elaborate on their various experiences (please see Appendix D interview guide for persons with disabilities and Appendix F interview guide for HRM officials). An interview guide is an oral administration of a questionnaire, and it gives a general plan to follow for data collection (Mugenda & Mugenda, 2003; Taherdoost; 2022). According to Ximba (2016, p. 97), “the interview guide uses the main research question and sub-questions while considering the wording of the questions”. Roberts (2020, p. 3192) supported that it is important to stress that while putting together an interview guide, researchers should be mindful of the wording of the interview questions. Therefore, an interview guide was used because it encouraged face-to-face interaction with the respondents so that issues could be clarified; thus, gaining in-depth information on the subject. Although a list of questions was created to lead interviews, the conversations were left open-ended because the study is exploratory (Locke, 2007; Roberts, 2020). Instead of selecting an optional response from a list, participants can provide a detailed response to an open-ended question (Draper, 2009; Xiao et al., 2020). Walliman (2011) and Bergelson et al. (2022) asserted that open-ended questions prevent bias by letting participants answer in their own format or manner. As a result, interviews were performed in both English and Sepedi, depending on the respondents’ preferred language (see Appendix I for English and Appendix J for Sepedi). Curtis and Curtis (2011, p. 31) and Taherdoost (2021, p. 39) noted that “the interview is a specific form of conversation where knowledge is produced through interaction between an interviewer and an interviewee.”

3.8.3 Data Collection Procedure

The contact details of the two selected departments, the Department of Social Development and the Department of Agriculture and Rural Development were accessed from the Internet. Therefore, formal requests were sent via email to the HODs of the Departments including their assistants on the 24th of October 2023. This comprised formal written letters requesting permission to conduct research (see Appendix B & C), as well as an Ethical Clearance Certificate from the Turfloop

Research Ethics Committee (see Appendix A). Moreover, the first response was received from the Department of Social Development on the same day, and the second from the Department of Agriculture and Rural Development on the 27th of October 2023 with application letters. Therefore, the researcher completed and emailed the application letters with the requested documents to both Departments on the 27th of October 2023.

Positive feedback was received on the 07th of December 2023 from the Limpopo Provincial Research Ethics Committee (LPREC), which included the approval letter (See Appendix D) and an ethical clearance (See Appendix E). Moreover, a promising response was received first from the Department of Social Development (Head Office) on the same day for the researcher to conduct a study (See Appendix F). Therefore, an appointment was made telephonically on the 08th of December 2023 to physically visit the office of one of the Research Committee to ask for assistance when it comes to identifying HRM officials and persons with disabilities for the interviews. However, most employees with disabilities and HRM officials were already on leave since it was the festive season. Therefore, it was indicated that data collecting would only be possible when all employees with disabilities had returned to work. However, the researcher made arrangements with those who were still available concerning the most appropriate time for data collection.

A promising response was then received from the Department of Agriculture and Rural Developments on the 05th of February 2024. However, the first interview took place on the 21st of December 2023 for Department of Social Development. Therefore, the actual interviews resumed from the 11th of January 2024 until the 27th of February 2024 excluding weekends and public holidays. Moreover, for the Department of Agriculture and Rural Development, the first interview took place on the 29th of January 2024, then resumed and ended on the 06th of February 2024. Interview dates and times were determined by mutual agreement between the researcher, persons with disabilities, and HRM officials. Booking forms stating dates and times were signed before the actual day of interviews, but the majority were signed on the same day of the interviews by respondents who were interested in participating in the study (see Appendix L).

All research respondents who willingly chose to be interviewed were informed about the nature and purpose of the study on each day of the scheduled interviews and they were also requested to sign the consent forms before beginning with the sessions (see Appendix H). For online interviews, the informed consent forms were signed online and emailed to the researcher. Interviews were conducted during breaks or lunch to avoid disturbing respondents from work. The researcher obtained approval from the research respondents to use a cellphone to capture interview information and a notebook to make field notes. Therefore, semi-structured interviews were conducted online and physically to collect qualitative, open-ended data from persons with disabilities and HRM officials of the Department of Social Development, and the Department of Agriculture and Rural Development, to obtain in-depth information. Persons with disabilities and HRM officials at the Department of Social Development and the Department of Agriculture and Rural Development were interviewed one-on-one using an interview guide consisting of open-ended questions and topics to be covered in the interview.

Before the interviews, the researcher needs to read a prepared opening statement to participants to create a relaxed and trusting environment (Ximba, 2016; Benlahcene & Ramdani, 2020). Therefore, an opening statement was read to employees with disabilities to make them feel at ease and comfortable. During the interviews, demographic questions were asked to the respondents, accompanied by open-ended questions (See Appendix I) for persons with disabilities and (See Appendix K) for HRM officials. Although it was indicated by most employees with disabilities that they could understand English, some of them preferred a translated version of the native language (See Appendix J). Thus, the responses were translated into English since they responded in their mother tongue. As a result, research respondents were informed that they could respond in any language of their choice. To ensure that respondents felt at ease, interviews were held in a quiet and pleasant environment. Therefore, some respondents responded to questions differently as they had different opinions on the research subject while others gave similar responses, especially HRM officials. Moreover, the respondents were provided with water and fruits because each interview took 15 to 20 minutes for persons with disabilities and 30 to 40 minutes for HRM officials on average. In the case of reaching the desired number of respondents,

the officials of both Departments assisted by identifying and asking other employees who could take part in the study till the target number of respondents was reached.

For the virtual interviews, the WhatsApp voice call responses were recorded on the phone using a call recorder. Whereas for the physical interviews, the responses were recorded by voice recorder on a cellphone as well as on paper after seeking permission from the respondents. To guarantee the quality and correctness of the data, the interviews were audio recorded. The use of audio recording devices is considered beneficial while conducting interviews since it allows the researcher to collect everything without missing out on essential information offered by the research participants (Guest & Mitchell, 2007; Hill et al., 2022). As a result, the researcher was able to accurately capture the respondents' responses, as it is not always possible to note down all of the points during an interview. Notes were taken during the interview and data was translated from the original recordings. Translation (from Sepedi to English) was done because most interviews were carried out in both native and official language. Kothari (2004, p. 122) and Lim (2024, p. 27) define this stage as "editing whereby scrutiny of the data recorded in interviews is done to ensure that the data is accurate for analysis".

Furthermore, the recorded interviews were transcribed after being conducted and written texts were created for each interview. All the information recorded on paper was transcribed into a Word document to ensure data quality. To protect the anonymity and confidentiality of respondents, the interview recordings were transferred to the laptop protected by a password immediately after the interviews and deleted instantly from the cellphone voice recorder after being transferred. In addition, the transcripts were employed in the process of data analysis. The transcripts and audio recordings will be preserved for later use. After the interviews were recorded, the respondents were scheduled for a further appointment to make sure the information recorded accurately represented their words. For data analysis, all of the observation notes and verbatim transcripts were prepared. Additionally, data was coded to identify key factors such as the words, sentences, and meanings. Lewis (2015) and Linneberg and Korsgaard (2019) are of the view that coding is the link between data collection and explanation of its meaning.

For the interview sessions with employees with disabilities at the Department of Agriculture and Rural Development, no assistive device(s) was used for them to respond to the questions as most were physically impaired and only one had a hearing impairment condition but was able to read through the lips of the researcher. Moreover, no assistive devices were used by the researcher for employees with disabilities at the Department of Social Development because only one had near vision impairment and albinism, and the rest were physically impaired.

3.8.3.1 Interviews with Persons with Disabilities

The respondents of both departments agreed that all the interview sessions should take place in a comfortable environment. Therefore, before the interviews with each participant could take place, permission was granted to record each interview session and take notes using a notebook. The researcher began the interviews by asking respondents to divulge their demographic information in order to invite them to discuss topics related to promotional opportunities. Employees with disabilities with different age profiles, and functions were considered for being interviewed. The Department of Social Development has five different occupational levels for employees with disabilities while the Department of Agriculture and Rural Development has two different occupational levels for employees with disabilities. Therefore, from the Department of Social Development, the researcher interviewed 5 employees with disabilities; 3 from skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents; and 2 from semi-skilled and discretionary decision-making. In addition, from the Department of Agriculture and Rural Development, the researcher interviewed 4 employees with disabilities; 3 from professionally qualified and experienced specialists and mid-management; and 1 from skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents.

Moreover, the interview guide for employees with disabilities was established in line with the research questions to answer each research objective. The researcher asked the respondents open-ended questions which allowed them to elaborate on their various experiences (See Appendix I and J). The respondents did not have to answer the questions in the order of the interview guide and were allowed to use their own words in their preferred language. The interview guide for persons with disabilities was

constructed in English (See Appendix I), translated into Sepedi (See Appendix J), and administered in the same language. The reason for translating this interview schedule into Sepedi language is that it is the most preferred language and is spoken by most of the employees within the departments. The interviews were continued until saturation of data was achieved. Interview sessions with persons with disabilities lasted 15 to 20 minutes each.

3.8.3.2 Interviews with HRM Officials

Before starting with each interview, the researcher asked for permission from each participant to record the session and take notes. HRM officials were also asked to share their demographic details so that they could identify the policies relating to promotional opportunities for persons with disabilities. HRM officials with different age profiles and functions were considered for being interviewed. The Department of Social Development has four sections of the HRM Department while the Department of Agriculture and Rural Development has nine sections of the HRM Department. Therefore, from the Department of Social Development, the researcher interviewed 4 officials from the HRM Department: 1 HR manager from HR Practices and Administration, 1 HRM officer from the Labour Relations Department, and 2 HRM officers from HRD. Lastly, 1 HRM officer out of 10 Employee Relations and Special Programmes officials, 1 HRD officer out of 16 HRD officials, 1 HRM officer out of 18 Strategic Management and Evaluation officials, and 1 HR officer out of 31 HRM officials of the Department of Agriculture and Rural Development.

All respondents agreed that the interview sessions could take place at their workplace as it was convenient for them. In this study, the interview guide for HRM officials was developed in line with the research questions to answer each research objective. Same as persons with disabilities, HRM officials were asked open-ended questions to open the conversation and assist them in feeling more at ease (See Appendix K). The interview guide for HRM officials of the two departments was constructed in English and administered in the same language (See Appendix K). The reason for using English for HRM officials was because they preferred to be interviewed in English as it is the preferred business language and an exact language. However, the researcher allowed the respondents to respond using their native language if they wanted to. Some responded using the Sepedi language which the researcher is fluent in. The

researcher proceeded to collect more details on developmental programmes and policies until the HRM officials completed all the cases they could think of. Interview sessions with HRM officials in both departments lasted 30 to 40 minutes each.

3.9 DATA ANALYSIS

According to Pitjeng (2022, p. 54), “data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data”. In qualitative data analysis, the researcher aims to gain a new understanding of the situations and processes being investigated (Tshifura, 2012, Eakin & Gladstone, 2020). For analysis, the researcher should first organise and prepare data by transcribing the interviews and listening to the audio recording again, reading and reviewing interview transcripts individually, and making notes in the margins (Creswell, 2013; 2019). Therefore, the respondents’ words were used in analysing the data and since the study is qualitative in nature, thematic analysis was used to analyse the data collected from persons with disabilities and HRM officials. The researcher further adopted a narrative analysis in order to explore and analyse the stories that persons with disabilities and HRM officials share about the promotional opportunities. Thus, the purpose of this study is to provide a compelling ‘story’ about the data collected, based on the researcher’s analysis. Whittaker (2012) and Majumdar (2022) argued that thematic analysis is the most commonly used method in qualitative research. Thematic analysis enables the researcher to read actively, searching for patterns and making notes (Cebisa, 2018). Braun and Clarke (2006, p. 78; 2012; 2022) viewed thematic analysis as a flexible tool for research, ‘which can potentially provide a rich and detailed, yet complex, account of data’. So, the study followed the six aspects of thematic analysis such as understanding the data, generating primary codes, finding themes, reviewing themes, defining and naming themes, and writing the results Braun and Clarke (2006; 2012, 2022). The discussion below explains in detail how the researcher handled the collected data by focusing on each of the six steps of data analysis as recognised by Clarke (2006) cited in Braun and Clarke (2012).

3.9.1 Familiarising with the data

This first step is all about transcribing data, reading and re-reading, and noting down the initial codes (Braun & Clarke, 2006; 2022). According to Braun and Clarke (2012, p. 5), this step is common to all forms of qualitative analysis, and it involves engaging yourself in the data by reading and re-reading textual data (e.g., transcripts of interviews, responses to qualitative surveys), and listening to audio-recordings or watching video data. In this first step, the researcher went through the data obtained from the interviews of two Limpopo provincial departments by listening to the recordings as well as reading the transcript while making notes on an individual transcript in order to make data easier to be analysed. The researcher continued to read through the entire dataset in order to know the data content intimately. The collected data was organised according to the two sites (the Department of Social Development and the Department of Agriculture and Rural Development) and divided the data collected from employees with disabilities and the data collected from HR officials in each department. Furthermore, the researcher converted interview recordings word-for-word, and the data was typed and saved into a Microsoft Word document. A translation of auditory from Sepedi recordings into English was made and the transcribed Word document was analysed in the form of tables and figures.

3.9.2 Generating initial codes

This second step is all about coding interesting features in the data in a systematic fashion across the data set, collating data relevant to each code (Braun & Clarke, 2006; 2022). The step further involves identifying and labelling different parts of the data that relate to the research question. Braun and Clarke (2012, p. 7), pointed out that this stage of the process ends when data is fully coded and the data relevant to each code has been organised. During this phase of data analysis, the researcher organised word-for-word quotes from the interviews of two categories of respondents and grouped. Therefore, the researcher firstly focused on coding data collected from persons with disabilities whilst secondly, coding data collected from HRM officials for each department. Then lastly, the researcher focused on combining data collected from both categories of respondents.

3.9.3 Searching for themes

This third step is all about collating codes into potential themes and gathering all data relevant to each theme (Braun & Clarke, 2006; 2022). Furthermore, the step involves

grouping similar codes to form potential themes. Braun and Clarke (2012, p. 7) pointed out that the basic process of generating themes and subthemes, which are the subcomponents of a theme, involves collapsing or clustering codes that seem to share some unifying feature so that they reflect and describe a coherent and meaningful pattern in the data. The process of searching for themes was performed by focusing on the codes created from the collected data of persons with disabilities and HRM officials separately in each department in order to search for similarities and differences before combining the created codes of the two departments' understudy. The researcher further verified if the themes matched the coded extracts in order to ensure trustworthiness. Themes should be meaningful independently but also work together to form an analytic story that is coherent and whole (Kiger & Varpio, 2020). At the end of this stage, the researcher used a table outlining the themes of the respondents and organised all the data extracts relevant to each theme in order to begin the process of reviewing themes.

3.9.4 Reviewing themes

This fourth step is all about checking if the themes work concerning the coded extracts and the entire data set; generating a thematic map (Braun & Clarke, 2006; 2012; 2022). The step further involves reviewing the themes in order to ensure that they accurately represent the data. The researcher checked the themes against the organised extracts of data and explored whether each theme works with the data and further referred back to the research objectives, research questions, and literature in order to find the relationship among different themes. The process of reviewing created themes in order to create a relationship between the themes was performed separately for each of the two departments before combining the generated themes of the two departments. Braun and Clarke (2012, p. 9) pointed out that a revision at this stage might involve creating additional themes or changing or removing existing themes.

3.9.5 Defining and naming themes

This fifth step is all about an ongoing analysis to refine the specifics for each theme; and the generation of clear names for each theme (Braun & Clarke, 2006; 2012; 2022). This step further involves defining and naming the themes based on their content. Braun and Clarke (2012, p. 9; 2022) pointed out that the researcher needs to be able

to clearly state what is unique and specific about each theme when defining themes. Moreover, each theme also needs to be developed not only in its own right, but with a research question, and with the other themes. However, using quotes in titles can provide an immediate and bright sense of what a theme is all about while staying close to the language and concepts of the participants (Braun & Clarke, 2012; 2022). The researcher formulated exactly what is meant by each theme in order to understand the data. The researcher further came up with an easily understandable name for each theme from the interview questions, for example, the inadequacy of accommodation, uncertainty, developmental and training programmes, undermined and underestimated, institutional barriers, self-acceptance, organisational and family support, perseverance, etc.

3.9.6 Writing the results

This last step is the final opportunity for analysis selecting appropriate extracts, discussion of the analysis, relating to the research question on literature, and producing the report (Braun & Clarke, 2006; 2012; 2022). This step further involves writing up the results of the analysis clearly and concisely. Braun and Clarke (2012, p. 10; 2022) pointed out that writing and analysis are thoroughly linked in qualitative research; from the informal writing of notes and memos to the more formal processes of analysis and report writing. The purpose of this dissertation is to provide a compelling 'story' about the data collected, based on the researcher's analysis. The order in which the researcher presents the themes is important (Braun & Clarke, 2012; 2022). Therefore, the researcher made sure that the themes connect logically and meaningfully. The researcher further reported the themes that emerged from the data analysis.

In addition, the data obtained in this study included demographic information on respondents, data on promotional opportunities for persons with disabilities, and information on workplace policies for persons with disabilities. The demographic information was collected to describe the respondents; persons with disabilities and HRM officials. Therefore, the text of demographic information was transferred from Word into Excel to create pie charts with percentages. Themes were induced from the interview data. Moreover, it is vital to note that there is no software to analyse qualitative data but computer to (Ose, 2016; Hagman, 2023).

3.10 RELIABILITY AND VALIDITY

These two concepts are significant in any study. So, reliability is not enough to ensure the validity of the study (Middleton, 2024). In the qualitative paradigm, reliability and validity are specified in terms of credibility, transferability, dependability, conformability of research design, and action, reflexivity (Golafshani, 2003; Tracy, 2010; Mirhosseini & Pearson, 2024). Thus, reliability and validity are discussed as follows:

3.10.1 Reliability of the study

Reliability of the study refers to how stable a study's results are over time (Eriksson & Kovalainen, 2008, 2015; Sürücü & Maslakci, 2020). Middleton (2024) supported that reliability focuses on how consistently a method measures something. Denzin and Lincoln (2011, p. 44; 2017) and Denzin et al. (2023) argued that "for any study to be valuable to readers and other researchers, the findings should be reliable, consistent, applicable, and valid reporting". Thus, reliability was considered throughout the data collection process by applying the appropriate instrument (semi-structured interviews) consistently in a way that questions were expressed the same way to every participant. Moreover, the respondents of the study included persons with disabilities and the HRM officials of the Department of Social Development, and the Department of Agriculture and Rural Development in Limpopo province (Polokwane), these respondents were reliable sources since they are employed in those departments and the study investigated matters related to them. Additionally, a pilot study was achieved by forwarding the interview guides of both persons with disabilities and HRM officials to two people from each studied department before the interviews to check the reliability. Thus, one question was adjusted from both interview guides, and those people did not form part of the study. Majid et al. (2017, p. 1076) argued that piloting for interviews is crucial to test the questions and to gain some practice in interviewing.

Therefore, for this study, there are strategies to ensure the trustworthiness of the study findings according to Lincoln and Guba (1985, p. 290) cited in Ahmed (2024, p. 2) that qualitative researchers should establish. Lincoln and Guba (1985, p. 290) as cited in Ahmed (2024, p. 2) further defined trustworthiness as the "process of convincing the audiences and the self that the findings of an inquiry are worth paying attention to or worth taking account of". Following Lincoln and Guba (1985, p. 290) cited in Enworo

(2023), the following strategies were used to guarantee the accuracy and consistency of the data, credibility, dependability, transferability, and confirmability of the findings. The discussion below demonstrates how the researcher used the four strategies proposed by Lincoln and Guba (1985) cited in Enworo (2023) to ascertain that the study is reliable and valid.

3.10.1.1 Credibility

Credibility is defined as the truthfulness of the data and its subsequent interpretation (Lincoln & Guba, 1985; Enworo, 2023). The most important element in determining the trustworthiness of the conclusions and findings from qualitative research is credibility. Credibility was preserved in this study via a thorough explanation of the qualitative methodology that was applied. Also, semi-structured one-on-one interviews were utilised after the respondents were chosen through purposive sampling. To establish credibility, the researcher offered a full explanation of the data collection, transcription, coding, and interpretation process. The researcher made sure that the audio recordings from the interviews with persons with disabilities and HRM officials ensured credibility for the study. This was done by giving 2 persons with disabilities and 1 official of each department the results of the study to read through the notes taken by the researcher during the interviews as a means to confirm if the analysed data was accurate. Therefore, positive feedback from the respondents confirmed the credibility of the results. Moreover, persons with disabilities and HRM officials who participated in this study somewhat enhanced the credibility of the study because they were employees in those departments and provided accurate information. Furthermore, the researcher utilised a cellphone to record the interviews, ensuring that the information was acquired appropriately. As a result, McMillan and Schumacher (2014) and Kellehear (2020) advocated using recording devices such as tape recorders, cameras, and videotape recorders as another approach to increasing validity.

3.10.1.2 Dependability

Dependability which is also known as auditability, refers to the ease with which readers and other researchers can follow the original researcher's decision-making process during the study and reach similar conclusions (Lincoln & Guba, 1985; Enworo, 2023).

This is another significant factor used to determine the reliability of qualitative research findings. In this study, dependability was achieved by providing an accurate and detailed description of the research design, the methods used to collect data for both persons with disabilities and HRM officials, and the analytical process. Furthermore, the researcher thoroughly evaluated and rechecked the data throughout the data analysis process to confirm its reliability. In addition, the responses of both categories of respondents were quoted to support the conclusions made in this study.

3.10.1.3 Transferability

Transferability refers to the applicability of the study results to other populations in different contexts (Lincoln & Guba, 1985; Enworo, 2023). Transferability was ensured in this study by taking into account the study's context and its relationship to HRM officials, and the experiences of persons with disabilities. Furthermore, the results of the study were generated through semi-structured interviews to achieve saturation. The results were presented clearly from the responses of both categories of respondents. Transferability was achieved in the study by providing a detailed background of the study area, the Department of Social Development, and the Department of Agriculture of the Limpopo provincial government (Polokwane). This will allow readers and other researchers to relate the results with other related study areas.

3.10.1.4 Confirmability

Conformability, which is also known as neutrality, refers to the absence of the researcher's bias and assumption or a clear explanation of the researcher's perspective (Lincoln & Guba, 1985; Enworo, 2023). Conformability was ensured for respondents in this study by creating a safe space for persons with disabilities that made them feel comfortable in sharing their experiences, and for HRM officials to share valid information on policies. Furthermore, the findings were based on the participant's responses and not on possible biases or personal motivations of the researcher. However, member checking is one method for ensuring conformability (Eriksson & Kovalainen, 2008; 2015; McMillan & Schumacher, 2014; Candela, 2019). Thus, member checking is the process of recruiting respondents to verify data and ensure that only their viewpoints were obtained, as well as providing input on the

study's results and conclusions (Eriksson and Kovalainen, 2008; 2015; McMillan & Schumacher, 2014, Candela, 2019). As a result, before producing a final report, the researcher shared the findings with a few persons with disabilities and HRM officials who had participated in the study to ensure the data's accuracy and the validity of the analysis.

3.10.2 Validity of the study

The validity of the study refers to how well a study analyses the specific concept(s) it is designed to measure (Eriksson & Kovalainen, 2008, 2015; Gephart, 2018). Middleton (2024) further reported that validity refers to how accurately a method measures what it is intended to measure. Leung (2015, p. 325) cited in Quintão et al. (2020) also added that validity in qualitative research means “appropriateness” of the tools, processes, and data. Therefore, the validity of the study was ensured by using an appropriate method (non-probability sampling) to purposively choose relevant respondents for the interviews (persons with disabilities and HRM officials). There is a triangulation method used by qualitative researchers to check and establish validity in their studies by analysing a research question from multiple perspectives (Guion et al., 2011; Roulston; 2018). According to Bans-Akutey and Tiimub (2021, p. 4) triangulation helps to improve the credibility and validity of the study by using multiple data sources reducing research biases in sampling, procedural bias as well as researcher biases. However, triangulation is mainly focused on validating the results of a study (Bans-Akutey & Tiimub, 2021). Thus, for this study, the researcher used the data collected, methods used, and/or theories to address the research question in order to enhance the validity of the study.

3.11 ETHICAL CONSIDERATIONS

Ethical considerations in research are a set of principles that guide your research designs and practices (Bhandari, 2023b). Firstly, the researcher should request approval to research before any data can be collected (Hughes, 2003, p. 66; Hatch, 2023). Therefore, in this study, the researcher obtained an ethical clearance certificate from the Turfloop Research Ethics Committee (See Appendix A) and another ethical clearance certificate from the Limpopo Provincial Research Ethics Committee (See Appendix E). Furthermore, the researcher was granted permission by the Department

of Social Development (See Appendix F) and the Department of Agriculture and Rural Development (See Appendix G) to conduct the research.

All respondents were presented with an ethical clearance certificate from the Turfloop Research Ethics Committee (TREC) at the University of Limpopo (See Appendix A). When conducting this study, the ethical consequences such as informed consent and voluntary participation, confidentiality and anonymity, privacy, respect and dignity, and protection from harm were considered.

3.11.1 Informed Consent and Voluntary Participation

Informed consent advocates that research respondents be given the choice of providing informed permission to participate in the study so that they choose to participate based on their comprehension of the study's aims (Kumar, 2011; Myers & Venable, 2014; Arellano et al., 2023). All respondents in this study were informed about its goal, background, and the importance of their participation. To adhere to the ethical concept of informed consent, the researcher requested permission from the heads of the two departments. An application form, letters of request, and other necessary paperwork were sent to the heads of both departments for approval. The letters of request provided information regarding the study's nature and purpose (see Appendices B and C). Before the interviews began, respondents gave their approval to participate and have their interviews recorded (Bryman, 2012; 2016; Knott, et al., 2022).

Respondents were presented with a consent form to decide whether they wanted to participate or not before starting with the semi-structured interviews (See Appendix H). Leedy and Ormrod (2015) and Leedy, Ormrod, and Johnson (2019) maintain that participation in research should be voluntary and the participants should know what the topic is all about. The reminder that participation in the study is entirely voluntary and that they can leave at any moment if they feel uncomfortable with no repercussions was given to the respondents. This helped the respondents to make informed decisions on whether they wanted to participate in the study or not. Rabichund and Steyn (2014) and Taylor (2024) advise that the principle of beneficence should always be observed; when a participant chooses to withdraw, their decision should be respected and their initial willingness to participate should be

appreciated. There was honesty and openness about the purpose of the study, which was explicitly described to respondents before their participation. Respondents participated in this study without being stigmatised, forced, or threatened to do so.

The interview booking forms with possible dates and time slots were prepared for persons with disabilities and HRM officials who agreed to participate in this study, and their names were listed according to the most convenient date and time (see Appendix L). All respondents were interviewed with a confirmation that their names would not be disclosed or published. Therefore, before the interviews commenced respondents signed the consent forms to acknowledge that they understood the nature and purpose of the study.

3.11.2 Confidentiality and Anonymity

Confidentiality is when the researcher knows who the participants are but removes all identifying information from his/her report while anonymity is when the researcher does not know who the participants are and cannot link any individual participant to their data (Bhandari, 2023b). To protect the identities of the respondents who opted to participate, the names were coded following the ethical principles of confidentiality and anonymity. Therefore, the researcher ensured that the information provided by the respondents, especially personal information, remains private and confidential. Confidentiality was maintained by creating passwords for research files of the information shared by respondents to protect that information. Respondents' privacy was ensured by not writing their names on the responses, instead, the researcher undertook to use pseudonyms, for instance, Respondent 1, Respondent 2, and so forth during the transcription, coding, and reporting of the study findings. Respondents were assured that the information and responses shared during the interviews would be presented as anonymous to protect their identity. Therefore, the researcher respected the respondents' wishes to remain anonymous.

3.11.3 Privacy

De Vos et al. (2011) and Richards (2022) argued that privacy usually means keeping to oneself what others do not see or analyse, and that everyone has defined it as a right to have. The respondents' confidential responses were not shared with others or used for purposes unrelated to this study. According to Maluka (2021, p. 205),

revealing the names of research respondents when producing a report may jeopardise their privacy. Therefore, all information provided by respondents was kept safe. The information was used for this study only and the results were only used for data analysis in this study conducted within two Limpopo provincial departments. In addition, each participant was interviewed in a safe and confidential environment to preserve their privacy, and an interview guide was used to prevent asking irrelevant questions.

3.11.4 Respect and Dignity

Participants should be treated with dignity and respect (Le Roux, 2018). Therefore, all respondents were treated with respect and as equals in the study instead of subordinates because it is very important for them to feel valued. The researcher respected the cultural and other sensitivities of the respondents by always acting sensitively and sensibly. The researcher considered persons with disabilities' conditions and avoided using offensive terms and derogatory statements. Employees with disabilities were asked early about the kinds of accommodations they would require during the interview sessions such as a sign language interpreter, screen-reader, braille reader, voice-to-text apps, etc. However, no one required such elements to respond to questions. A consent form was obtained from respondents with disabilities and HRM officials to maintain trust between the researcher and respondents. Therefore, the consent form was accessible to respondents, and it was written without confusing jargon. Lastly, the researcher ensured that respondents understood the consent forms before signing by providing time for them to ask any questions. Moreover, respondents were treated as human beings who needed to be understood and not as sources of information.

3.11.5 Protection from harm

One of the core ideas of research ethics, which dates back more than a century, is that the study should not cause harm (Morrow, Boddy, & Lamb, 2014; Awal, 2023). Thus, researchers need to be aware of their research's impact on respondents to avoid exposing them to unreasonable risks and harm to their emotional well-being (Leedy & Ormrod, 2015, Leedy, Ormrod, & Johnson, 2019). As a result, the researcher caused no discomfort to the employees with disabilities and HRM officials and made no

personal judgments about them. They were not subjected to inappropriate physical or psychological harm (Leedy & Ormrod, 2010; 2020). The respondents were also assured that they would not be affected in any way when taking part in the study and no individual data was reported in this study. Respondents were also informed that if the questions were sensitive to them, they would be directed to a clinical psychologist for counselling and that they might withdraw from the interview if they felt uncomfortable continuing or choose not to answer specific questions. However, there was no need to refer any participant to a clinical psychologist since they all made it clear that they were not feeling offended by the questions but relieved.

3.12 CONCLUSION

This chapter presented in detail how this study was conducted by outlining the research methodology used in this study. The chapter provided an explanation of the study area, research paradigm/philosophy, research design, research approach, target population, the instruments used to collect data, the procedures followed to collect data, the analysis of data by making use of thematical analysis, and how ethical considerations were ensured by the researcher during the process of gathering data. The population of the study comprised employees with disabilities and HRM officials from the Department of Social Development and the Department of Agriculture and Rural Development, and the sampling methods employed were outlined. Informed consent, confidentiality and anonymity, protecting respondents from harm, and respect and dignity for their privacy were among the ethical considerations addressed. The next chapter will focus on data collection, analysis, and interpretation of data collected.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 INTRODUCTION

This chapter focuses on presenting and discussing the research results of the data collected from the two categories of respondents (persons with disabilities and HRM officials). Therefore, the chapter is organised as follows: firstly, the demographics of research respondents from the two departments; secondly, the presentation of findings from the study relating to promotional opportunities as perceived by employees with disabilities and HRM officials; thirdly, a discussion of research findings on promotional opportunities for persons with disabilities; and finally, a conclusion of the Chapter. Therefore, the findings are presented to answer the research.

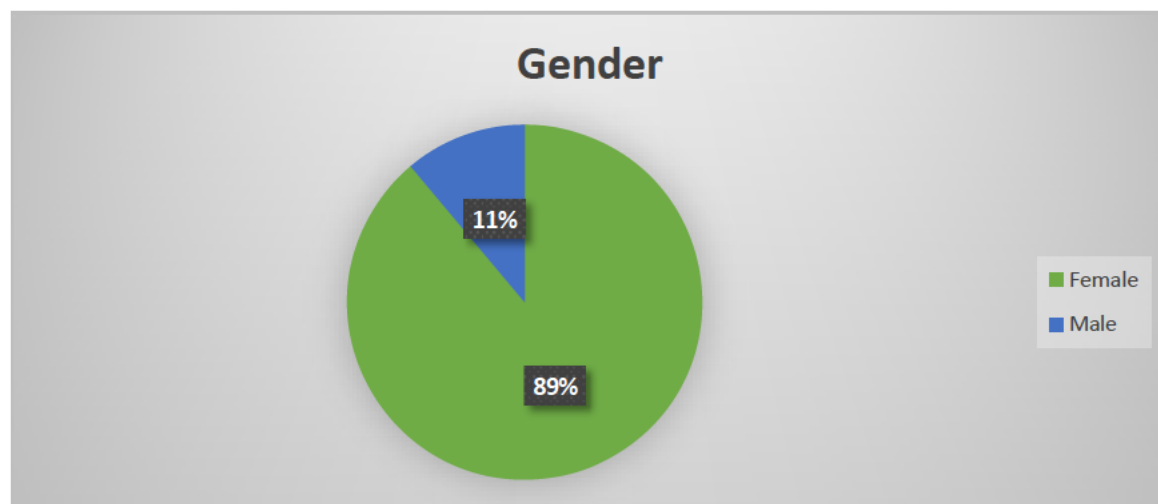
4.2 DEMOGRAPHIC INFORMATION

Seventeen male and female employees, participated in this study within the two Limpopo provincial departments. From the total population of 3501, 12 females and 5 males participated in the study; thus, respondents were categorised into two groups: 9 employees with disabilities and 8 Human Resource Management (HRM) officials without disabilities from both departments (DSD and DARD). Demographic factors such as gender, age, level of education, job title, home language, type of disability, and tenure were considered important as they helped identify and understand the respondents. Therefore, detailed demographic profiles of respondents are presented separately. Furthermore, the researcher used tables and figures to present data.

4.2.1 Employees with disabilities' demographics profile

Figures 4.1-4.7 represent compared demographic profiles of employees with disabilities in the two Limpopo provincial departments studied.

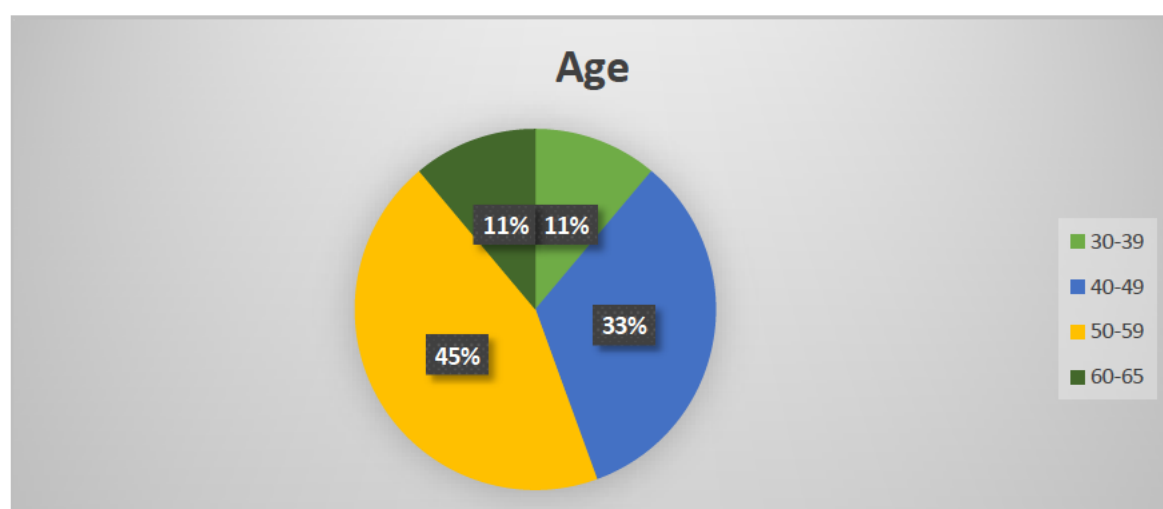
Figure 4.1 Gender Profile of Persons with Disabilities



Source: Field Data, 2024

The above figure depicts the number of female and male respondents from the two departments. Eighty-nine percent ($n=8$) of the respondents represent females with disabilities interviewed from both the Department of Social Development and the Department of Agriculture and Rural Development, while eleven percent ($n=1$) of the respondents represent one male respondent. Therefore, the gender profile of interviewed persons with disabilities in the two departments tends to be female dominated as portrayed in Figure 4.1, which could be because the departments aim to empower women and persons with disabilities.

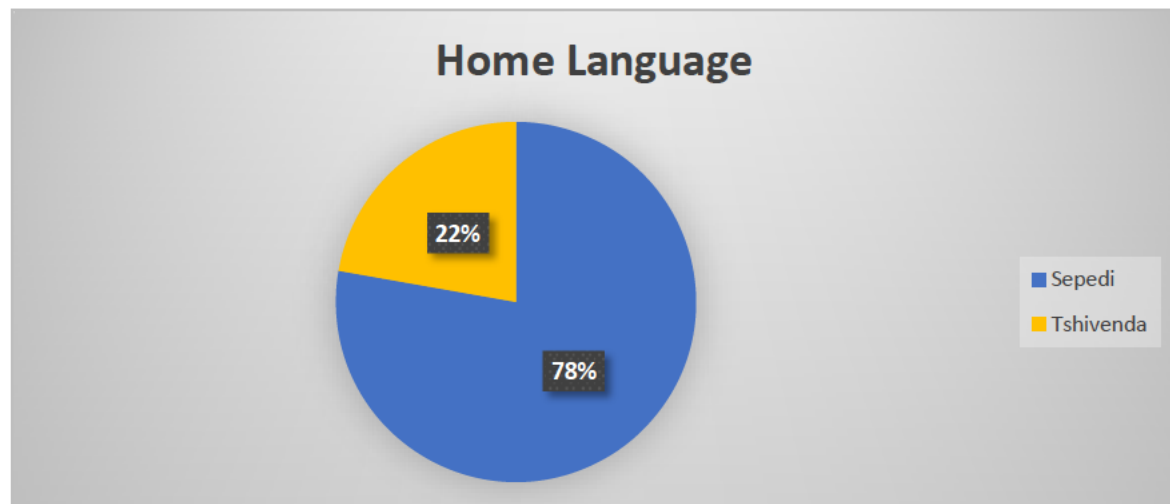
Figure 4.2 Age Profile of Persons with Disabilities



Source: Field Data, 2024

As depicted from the above figure, most of the respondents from both departments were aged between 50-59 years with 45% (n=4) of the respondents. There were also 33% (n=3) of the respondents between 40-49 years, followed by the least age group of 11% between ages 30-39 and 60-65 years.

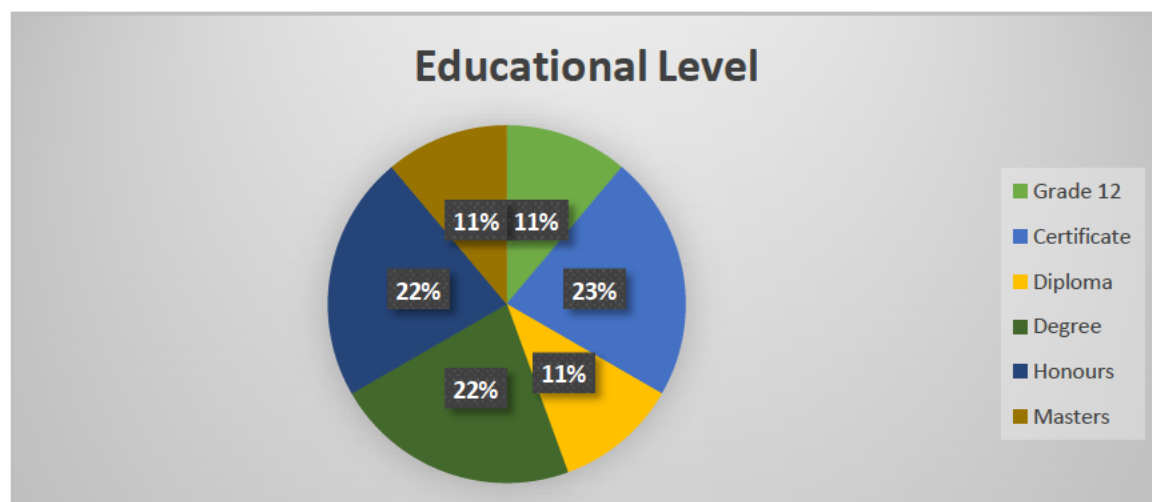
Figure 4.3 Home Language of Persons with Disabilities



Source: Field Data, 2024

From Figure 4.3 above, 78% (n=7) of the respondents show that the majority of the respondents speak Sepedi as a home language. Pedi-speaking people are based in the Limpopo Province where most of the respondents came from. It should be noted that 22% (n=2) of the respondents speak Tshivenda as a home language.

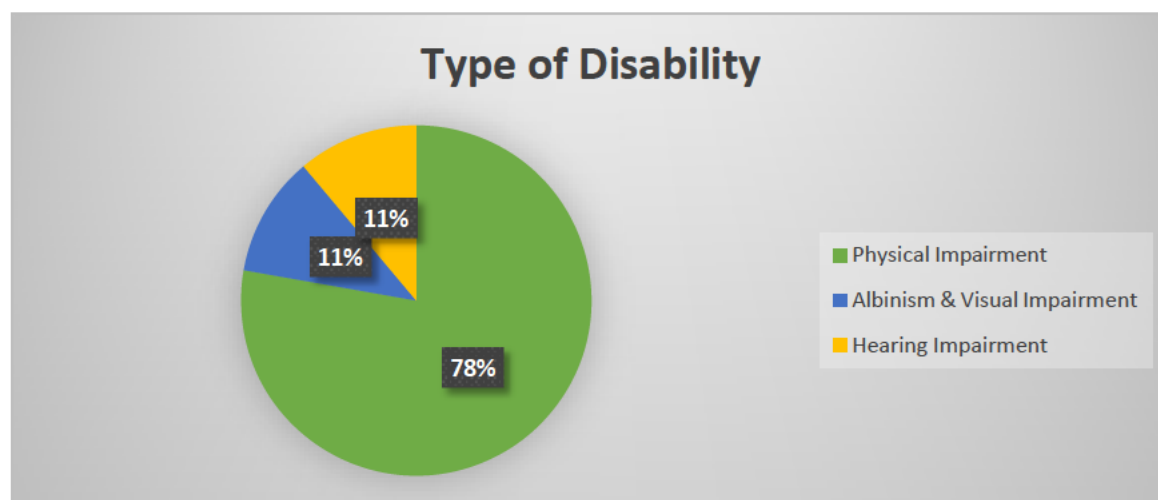
Figure 4.4 Educational Level of Persons with Disabilities



Source: Field Data, 2024

It can be seen from the figure above that 11% (n=1) of the respondents interviewed had Grade 12 (passed high school) as the highest level of education. On the other hand, 23% (n=2) of the respondents had certificates and another 11% (n=1) had a diploma. In addition, 22% (n=2) of the respondents had degrees as their highest qualification. Lastly, 22% (n=2) of the respondents had Honours as their highest qualification, while 11% (n=1) had Masters degrees.

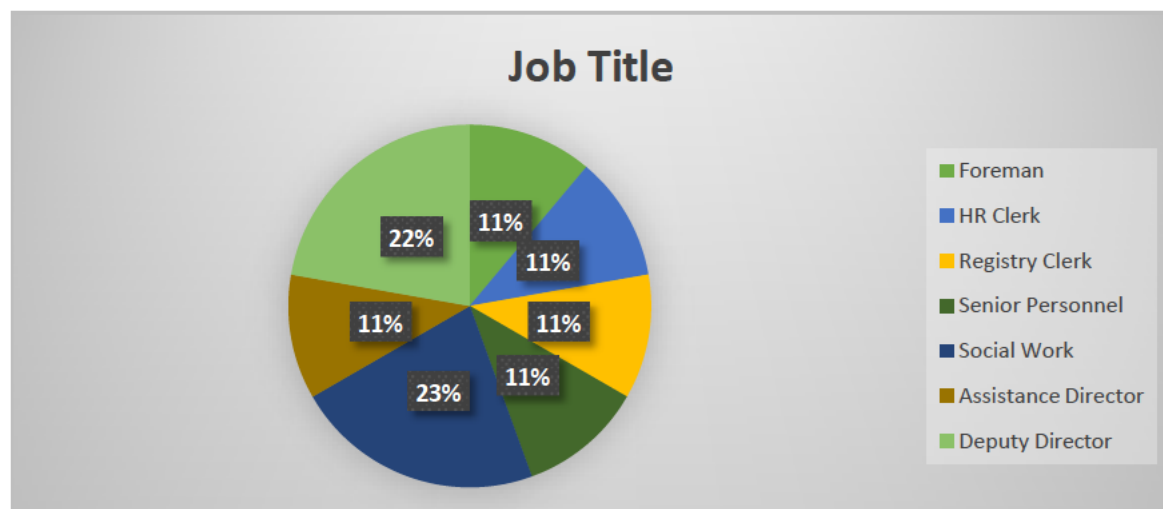
Figure 4.5 Disability Status of Persons with Disabilities



Source: Field Data, 2024

Figure 4.5 shows the disability status of respondents interviewed, that is, 78% (n=7) are physically impaired from both departments. Lastly, 11% (n=1) have Albinism and Visual impairment, and another 11% (n=1) with Hearing impairment. Besides, from the departments' perspectives, persons with disabilities are always advised to disclose their type of disability so that they can be reasonably accommodated.

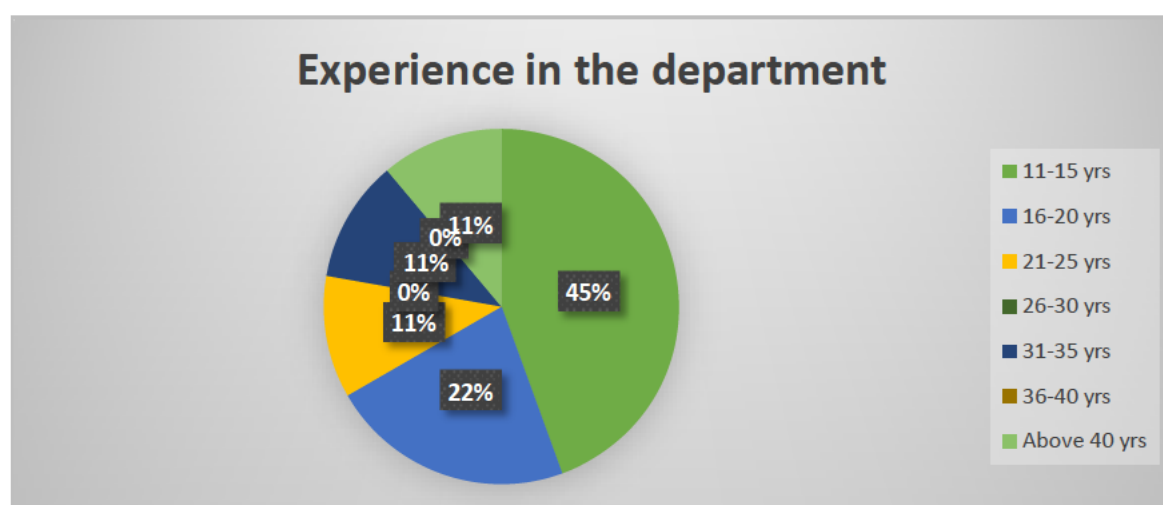
Figure 4.6 Job Title of Persons with Disabilities



Source: Field Data, 2024

Figure 4.6 above describes the job title of the respondents interviewed. The majority of the study's respondents with disabilities were social workers who were employed permanently with 23% (n=2). Twenty-two percent (n=2) of the respondents were Deputy Directors and 11% (n=1) of foremen. In addition, 11% (n=1) of HR Clerks and 11% (n=1) of Senior Personnel participated. Lastly, 11% (n=1) of the Registry Clerks and 11% (n=1) of the Assistance Directors participated in the Department of Agriculture and Rural Development. However, all these job titles fall under different occupational levels ranging from semi-skilled to top management level.

Figure 4.7 Experience of Persons with Disabilities



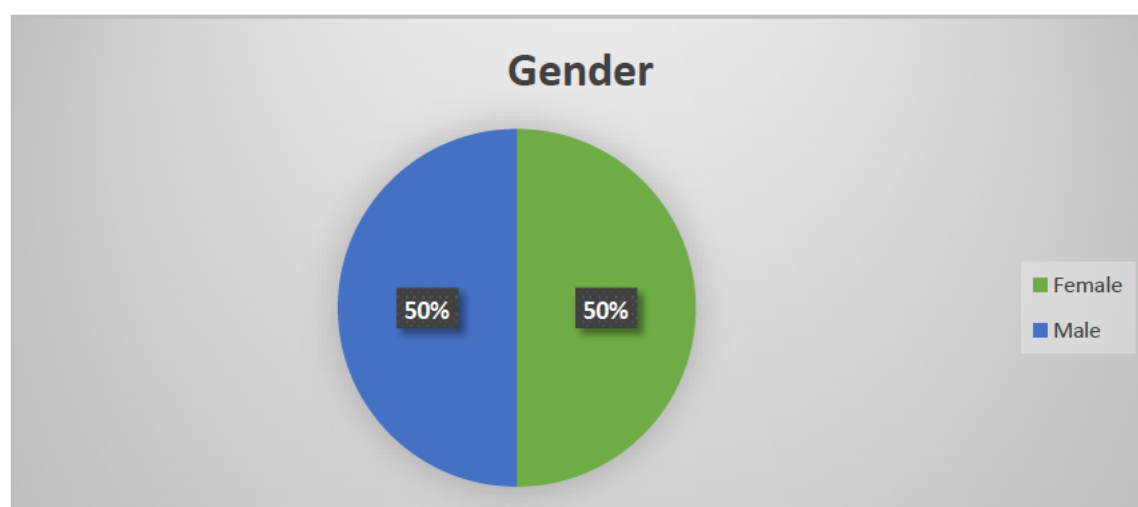
Source: Field Data, 2024

It can be seen from the figure above that there is only one person with a disability with more than 40 years of experience in the department with 11% (n=1). The majority of the respondents had 11-15 years of experience with 45% (n=4), followed by 22% (n=2) with 16-20 years of experience. In addition, 11% (n=1) of the respondents had 21-25 years of experience and another 11% (n=1) had 31-35 years of experience. All permanently employed persons with disabilities fall under different categories of experience in the departments. Consequently, the majority of permanently employed persons with disabilities have the necessary experience to execute their responsibilities or advance to higher levels in the departments.

4.2.2 HRM Officials' demographics profile

Figures 4.8-4.11 and tables 4.1 and 4.2 represent compared demographic profiles of HRM officials in the two departments studied.

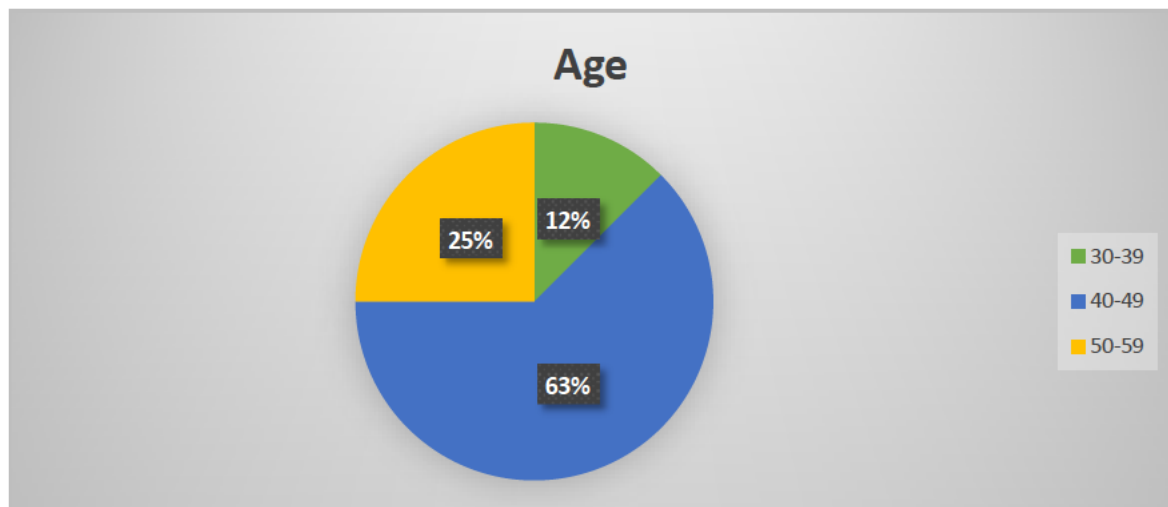
Figure 4.8 Gender Profile of HRM Officials



Source: Field Data, 2024

As displayed in the figure above, the gender profile of interviewed HRM officials in the studied government departments comprised 50% (n=4) males and 50% (n=4) females. Therefore, this shows that there is workplace gender equality within the studied departments.

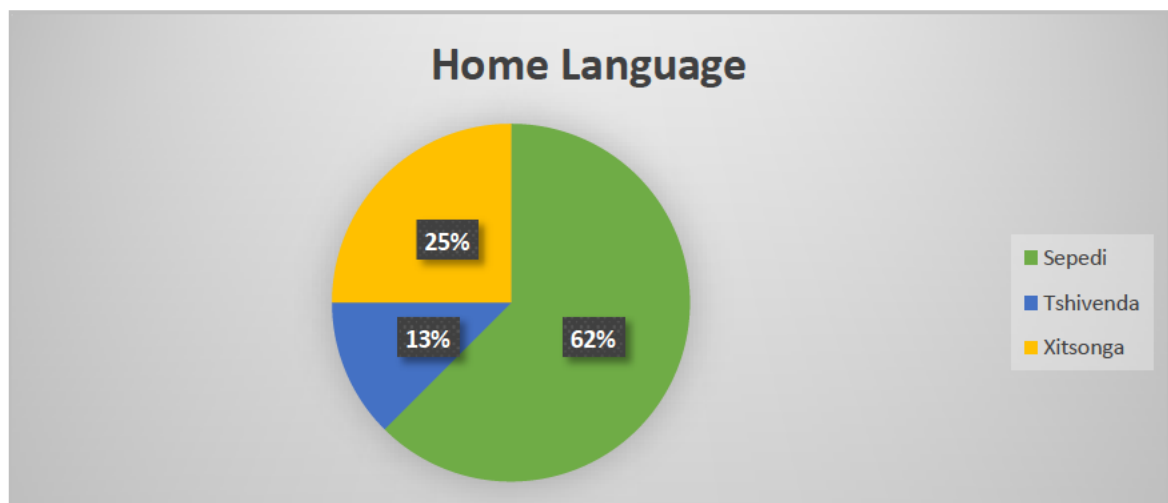
Figure 4.9 The Age Profile of HRM Officials



Source: Field Data, 2024

From the above figure, most of the respondents from both departments were aged between 40-49 years (n=5) with 63%, followed by 50-59 years (n=2) with 25%, and lastly 30-39 years (n=1) with 12%.

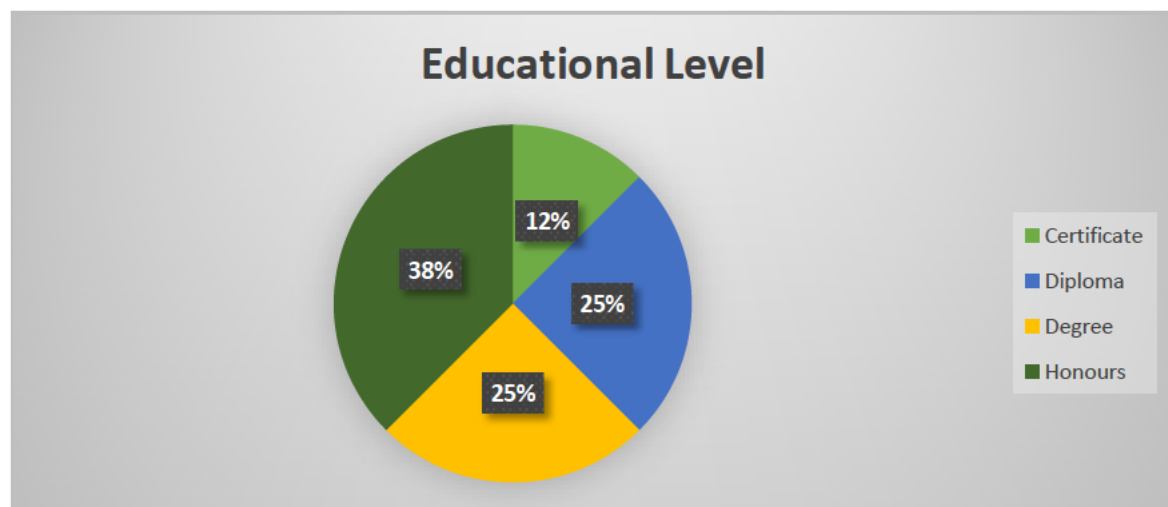
Figure 4.10 Home Language of HRM Officials



Source: Field Data, 2024

As seen in Figure 15, Sepedi (n=5), the home language of 63% of HRM officials in the two departments, is the most common, followed by Xitsonga (n=2), the home language of 25% of the officials and, lastly Tshivenda with 13% (n=1).

Figure 4.11 Educational Level of HRM Officials



Source: Field Data, 2024

As displayed in Figure 16, 38% (n=3) of the HRM officials hold an Honours, followed by a degree with 25% (n=2), and a Diploma with 25% (n=2) of the respondents. Lastly, 12% (n=1) of the respondents had certificates as the highest qualification. From the data on the chart, the number of those with certificates is quite low.

Table 4.1: Current employment information of HRM Officials

Respondent	HRM Section	Department
1	Human Resource Practices and Administration	DSD
2	Human Resource Development	DSD
3	Human Resource Development	DSD
4	Labour Relations	DSD
5	Human Resource Development	DARD
6	Employee Relations and Special Programmes	DARD

7	Human Resource Management	DARD
8	Strategic Management and Evaluation	DARD

Table 4.1 above shows the current employment information of the HRM officials of studied departments, detailing the HRM sections they fall under (*Source: Human Resource Management, 2024*)

Table 4.2: *Work Experience of HRM Officials in the Departments*

Respondent	Experience in the Department
1	13 years
2	15 years
3	13 years
4	13 years
5	19 years
6	14 years
7	34 years
8	18 months (1 year 6 months)

Table 4.2 above shows the number of years and/or months that HRM officials have been in the HR field, first by sector (public, private, and parastatal) and then the total of all sectors (*Source: Human Resource Management, 2024*)

4.2.3 Summary of demographic data for the study

Based on the data emanating from persons with disabilities and HRM officials, the majority of respondents with disabilities were females; thus, this shows that the departments are meeting the 50% target of representation of women. Whereas for HRM officials; males and females are equal; thus, this shows workplace gender equality within the studied departments. With age, most respondents are in their 50s, 40s, followed by 30s, and 60s. Furthermore, the majority of both categories of respondents speak Sepedi, followed by Tshivenda, and Xitsonga. In terms of education, most persons with disabilities have higher certificates, degrees, and honours, followed by masters and grade 12. While most HRM officials have honours,

followed by degrees, diplomas, and higher certificates. Consequently, the number of those with higher certificates is low.

In terms of disability status, most persons with disabilities were physically impaired followed by albinism and visually impaired as well as hearing impairment. Thus, this shows that persons with different types of disabilities are considered for employment within the studied departments. The findings show that most persons with disabilities are Social workers and Deputy Directors, followed by Foreman, HR Clerks, Senior Personnel, Registry Clerks, and Assistance Directors. Consequently, all positions fall under different occupational levels ranging from semi-skilled to top management level. Whereas HRM respondents were under HRD, HR Practices & Administration, Labour Relations, Employee Relations and Special Programmes, HRM, and Strategic Management and Evaluation. With the experience, the findings show that most persons with disabilities have much experience of working in the departments including HRM officials. There is only one HRM officer with less experience in one of the departments.

4.3 PRESENTATION OF RESEARCH FINDINGS

Each research objective was presented in line with data emerging from persons with disabilities, persons with disabilities followed by data from HRM officials. Themes were created based on the data that emerged from these sources (persons with disabilities and HRM officials).

4.3.1 Development and Implementation of Employment and Promotional Policies

To understand the extent to which employment and promotional policies are developed and implemented for persons with disabilities, both persons with disabilities and HRM officials were asked various questions relating to research objective one. Thus, persons with disabilities were asked four questions (See Appendix I, Q1 to Q4). Whereas HRM officials were asked eleven questions (See Appendix K, Q1 to Q11). Thus, the respondents' answers are tabulated in Table 4.3 to Table 4.19.

4.3.1.1 Data from Persons with Disabilities on Research Objective One

The questions for persons with disabilities were structured around awareness of policies for persons with disabilities, knowledge of specific policies, development and implementation of policies, and review and accommodation of policies.

On the awareness of policies for persons with disabilities, the respondents were asked to indicate their knowledge of any policies for persons with disabilities in the department in Q1, and responses are tabulated in Table 4.3 below.

Table 4.3: *The Awareness of Policies*

Yes/No	Themes	Frequency of Responses
Yes	Knowledgeable	6
No	Uncertain	3

Source: Data Source, 2024

Data from Table 4.3 above revealed that the majority of the respondents (67%) are knowledgeable in a way that they are aware of policies and were able to mention them. Respondent 3 said, “Yes, *Policy on Social Development Services to persons with disabilities*”. Respondents 6 and 7 said, “Yes, *such as Policy on the Rights of Persons with Disabilities*”. Respondent 8 pointed out, “Yes, *the EEA it is the one which I am aware of And there is also the code, the one for Reasonable Accommodation And a Policy on the Rights of persons with disabilities*”. Respondent 9 said, “Yes, *such as points on disability issues, Policy on the Rights of Persons with Disabilities, white paper on the rights of persons with disabilities, we follow the white paper*”. However, it should be noted that one of the respondents is aware of the policies but does not remember them, for example, Respondent 1 said “Yes, *I know that there are some policies and I forgot*”.

Moreover, a few of the respondents (33%) were uncertain. Respondent 2 said, “No, *I do not know those policies*”. Respondent 4 commented, “Not 100% sure but some”. Respondent 5 said, “No, *I am not*”. Furthermore, another question addressed the respondents' knowledge of specific policies in relation to Persons with Disabilities, and responses are presented in Table 4.4 below.

Table 4.4: *Knowledge of specific policies relating to Persons with Disabilities by Persons with Disabilities*

Themes	Frequency of Responses
Policy on Social Development Services to Persons with Disabilities	1
Policy on the Rights of Persons with Disabilities	4
Employment Equity Act	1
Policy on Reasonable Accommodation and Assistive Devices for Persons with Disabilities	1
Points on Disability Issues	1
White Paper on the Rights of Persons with Disabilities	1

Source: Data Source, 2024

As highlighted in Table 4.4, it is clear that some respondents were able to mention the policies that relate to persons with disabilities. However, it should be noted that some respondents mentioned more than one policy while others did not mention any policy. The next is on the Development and Implementation of policies which was addressed in Q2 from **Section B** of the interview guide. The idea was to elicit information on the respondents' participation in the development of policies at government departments. Data that emerged is presented in Table 4.5.

Table 4.5: *The Participation in the Development and Implementation of Employment and Promotional Policies by Persons with Disabilities*

Yes/No	Themes	Frequency of Responses
Yes	Participation	6
No	Non-engagement	3

Source: Data Source, 2024

In terms of participation in the development and implementation of policies, data from Table 4.5 revealed that the majority of respondents (67%) indicated that they do participate in the development and implementation of policies. Respondent 6 commented, “*they email us the drafts of policies...*”. Respondent 7 stated, “*Yes before it is abroad, they will send us drafts of policies.....*”. Respondent 8 further stated, “*..... when they develop policies it is a standard that they circulate to all employees...*”. Respondent 9 added, “*..... what happens in the department when we draft any document, policy documents, frameworks we have the multitude of circulating amongst them....*”. It should be noted that other respondents indicated that they participate sometimes. Respondent 1 pointed out, “*sometimes they just call us whereby we have a meeting with the management.....*”. Respondent 3 remarked, “*Sometimes we do participate, I remember with this Policy ... they called us and that is where we participated...*”.

Three respondents (33%) indicated that there is no engagement when it comes to the issue of development and implementation of policies because they are not aware of policies for persons with disabilities. Respondent 2 pointed out, “*Since well I do not know any policy, I do not participate*”. Respondent 5 remarked, “*No, I won't be part since I am not aware of them*”. It should be noted that one of the respondents has not yet participated in the development and implementation of policies. Respondent 4 noted, “*All along I wasn't, but now they sent me a contract to sign that I will be part of the implementation of policies and so on*”. There is no participation because these respondents were not aware of the policies relating to persons with disabilities.

Further question addressed reviewing of policies as noted in Q3 from **Section B** of the interview guide. The question elicited information on how often policies are reviewed and data that emerged are presented in Table 4.6 in the form of themes and frequency of responses.

Table 4.6: *The Reviewing of Employment and Promotional Policies by Persons with Disabilities*

Themes	Frequency of Responses
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2 to 3 years	2
3 years	4
Uncertain	2
Necessity	3

Source: Data Source, 2024

In terms of how often policies are reviewed, the majority of respondents (37%) indicated that policies are reviewed after 3 years. Respondent 1 said, “.... normally after 3 years”. Respondent 6 said, “3 years I think and after they review, they explain that they reviewed a particular section; therefore, they request us to check them and give the inputs”. Respondent 7 noted, “3 years...”. Respondent 8 said “3 years”.

Furthermore, the other few respondents (18%) indicated that the policies are reviewed after 2 to 3 years. Respondent 4 said “2 to 3 years”. Respondent 9 commented, “It depends I think; some are reviewed after 2 years but most it is after 3 years”. Therefore, this shows that the respondent was not certain about the reviewing of policies in general but policies specifically for persons with disabilities.

However, two of the respondents (18%) were uncertain. Respondent 2 said, “I do not know since I never participated in policy development and implementation”. Respondent 5 further said, “I do not know”.

Table 4.6 further indicated necessity from three of the respondents (27%) showing that policies are reviewed when the need arises. Respondent 1 pointed out, “They review the policies where there is a need....”. Respondent 3 remarked, “When there is a need”. Respondent 7 commented, “.... but usually, they are reviewed only if there is anything that needs to be added, if there is nothing it continues as it is”.

The last component of research objective one addressed the accommodation of policies in Q4 from **Section B** of the interview guide was used for it. The idea was to understand the respondents' views on the extent the policies accommodate persons with disabilities in government departments. The data that emerged is presented in Table 4.7 showing themes and frequency of responses.

Table 4.7: The Accommodation of Policies by Persons with Disabilities

Yes/No	Themes	Frequency of Responses
Yes	Reasonable accommodation	4
Yes	Inadequacy of accommodation	2
No	No accommodation	1
Yes	Uncertain	2

Source: Data Source, 2024

Findings from Table 4.7 show that there is accommodation of policies as indicated by four respondents (45%). Respondent 1 remarked, *“Yes, one of them is me, a person who is physically impaired They do accommodate us. Like myself, if you can check the chairs that persons without disabilities are using, are not similar to the ones that I am using It supports my back and I do not feel any pain; therefore, I can concentrate on performing my tasks well without feeling uncomfortable”*. Respondent 3 said, *“Yes, I applied for a subsidised vehicle that is modified, suiting a person with a disability.... Sometimes the department tries to comply with the policies when it comes to accommodating persons with disabilities”*. Respondent 6 mentioned, *“Yes, for example, some employees can’t walk properly, so they have a special car that they use when they go to work elsewhere. The department buys them automatic cars”*.

However, two respondents (22%) indicated that accommodation is inadequate when it comes to policies. For example, Respondent 4 mentioned, *“Yes, I think they do but I feel like most of the time they are focusing on some when it comes to persons with physical disabilities, but people who are blind, and mute we don’t have. Even the ranks for people using wheelchairs we don’t have. For my side, sometimes my legs are failing, and when I tell them that I need to park closer to the office, they are not taking me seriously”*. Respondent 8 pointed out, *“Yes, but I don’t think as a department they try to come up with a method of recruiting persons with disabilities, they just use the normal procedures”*.

One of the respondents (11%) further indicated that there is no accommodation. Respondent 2 said, *“No”*.

Furthermore, two respondents (22%) were uncertain of whether the policies accommodate persons with disabilities. Respondent 5 stated, *“I am not sure....”*. Respondent 7 remarked, *“I can’t say they do”*.

4.3.1.2 Data from HRM Officials on Research Objective One

To understand the extent to which employment and promotional policies are developed and implemented for persons with disabilities, the respondents were asked eleven questions that appeared in the interview guide. The questions were structured to elicit information on policy availability, knowledge of existing policies, availability of HR Plan and EE plan, utilisation of performance management assessment outcomes, and creation of job opportunities. As well as evidence of promotions, ring-fencing posts, stakeholders involved in the development and implementation of policies, participation in policies, review of policies, involvement of relevant institutions, and application of the Code and TAG. The respondents' answers are tabulated in Table 4.8 to Table 4.12. The Q1 from **Section B** of the interview guide (See Appendix K) elicited information on the availability of approved employment or promotional policies for persons with disabilities. A follow-up question tested the knowledge of the respondents on any specific policy relating to persons with disabilities.

It should be noted that the majority of the respondents gave more than one answer and indicated that there are employment policies but not promotional policies, that are for every employee in government departments including persons with disabilities. However, some employment policies have sections about promotions. Data that emerged from the question are presented in Tables 4.8 and 4.9.

Table 4.8: *The Availability of Employment or Promotional Policies on Persons with Disabilities by HRM Officials*

Yes/No	Themes	Frequency of Responses
Yes	Adequate employment policies	8
No	Insufficient promotional policies	4
No	Uncertain	1

Source: Data Source, 2024

When it comes to the approved employment or promotional policies as depicted in Table 4.8, eight respondents (61%) indicated that there are adequate employment

policies in the departments. It should be noted that some respondents mentioned that some policies have sections about promotions and there are certain clauses on persons with disabilities. Respondent 1 said, “Yes, we *do have employment policies such as EEA*”. Respondent 3 said, “Yes, we use transversal policy from DPSA. *Departmentally, the policy we have is the EE Policy on persons with disabilities....*”. Respondent 5 said, “Yes, *EE Policy*”. Respondent 6 said, “Yes, ... *the Policy on the Rights of Persons with Disabilities and there is a Departmental Transport Policy which has provisions in it that talk to persons with disabilities.... The Transport Policy which is also called the departmental Fleet Management Policy has a certain clause about persons with disabilities, clause 9.5 which is about the needs of persons with disabilities, from 1 & 2 states the department should create an enabling environment for persons with disabilities in all provisions of this policy on approval and so on. So, I think the recruitment and selection policy might be the one having a clause about persons with disabilities. We also have the Skills Development Policy.... the Recruitment and Selection Policy and the Employment Equity Plan, they are the ones that talk to promotions*”. Respondent 7 said, “Yes, we have the HR plan and EE plan. We are not representing the entire HR because there are different divisions....”. Respondent 8 said, “Yes when it comes to issues of Employment Equity, we are using HR plan, Recruitment, Selection, and Appointment Policy”.

Four respondents (31%) stated that there are insufficient promotional policies. Respondent 1 pointed out, “.... we *don’t have promotional policies*”. Respondent 2 pointed out, “Yes, we *do have employment policies not promotional policies*. One of four respondents mentioned that they do not have promotional policies including disability policies, for example, “We *do have employment policies, but we don’t have a Disability Policy and promotional policies, and the employment policies we have are Public Service Regulations, EEA, LRA, Code of Conduct, and Recruitment Policy*”.

Moreover, one of the respondents (8%) does not remember (uncertain) policies because they are not involved in the process of developing and implementing the policies. Respondent 2 pointed out, “.... *I don’t remember the policies because I am not involved in issues of policy implementation and development*”.

Thus, Table 4.9 below shows the approved policies that the respondents managed to mention. It should be noted that the respondents mentioned more than one policy.

Thus, the above discussion of the responses shows that some respondents mentioned the policies in Table 4.9 below.

Table 4.9: *The knowledge of existing approved employment or promotional policies by HRM Officials*

Policy	Frequency of Responses
EE Policy/Plan	5
Public Service Regulations	1
Employment Equity Act	1
Labour Relations Act	1
Code of conduct	1
Recruitment, Selection, and Appointment Policy	3
Policy on the Rights of Persons with Disabilities	1
Departmental Transport Policy	1
Skills Development Policy	1
HR Plan	2
Scarce Skills Retention Policy	1

Source: Data Source, 2024

Table 4.9 above shows policies that are approved in both government departments. One of the respondents mentioned that the Skills Development Policy addresses everyone including persons with disabilities, however, the policies that focus on promotions and prepare them to advance are the Recruitment and Selection Policy and the Employment Equity Plan, for example, Respondent 6 pointed out, “.... *Skills Development Policy.... does not specifically talk to persons with disabilities, it talks to everyone and persons with disabilities are included.... policy that prepares them to advance is the Recruitment and Selection Policy and Employment Equity Plan; they are the ones that talk to promotions*”.

The next question was on the availability of a Human Resource Plan and Employment Equity Plan. It should be noted that the respondents gave answers for the EE plan and HR plan, hence the frequency of the responses for the EE plan correspond with the

HR plan. The Q2 in the interview guide was structured to find out if the departments have approved HR plans and EE plans and the findings were captured in Table 4.10

Table 4.10: *The Approved HR and EE Plan by HRM Officials*

Plan	Yes/No	Themes	Frequency of Responses
EE Plan	Yes	Reporting to the Department of Employment and Labour	2
	Yes	Availableness	6
HR Plan	Yes	Reporting to DPSA	1
	Yes	Development and growth	1
	Yes	Availableness	6

Source: Data Source, 2024

Data from Table 4.10 revealed that both departments have an approved HR and EE plan as indicated by eight respondents (100%). For example, Respondent 1 said, “Yes....”. Respondent 3 said “Yes, we do have an HR plan and an EE plan. The current ones that we are using we just developed not so long ago, the HR plan started in 2023 and will end in 2026, it is a 3-year plan, same applies to the EE plan, which is a 3-year plan. But with the EE plan, the year is different, its year starts from October and the HR plan’s year starts from the 01st of April....”. Respondents 2, 5, and 7 said, “Yes”. Respondents 4 and 6 said “Yes, we do/ it does”. Respondent 8 added and said, “Yes, we are using both”.

Therefore, two respondents (12%) indicated that they report the EE plan to the Department of Employment and Labour every year, for example, Respondent 1 commented, “.... The EEA is the one that we report to Labour on where we are in terms of reaching the employment target. They submit the EEA report to Labour for them to see the target that they are supposed to meet as a department...”. Respondent 3 pointed out, “.... The years are different because we report them to different bodies.... EE plan we report to the Department of Employment and Labour”.

One of the respondents (6%) indicated that they report HR plans to DPSA. Respondent 3 pointed out, “.... *HR plan we report to DPSA...*”.

Moreover, one of the respondents (6%) also indicated that they have an HR plan for development and growth. Respondent 1 pointed out, “*With the HR plan, we don’t report to Labour because it is for us in order to develop us to grow, to correct where we failed, to plan for the future what kind of target we want to reach and what we want to do*”.

The next question, Q3 elicited information on the utilisation of performance management assessment outcomes. The question requires the respondents to indicate whether the government uses performance management assessment outcomes for promotional purposes. The data that emerged is presented in Table 4.11.

Table 4.11: *The Utilisation of Performance Management Assessment Outcomes by HRM Officials*

Yes/No	Themes	Frequency of Responses
Yes	Performance management assessment utilised	3
No	performance management assessment unutilised	5

Source: Data Source, 2024

From Table 4.11, five respondents (63%) indicated that performance management assessment is unutilised in promoting persons with disabilities; hence, Respondent 2 remarked, “*No, we don’t do such in our department, the posts are advertised for everybody to apply but we recommend persons with disabilities. We indicate in the advert that persons with disabilities are encouraged to apply*”. Respondent 3 said “*No, we don’t promote them because of their performance, they apply like any other person....*”. Respondent 5 noted, “*Not really, we have PMDS that asses your work description, and how you conduct your work....*”. Respondent 8 said “*No*”.

Moreover, three respondents (37%) pointed out that performance management assessment is utilised, for example, Respondent 1 said, “*We do use performance*

management assessment". Respondent 4 further said, *"We assess them, and it is not only applicable for persons with disabilities but to everyone"*. Respondent 7 also added, *"... we don't say these are persons with disabilities and they must get the preference, it is based in terms of performance then in line with the Transversal Policy...."*.

Following the previous question is a need to gain insight into the creation of job opportunities for persons with disabilities. Question four of the interview guide addressed this by understanding how job opportunities are created for persons with disabilities. It should also be noted that the respondents gave more than one answer. The themes and frequency of responses are tabulated in Table 4.12 below.

Table 4.12: *The Creation of Job Opportunities for Persons with Disabilities by HRM Officials*

Themes	Frequency of Responses
First preferences	3
Creating job opportunities for everyone	3
Advertise posts (when there are vacant posts)	3
Creating job opportunities through EEA (guided by EE on the status)	2
Ring-fencing posts and ear-marking persons with disabilities	1
Sharing the advert (with the relevant institutions)	1

Source: Data Source, 2024

From Table 4.12 above, when it comes to the case of creating job opportunities for persons with disabilities, three respondents (23%) indicated that persons with disabilities are given first preferences and opportunities. Respondent 1 pointed out, *".... They are given first preferences; however, most don't apply for the positions advertised.... But we do give them opportunities and all our adverts do indicate that first preferences will be given to persons with disabilities"*. Respondent 4 remarked,

“... and they are also given first preference”. Respondent 8 remarked, “.... we give them first preferences based on EE plan....”.

Three respondents (23%) indicated that job opportunities are created for everyone, including persons with disabilities. Respondent 2 stated, *“We don’t create anything for them....”*. Respondent 4 commented, *“We don’t necessarily create jobs for persons with disabilities, we create jobs for everyone but persons with disabilities are also encouraged to apply....”*. Respondent 8 remarked, *“We don’t create job opportunities for persons with disabilities.... We indicate on the advert that persons with disabilities and women are encouraged to apply....”*.

Other three respondents (23%) pointed out that they advertise posts when there are vacant posts. It should also be noted that posts show that persons with disabilities are encouraged to apply. Respondent 1 said, *“When we advertise posts, our advert shows that persons with disabilities will be given first preferences. So, we give them those opportunities only if they meet the requirements of the advertised position....”*. Respondent 2 stated, *“.... we just advertise and state on the advert that persons with disabilities are encouraged to apply”*. Respondent 3 pointed out, *“We’ve got different programmes in the department for job opportunities. We’ve got EPWP, Experiential training, Internship, and permanent positions, and we advertise all these things when there are opportunities. So, persons with disabilities are encouraged to apply like any other person”*.

Two respondents (15%) indicated that they create job opportunities through EEA. Respondent 6 pointed out, *“In terms of job creation opportunities for persons with disabilities, the EE plan is the most central document that guides the process of creating job opportunities for persons with disabilities.... in their Employment Equity plan, it will be indicated that we are targeting this number in the post, that will be identified, and this is the post that we must identify that with these, we are targeting specifically for persons with disabilities”*. Respondent 8 remarked, *“.... we give them first preferences based on EE plan because remember it does not mean we populate persons with disabilities staff....”*.

One of the respondents (8%) indicated that they ring-fence posts and ear-mark persons with disabilities, for example, Respondent 7 pointed out, *“We’ve got what we*

call a ring-fencing plan that is approved by the executive authority whereby we earmark persons with disabilities against all levels which means as a department we've got an interest to say it must not just be a general thing, we must have a vision in terms of bringing persons with disabilities on board...."

Furthermore, the same respondent indicated that they share the advert with the relevant institutions which are the Organisations of Persons with Disabilities. Respondent 7 said, *".... In terms of creating job opportunities, we are even liaising through the advert with external stakeholders like Organisations of Persons with Disabilities so that they can communicate it throughout or through their own offices"*.

Next is the insight into the evidence of promotions for Persons with Disabilities. The fifth question from **Section B** of the interview guide asked the respondents about evidence of where Persons with Disabilities were promoted, and the findings are presented in Table 4.13. It should be noted that one of the respondents gave more than one answer.

Table 4.13: *Evidence of Promotion for Persons with Disabilities by HRM Officials*

Themes	Frequency of Responses
Uncertain of cases	6
One case (several promoted previously)	3

Source: Data Source, 2024

In terms of the promotion of Persons with Disabilities in the two government departments, six respondents (67%) could not recall any evidence (uncertainty). Respondent 1 said, *"I don't remember any case(s) because the people we have with disabilities are professionals...."*. Respondent 5 said, *"I don't remember any cases"*. Respondent 2 said, *"I am not sure about the number of cases we had...."*. Respondent 4 said, *"I am not sure"*. Respondent 6 said, *"I am not sure...."*. Respondent 8 said *"As I indicated that I have 18 months working in this department, I cannot say yes or no. But what I know is that we are having a case wherein somebody with a disability feels that he was unfairly treated or discriminated against. He feels that we need to apply RPL (Recognition of Prior Learning) for experience which is something that is not*

possible. But we are addressing it as a department and if he was meeting the requirements I think he was going to be able to be promoted....". Therefore, this respondent was trying to indicate that there is a case whereby one of the persons with disabilities cannot be promoted because of not meeting the requirements.

In addition, three respondents (33%) indicated that there are persons with disabilities who got promoted. Respondent 2 pointed out, *".... one of the employees with a disability was promoted to the HOD position"*. Respondent 3 said, *"Not recently, but the department has promoted persons with disabilities from this level to the other level"*. It should be noted that one of the respondents pointed out that several persons with disabilities were promoted previously. Respondent 7 noted, *"Not recently, but the department has promoted persons with disabilities from this level to the other level. For example, one of the persons with disabilities was on level 9 or 10, and then she was promoted to level 11. She was on the lower level, then she went for an interview then she passed leading her to a higher level. There were times when people were promoted from this level to a higher level, and those people had a disability. Possibly, even after 2016, there might be persons with disabilities who got promoted, we are not sure about the names and places. However, the thing is that the department considers persons with disabilities...."*. Therefore, this respondent is trying to show that various persons with disabilities previously got promoted.

Coming to the issue of Ring-fencing posts, the sixth question asked respondents to state whether they ring-fence posts for persons with disabilities to promote or employ them. Ring-fencing alludes to a process whereby posts are put aside for a specific purpose. Some respondents provided more than one answer. Themes and frequency of responses are presented in Table 4.14.

Table 4.14: *The Ring-fencing of Posts by HRM Officials*

Yes/No	Themes	Frequency of Responses
No	No ring-fencing	5
No	EEA utilised for posts	1
No	Advertise posts	3
Yes	Ring-fence posts	3

Source: Data Source, 2024

From Table 4.14 above, five respondents indicated that when it comes to the issues of ring-fencing posts for persons with disabilities to promote or employ them, they do not set aside posts as a way to appoint persons with disabilities. Respondent 1 said, *“.... we don’t set aside posts for persons with disabilities....”*. Respondent 2 said, *“No....”*. Respondent 3 said, *“We don’t ring-fence posts, what we do we’ve got what we call numerical goals at a target that we normally do. We indicate in our numerical goals that we need persons with disabilities”*. Respondent 4 said, *“No. we don’t”*. Respondent 5 pointed out, *“We don’t....”*.

One of the respondents (8%) indicated that they are using EEA to advertise posts. Respondent 1 said, *“We use EEA to advertise posts....”*.

However, three respondents (25%) indicated that the posts are advertised. It should be noted that persons with disabilities are encouraged to apply. Respondent 2 pointed out, *“No, but we encourage persons with disabilities to apply when posts are advertised”*. Respondent 3 commented, *“.... But without necessarily ring-fencing posts, when we advertise, our adverts are always clear that persons with disabilities are encouraged to apply if they meet the requirements. Then they will be subjected to interviews and if they do well in the interviews, they will be given the opportunity”*. Respondent 5 pointed out, *“....in every post, we indicate that persons with disabilities must apply but sometimes the challenge is the working tools.... however, persons with disabilities are encouraged to apply and when they apply”*.

Three respondents (25%) further indicated that posts are ring-fenced. It should be noted that while posts are ring-fenced, it is also indicated that persons with disabilities are targets. Respondents 6 and 7 said, *“Yes”*. Respondent 8 commented, *“We do but the challenge is that you may find that they are not meeting the requirements. But when we issue an advert, we do ring-fence for us to say, these are our targets”*.

The next is question 7 which gives insight into the stakeholders who are involved in the development and implementation of policies relating to Persons with Disabilities. Responses alluded to more than one stakeholder as shown in Table 4.15.

Table 4.15: *Stakeholders involvement in the Development and Implementation of Policies that relate to Persons with Disabilities by HRM Officials*

Stakeholders Involved	Frequency of Responses
Premier's office/ Office of the Premier	3
Department of Labour	1
Unions	5
Committee of Persons with Disabilities	2
Management	1
Persons with Disabilities	4
Provincial Office	1
Deputy Director of Transformation and Transversal	1
HR Equity	1
All departmental (general) staff (for development)	2
DPSA (for implementation)	1
Organisations of and/or for Persons with Disabilities (for implementation)	3
Directors of the department	1

Source: Data Source, 2024

As can be seen from Table 4.15 above, all respondents were able to mention the stakeholders that are involved during the process of developing and implementing policies, however, the majority of the respondents (19%) indicated that Unions are getting involved, whereas four respondents (15%) specified that persons with disabilities are also involved. Thus, three respondents (11%) indicated that the Office of the Premier gets involved. Consequently, the other respondents (11%) specified that Organisations of Persons with Disabilities are also involved.

Moreover, two respondents (8%) added that there is a committee for persons with disabilities that participates in every stage of policy processes, while the other two respondents (8%) indicated that all departmental staff get involved. However,

Respondent 6 mentioned, *“All departmental staff are involved during the development stage....”*, while for the implementation stage is the Office of the Premier, Organisations of/for Persons with Disabilities, and DPSA. Other respondents (each stakeholder was mentioned by 7 respondents which makes it 4% each) further indicated that stakeholders such as the Department of Labour, Management, Provincial Office, Provincial Office, Deputy Director of Transformation and Transversal, HR Equity, DPSA, and Directors of the department are involved.

Respondent 1 pointed out, *“When we develop policies, we involve the premier’s office and the Department of Labour”*. Respondent 2 noted, *“Unions, Committees for persons with disabilities if I remember well. There are events, meetings, and functions for persons with disabilities. There is also a disability day whereby persons with disabilities participate wherever the event will be....”*. Respondent 3 commented, *“We’ve got other functions in the department that deal with persons with disabilities. When we develop policies, we make it to a point that the employees themselves are involved, their trade unions and management”*. Respondent 4 stated, *“...policies are developed by the Provincial office and there will be Unions, a Deputy Director of Transformation and Transversal and also persons with disabilities are involved”*. Respondent 5 said, *“HR equity which is a section that deals with persons with disabilities”*. Respondent 6 pointed out, *“For development, it is all departmental staff in terms of the development of policies. But in terms of implementation, there are quite a few stakeholders that are involved, the first one is the Office of the Premier, Disabled People’s Organisations (Organisations of Persons with Disabilities). They are very central in terms of the implementation of policies because from time to time we work closely with them.... also, DPSA gets involved”*. Respondent 7 commented, *“The Premier’s Office.... the Organisations for Persons with Disabilities that give inputs, and general staff including the Unions”*. Respondent 8 commented, *“Most of the time we call all Directors of the Department, and they sit for the development and implementation of policies”*.

On the participation of Persons with Disabilities in policy development, question 8 was structured in that regard. Data emerging from the respondents is presented in Table 4.16

Table 4.16: *Participation of Persons with Disabilities in the Development and Implementation of Policies by HRM Officials*

Yes/No	Themes	Frequency of Responses
Yes	Involvement	6
No	Uncertain	2

Source: Data Source, 2024

In terms of involvement from Table 4.16 above, the majority of the respondents (75%) indicated that persons with disabilities participate in developing and implementing policies. Respondent 1 said, *“Yes, from all disability committees, there’s a person with a disability who represents his/her people”*. Respondent 3 said, *“Yes”*. Respondent 5 stated, *“Yes, if the person has been appointed for a post that requires him/her to do the policies then the person must get involved”*. Respondent 6 said, *“When we develop policies, consultations are done with all employees including persons with disabilities. When we do implementation as well, we include everyone.... That is how we do it”*. Respondent 7 stated, *“Yes, it is where they are sitting and talking, they are articulating”*. Respondent 8 said, *“Yes, and they are represented during that process”*.

However, two of the respondents (25%) were uncertain with regard to whether persons with disabilities participate during the development and implementation of policies. It should be noted that the respondents further emphasised that there is a committee for persons with disabilities. For example, Respondent 2 said, *“I am not sure, but I think they do since there is a committee for persons with disabilities”*. Respondent 4 also said, *“Not sure”*.

Question nine from the interview schedule addressed the review of employment and promotional policies and different responses emerged as in Table 4.17.

Table 4.17: Reviewing of Employment and Promotional Policies by HRM Officials

Themes	Frequency of Responses
2 or 3 years	1
3 to 5 years	6
Uncertain	1

Source: Data Source, 2024

From Table 4.17 above, one of the respondents (12%) also indicated that policies are reviewed after 2 or 3 years, however, there is no specific time frame. Respondent 4 commented, *“It depends, it might be 2 years or 3 years, but there is no specific time frame”*.

Six respondents (75%) indicated that policies are reviewed after 3 to 5 years. Respondent 1 pointed out, *“In terms of reviewing the policies, we have the medium-term frameworks and long-term frameworks. The medium-term frameworks are 3 years plan while long-term frameworks are 5 years plan. 3 years plan means we review within 3 years; like within 3 years, we review the policies. Therefore, we plan for 5 years that within this 5 year, we are going to, we want to have how many persons with disabilities that we recruit in our department”*. Respondent 3 noted, *“Normally we review our policies after 3 years ”*. Respondent 5 said, *“After 5 years”*. Respondent 6 stated, *“Policies are reviewed after 3 years... But what is legislated even on the policies if you can check, it is indicated that this policy will be reviewed every 3 years or when a need arises”*. Respondent 7 mentioned, *“Our period time frame is normally 3 years, but that is not stagnant unless maybe there are other circumstances, we can still review, it is not rigid”*. Respondent 8 commented, *“Maximum is 60 months (5 years). Minimum is when a need arises usually, they are reviewed between 3 to 5 years”*.

One of the respondents (13%) was uncertain when it came to the issue of how long policies are reviewed. Respondent 2 said, *“I am not sure but there is someone in the department responsible for these issues. The person knows about the issue of reviewing policies”*.

There was a need to explore the involvement of two organisations and the role they play in the affairs of Persons with Disabilities. The two organisations explored are Organisations for Persons with Disabilities and Organisations of Persons with Disabilities. This was addressed in question ten and data that emerged was presented in Table 4.18.

Table 4.18: *The Involvement of Relevant Institutions by HRM Officials*

Yes/No	Themes	Frequency of Responses
Yes	Involvement	6
No	Uncertain	2

Source: Data Source, 2024

From Table 4.18, six respondents (75%) indicated that there is an involvement of Organisations for Persons with Disabilities and Organisations of Persons with Disabilities in every issue concerning employees with disabilities. Respondent 3 stated, *“Our working relationship with the Organisations of Persons with Disabilities, may be when we want to do an awareness. Let’s say maybe is a deaf month, blind month, or albinism month, then we involve them to come and assist us to raise awareness. But we also work closely with them when it comes to issues of advertising posts. We disseminate that information to them so that they can share it with their constituents. When we say we encourage persons with disabilities, we work closely with them so that if we give to those Organisations of Persons with Disabilities it will reach persons with disabilities quickly because they have their database and means of communication with them. As the department, we might not know how many people are relevant to appoint, so the Organisations of Persons with Disabilities have information in the database that so many people have studied this particular course. So, immediately when we give them an advert, they will send it straight to that particular person then it will be easy for them to access their advert”*. Respondent 4 said, *“Yes, we involve them, and we also have a disability committee (Organisation for Persons with Disabilities), and that committee only involves persons with disabilities. They meet once in a quarter and when there is a need to meet, but usually they meet once a quarter”*. Respondent 6 stated, *“We don’t know where persons with disabilities are, so when there are opportunities in terms of employment we advertise, take the*

circular and email it to the Organisations of Persons with Disabilities because they've got their database. They know where and how to find these people. So, it is difficult but easy at the same time to get them because in some positions you may find that persons with disabilities did not apply. After all, there was a shortage of such people who are skilled in that area".

However, two respondents (25%) were uncertain of whether the department involved the organisations, Respondent 2 stated, *"I do not know but I think they are involved"*. Respondent 5 said, *"We have a section that deals with persons with disabilities, when they do something, they will require assistance from other divisions like labour, labour unions, and legal. I don't think the department involves such organisations"*.

Furthermore, the importance of relying on the Code of Good Practice was explored using question eleven from **Section B** of the interview guide. The question was structured to elicit information on the extent to which government departments have relied on the Code of Good Practice on the key aspects of the employment of Persons with Disabilities and Technical Assistance Guidelines on the employment during policy development and implementation. The data from the respondents indicated similar answers as presented in Table 4.19.

Table 4.19: *Application of the Code of Good Practice and TAG for Policy Development and Implementation by HRM Officials*

Themes	Frequency of Responses
Using EEA (rely on EEA)	2
Uncertain	1
Using all codes for appointments of Persons with Disabilities	1
Following the code to accommodate Persons with Disabilities	1
Using the Policy on Reasonable Accommodation to remove the barriers	1
Relying on the HR Plan and EE Plan	1

Linking policies to EE Plan (has key aspects)	1
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Source: Data Source, 2024

As shown in Table 4.19 above, two respondents (25%) indicated that they rely on the Employment Equity Act when it comes to the development and implementation of policies. Respondent 1 stated, *"We use EEA, that is the one that we rely on"*. Respondent 4 said, *"... Our main guideline, even though I don't sit in the development of policies, will be the EEA and they rely on it because once a year the department is obliged to comply with the EEA and they send the report to the Department of Labour. We indicate where we are and how we are doing in terms of persons with disabilities. Are we complying or not?"*.

One of the respondents (12%) did not know (uncertain) if the government relies on the Code and TAG for the implementation and development of policies. Respondent 2 stated, *"I am not dealing with these issues, so I wouldn't know"*.

Another one of the respondents (12%) indicated that they use all codes when it comes to the implementation and development of policies. Respondent 3 pointed out, *"That is our daily butter and bread. When we are working, we make it apparent that we strive to align our work with the technical guidelines, and we align ourselves with all codes of good practices. We integrate HR and Employment of persons with disabilities, there are quite a number of them, so we make it to a point that our policies and strategies are aligned because they are important documents from the Department of Labour and Employment. For example, if we are appointing a person with a disability, what are the things we need to follow, we need to provide reasonable accommodation and assistive devices that are related to work, not personal assistive devices...."*.

Moreover, one respondent (12%) indicated that they follow the code to accommodate persons with disabilities. Respondent 5 stated, *"When we implement policies, we check the statistics as it is going to give us the right decision of how to appoint so many percentages of persons with disabilities because we must follow the directive from the DPSA. And we do follow the code to accommodate persons with disabilities"*.

One of the respondents (13%) also indicated that they are using the policy on reasonable accommodation to remove the barriers for persons with disabilities. Respondent 6 pointed out, *“We are looking in terms of reasonable accommodation for persons with disabilities and in terms of removing the barriers of persons with disabilities. It could be physical and non-physical barriers. A physical barrier is whereby we must make sure that our buildings are easily accessible for persons with disabilities. And a non-physical barrier is to make sure that there is participation. We create a platform for persons with disabilities to participate, it could be in terms of the training that is provided in terms of the recruitment opportunities, then they must be given a fair opportunity like any other person. Like we must make sure that we level the playfield so that a person with a disability can as well contest equally like a person without a disability”*.

One respondent (13%) indicated that they are relying on the HR and EE plan. Respondent 7 indicated that *“The policies HR plan and EE plan will address this question”*.

Lastly, one of the respondents (13%) indicated that they link policies to EEA. Respondent 8 stated, *“Most of the time we link the policies to the EE plan because it has those key aspects that we need to talk to”*.

4.3.1.3 Summary of Findings for Research Objective One

Based on the data emerging from persons with disabilities and HRM officials, it shows that there are employment and promotional policies available and HR and EE plans for all employees including persons with disabilities. Moreover, various stakeholders are involved during the development and implementation of policies. The data also show that before policies can be implemented or developed, the Code of Good Practice and TAG are used to accommodate persons with disabilities. However, data from persons with disabilities show that there is inadequate accommodation and participation when it comes to the development and implementation of policies. In addition, some policies such as the EEA are used to create employment opportunities for persons with disabilities including those without disabilities. Thus, data shows that those policies are reviewed after certain years to make changes or inputs. However, although policies are reviewed, the findings from research objective one show that a

lot has to be done to ensure that the policies accommodate every employee with a disability.

4.3.2 Developmental Programmes for Persons with Disabilities

To identify the developmental programmes that can be used to prepare persons with disabilities for promotions, both persons with disabilities and HRM officials were asked several questions relating to research objective two. Thus, persons with disabilities were asked four questions (See Appendix I, Q5 to Q8) whereas HRM officials were asked two questions (See Appendix K, Q12 to Q13) that appeared in the interview guides under **Section C**. Thus, the respondents' answers are tabulated in Table 4.20 to Table 4.25.

4.3.2.1 Data from Persons with Disabilities on Research Objective Two

The questions for persons with disabilities were structured around attendance of programmes for promotions, benefits of those programmes, issue of suggested courses, and whether the suggested courses prepare them for promotions.

Section C of the interview guide required respondents to state whether they have attended programmes to prepare them for promotions. The respondents' answers are tabulated in Table 4.20 below.

Table 4.20: *The Attendance of Programmes for Promotional Preparations by Persons with Disabilities*

Themes	Frequency of Responses
Non-attendance	5
Attendance	4

Source: Data Source, 2024

It is clear from Table 4.20 that 56% (n=5) of the respondents reported non-attendance in a way that they never attended programmes. It should be noted that they never attended programmes because they were unaware of programmes to prepare persons with disabilities for promotions. Furthermore, persons with disabilities do not attend the programmes due to the issue of insufficient funds in one of the departments. This

is supported by the following responses: Respondent 1 stated, *“No, but I can’t blame the department on that because there is a section of training whereby, they need to enlist people to attend such kind of programmes. So, due to insufficient funds in our department, sometimes they don’t manage to have such kind of programmes”*. Respondent 6 said, *“No, I don’t remember....”*. Respondent 7 said, *“None”*. Respondent 8 pointed out, *“No, I am not even aware if they do prepare persons with disabilities to get promoted personally”*. Respondent 9 stated, *“There are no programmes, what happens is they identify training needs and when we submit our training needs as units if I feel like I need training on a certain skill, then we submit M & E....”*.

However, four respondents (44%) pointed out that there is attendance. It should be noted that from four, one of the respondents attended programmes for temporary promotional posts, for example, Respondent 2 said, *“Yes, training programmes for the position I am assisting with now”*. Moreover, it should be noted that the last three of the respondents attended programmes but not for promotional purposes. Respondent 3 pointed out, *“I attended programmes but not specifically for preparing me to get promoted”*. Respondent 4 commented, *“Yes, but they are just normal programmes for social workers. They are not specifically for your growth. When it comes to promotions you won’t even succeed....”*. Respondent 5 pointed out, *“Yes, but after a long time. They once booked us for a programme around town for a week”*.

The next questions addressed specific programmes for skills development and the benefits they get from those programmes. Most persons with disabilities were consistent in their responses that there are no programmes or benefits when it comes to advancing to other levels. However, some mentioned that there are programmes not for promotional purposes, and one who mentioned programmes for the temporary promotional post attended as highlighted in Table 4.21 below.

Table 4.21: Developmental Programmes and Benefits by Persons with Disabilities

Themes	Frequency of Responses
Developmental programmes (therapeutic, computer workshops, substance abuse, individual	2

development plans, and permanency plans)	
Training programmes (Training for Logistics and Training for Bus)	1
Insufficient programmes or benefits	5
Monitoring and Evaluation plan	1

Source: Data Source, 2024

As it can be seen from Table 4.21, two respondents (22%) were able to mention developmental programmes. However, it should be noted that they were not specifically for promotions but to develop them to understand their duties. Respondent 3 said, *“Computer Workshops and Substance Abuse programme (KE MOJA) to help clients or be ready for clients.... I don’t remember attending disability programmes to prepare me for a promotion”*. Respondent 4 pointed out, *“We attended programmes like the therapeutic programme, individual development plans, permanency plans, and so on.... we do benefit from the programmes because some of them since we are dealing with children, they develop you more on how to deal with children with different attitudes, how to do this at work, how to deal with children with aggressive or difficult behaviour, and so on. So, we are benefiting a lot....”*.

However, one of the respondents (11%) mentioned training programmes that were for a temporary promotional post. However, it should be noted that the respondent indicated that there were no benefits since there was no advancement, especially to a permanent position. Respondent 2 pointed out, *“I attended Training for Logistics and Training for Bus to assist me with the Supply Chain Management position...I did not benefit because I was not promoted”*.

Four respondents (45%) indicated that there are insufficient programmes, or benefits when it comes to preparation for promotions. Respondent 1 pointed out, *“Since well I mentioned that there is a challenge of insufficient funds, there are no programmes to prepare us for promotions”*. Respondent 6 noted, *“I never attended programmes to prepare me for a promotion, so I don’t know any programmes and their benefits”*. Respondent 8 said, *“None, I was never exposed to such programmes”*. It should be noted that one of the respondents does not know or remember programmes to prepare

persons with disabilities to advance to other levels. Respondent 5 reported, *“I do not remember but they gave us certificates, they were for positions I was in before I got this one”*.

Moreover, the last respondent (11%) indicated that the department wanted to train them in particular areas including persons without disabilities, and they received skills benefits from the Monitoring and Evaluation plan. Respondent 9 remarked, *“.... we’ve been trained on Monitoring and Evaluation.... But training is not only for Monitoring and Evaluation, not long they sent us a circular, they wanted to train us, and everybody who wants to be trained in that area to submit their names. So, they were not for persons with disabilities but for everyone. But the selection is done in accordance, remember they consider the 2% we get the skills to benefit from the Monitoring and Evaluation”*.

The respondents were further asked a question to indicate if they were given a chance to suggest courses as well as attend the courses. The responses are captured in Table 4.22.

Table 4.22: Potential Developmental Courses by Persons with Disabilities

Themes	Frequency of Responses
Opportunity	7
No opportunity	2
Attendance	5
Non-attendance	4

Source: Data Source, 2024

From Table 4.22 above, the majority of the respondents (39%) indicated that there is an opportunity in a way that they are given a chance to suggest courses that will prepare and develop their skills. Respondent 1 said, *“Yes, like computer whereby you just go there and attend.... courses like skills development whereby you need to gain skills....”*. Respondent 5 commented, *“Every year we write that we want to be trained on what.... We write on the PA of what we want”*. Respondent 6 said, *“Yes, they do give us a chance to suggest courses. The one that I attended was customer care....”*. Respondent 9 remarked, *“We are given a chance as I said when you develop your*

performance agreement, it is where you indicate that you need this type of course that relates to your job title....". However, it should be noted that one of the respondents got a chance to suggest the courses but never suggested anything. Respondent 8 remarked, *"I am aware that they do that but with me due to my nature of disability, I never suggested anything that might help me in terms of doing things and so on...."*.

Eleven percent of the respondents (n=2) indicated that there is no opportunity in a way that they never got a chance to suggest the courses that they are interested in. Respondents 2 and 3 said, *"No"*.

Therefore, in terms of the issue of attendance, only five respondents (28%) reported that they got a chance to attend the courses that they suggested. Respondent 6 said, *".... I attended customer care. It is the one that I remember"*. Respondent 4 pointed out, *"Yes, even last week we were asked to draft a letter whereby we write the skills that we need to be equipped with which we did. We indicated that we need management skills that are relevant to our work, and we want Occupational Health and Safety, evaluation, and monitoring.... even with the Children's Act we wrote that we need to be equipped with Children's Act that updated and they did last year"*.

Furthermore, in terms of non-attendance, four respondents (22%) never attended courses. It should be noted that they never attended because some respondents never suggested any courses or were given a chance to suggest, while the others never attended although training needs were identified. Respondents 2 and 3 said, *"No"*. Respondent 7 noted, *".... we indicate the courses that we want to be taken for training, but I never attended one"*.

The last question further addressed respondents' preparation for advancement. This was addressed in question eight of **Section C** of the interview guide. The question asked the respondents about whether the suggested courses contribute towards preparing persons with disabilities for promotional opportunities and the data that emerged was captured in Table 4.23.

Table 4.23: *Preparation for Promotional Opportunities by Persons with Disabilities*

Themes	Frequency of Responses
Knowledge development	5

Non-development	3
Uncertain	1

Source: Data Source, 2024

As can be seen from Table 4.23 above, the majority of the respondents (59%) pointed out that the courses are developing their knowledge. Respondent 1 said, *“Yes, the more you attend courses it enriches your mind and gives you a better person for the future and it also sharpens you to be ready for a promotion, so that when the promotion comes you will be able to be identified because of the skills you have.... when the opportunity arises, you will be prepared for it”*. Respondent 4 said, *“Yes, because if you are equipped with such things and being knowledgeable.... it will be easy to advance to the upper level”*. Respondent 6 noted, *“The customer care can prepare me because where I work, I work with people”*. Respondent 9 pointed out, *“Yes, to me I feel like they do because they upgrade your skills, you improve something on whatever you are doing because you’ve got the skills in that course. It merges well with your experience; it dwells well with your experience because some of the things you can attach to things you’ve just developed knowledge on as you are working”*.

However, three respondents (30%) indicated that there is non-development concerning courses because some never suggested anything and/or attended the courses. Respondent 2 said, *“No”*. Respondent 3 said, *“No, since I never got a chance to suggest a course or courses that I am interested in”*. Respondent 7 said, *“No because I haven’t attended”*.

Furthermore, one of the respondents (11%) was uncertain of whether the courses prepare persons with disabilities for promotion. Respondent 8 stated, *“For those who are given an opportunity, I am thinking in a way that they do help them because I know for sure for those who are blind, if they have access to braille and whatever, or go to the interviews or even participate in workshops to do their work, the courses are helpful to them”*.

4.3.2.2 Data from HRM Officials on Research Objective Two

To determine the developmental programmes that can be used to prepare persons with disabilities for promotions from the HRM officials’ perspective, each respondent

was asked four questions that appeared in **Section C** of the HRM officials' interview guide. The respondents' answers are tabulated in Table 4.24 to Table 4.25. Therefore, questions are analysed in the form of tables as a way to develop themes.

In **Section C** of the interview guide for HRM officials asked the respondents about the suggested courses that prepare persons with disabilities to advance. The data that emerged from question 12 is presented in Table 4.24.

Table 4.24: *Suggested courses for promotional preparation by HRM Officials*

Themes	Frequency of Responses
Braille courses	2
Training needs	3
Staff training	1
Uncertain	2

Source: Data Source, 2024

As highlighted in Table 4.24, two respondents (25%) mentioned braille courses as courses suggested for persons with disabilities to advance. Respondent 1 pointed out, *"The department is the one that comes up with the courses.... Social workers were the ones who had to attend the braille course because they use computers to type the reports.... the department installed the braille device on the laptops of the social workers who are blind so that they can be able to communicate with them...."*. Respondent 5 said, *"Yes, there was this training for braille which was preparing them to advance and also to help people who are working with persons with disabilities so that it becomes easy for them to communicate"*.

Thirty-seven percent of the respondents (37%) indicated training needs in a way that courses depend on the training needs. Respondent 2 said, *"Yes because there is someone who represents persons with disabilities when it comes to suggesting courses to improve their skills. As the department, we request branches to give us training needs...."*. Respondent 3 said, *"Yes, they will enter into a performance agreement with their supervisors then every quarter or six-month basis, they will do what we call a performance review then the supervisor will see that his/her colleague is lacking in typing; therefore, that is an area that needs to be addressed. And that will*

be addressed by training.... so, I think those courses prepare them because when they are working, there are skills that are required for that particular job....". Respondent 4 said, *"Yes, it will depend on the nature of disability that one has...."*

One of the respondents (13%) further reported that persons with disabilities were taken to staff training, however, it was not for promotional purposes. Respondent 7 pointed out, *"Yes,.... persons with disabilities were once taken to training, but it was not for promotional purposes."*

Twenty-five percent of the respondents (n=2) were uncertain of whether there are suggested courses to prepare persons with disabilities for promotional opportunities. Respondent 6 noted, *"I wouldn't know, remember every year when the financial year starts you sign what is called a performance agreement between yourself and your supervisor...."* Respondent 8 stated, *"I don't want to say much about it because it is meant for the HRDs"*.

On the developmental programmes, question thirteen of the interview guide of the HRM officials asked the respondents about the programmes that are there to develop the skills of persons with disabilities. Table 4.25 below shows the themes and frequency of responses.

Table 4.25: *Developmental programmes by HRM Officials*

Themes	Frequency of Responses
Developmental programmes (sign language, report writing, business writing skills, etc)	2
Training programmes (project, conflict, LRA, and computer programme)	1
Uncertain	3
Training needs	2

Source: Data Source, 2024

From Table 4.25, three respondents (38%) indicated that they were uncertain with regard to programmes, whereas others did not remember the programmes. This is

supported by the following responses: Respondent 1 pointed out, *“I am not sure about the programmes to develop them; however, the challenge was on employees who are blind because they needed braille. ”*. Respondent 4 said, *“I think it will depend on the skills that one has identified in the personal development plan. And I don’t remember any programmes”*.

However, two respondents (25%) were able to mention developmental programmes that ensure that persons with disabilities are equipped with the necessary skills. These include *“sign language, report writing, first aid level 1 and level 2....”* as reported by Respondent 2. Moreover, other issues include *“report writing, business writing skills, or presentation skills ”*, as reported by Respondent 3.

One of the respondents (12%) further mentioned various training programmes for advancement. This factor comes from sub-themes such as project, conflict, LRA, conflict, and computer programme. Respondent 5 pointed out, *“.... Training programmes like project management, conflict management, LRA programme, people management, and computer programme”*.

Two respondents (25%) mentioned training needs in a manner that programmes depend on the training needs that persons with disabilities mention on the performance agreement because needs are not the same. Respondent 3 said, *“We’ve got a lot of programmes in the department. As I’ve indicated to you, we don’t think for them they must tell us what they want. Anybody in the department informs the HR of what they want as their skill gap....”*. Respondent 6 pointed out, *“The needs of persons with disabilities may not be the same because they might be working in different sections. So, when they want to identify the training needs or skills....”*.

4.3.2.3 Summary of findings on Research Objective two

Based on the data emerging from persons with disabilities and HRM officials for developmental programmes, it shows that there are not enough programmes to prepare persons with disabilities for promotions. Data also show that persons with disabilities suggest programmes needed to improve their skills and knowledge, hence, courses depend on their training needs. The data also shows that HRM officials suggest programmes for persons with disabilities. However, due to the inadequacy of programmes, some employees with disabilities never received training for such

programmes. Moreover, data also show that some respondents benefited from the developmental programmes in a way that their skills were developed, however, most programmes were not for promotions but for persons with disabilities to understand their duties. Based on the findings of research objective two, it is clear that there is still a need to introduce more programmes that will prepare persons with disabilities for advancement.

4.3.3 Barriers to Promotions Experienced by Persons with Disabilities

With the barriers that persons with disabilities face when it comes to promotions, both persons with disabilities and HRM officials were asked several questions relating to research objective three. Thus, persons with disabilities were asked four questions (See Appendix I, Q9 to Q11) whereas HRM officials were asked one question (See Appendix K, Q14) that appeared in the interview guides under **Section D**. Thus, the respondents' answers are tabulated in Table 4.26 to Table 4.29.

4.3.3.1 Data from Persons with Disabilities on Research Objective Three

To examine barriers to promotions experienced by persons with disabilities, only three questions in the interview guide were asked to persons with disabilities. The questions were structured around promotion application, barriers to advancement, and establishing whether there were mechanisms available to overcome such barriers in order to advance. The responses answers are tabulated in Table 4.26 to Table 4.28

On the application for promotion of persons with disabilities, the respondents were asked whether they had applied for promotion before, and responses are tabulated in Table 4.26.

Table 4.26: *Application for Promotion by Persons with Disabilities*

Themes	Frequency of Responses
Applied	7
Non-application	2

Source: Data Source, 2024

Data from Table 4.26 revealed that the majority of the respondents (78%) applied for promotional posts and got promoted to other levels. This is supported by the following responses: Respondent 1 said, *“Yes..... they found me as a suitable candidate for this position...”* Respondent 5 stated, *“Yes.... I applied then they considered me, and I got appointed”*. Respondent 6 said, *“I didn’t start from where I am...I did apply for promotion”*. It should be noted that one of the respondents got promoted not because of disability status. Respondent 7 said, *“Yes.... I got promoted to this position....”*. Respondent 8 further said, *“Yes, I have been applying but my status didn’t contribute towards me getting a promotion. Hence, I am saying it is not long since I have declared my status, so whatever promotion I got was not based on consideration for my status”*. However, it should be noted that one of the respondents applied for promotion but never got promoted due to a lack of knowledge. Respondent 3 said, *“I didn’t succeed because of a lack of knowledge concerning the vacant post”*.

Thus, in terms of non-application, two respondents (22%) indicated that they never applied for promotions because there were no promotional posts. Respondent 2 mentioned, *“there were no posts for promotions for my section...so I never applied”*. Respondent 4 pointed out, *“...there were no opportunities which were raised”*.

Furthermore, the other question addressed the barriers to advancement, and it should be noted that some respondents mentioned more than one barrier when responding to this question, and responses are presented in Table 4.27.

Table 4.27: Barriers to Advancement by Persons with Disabilities

Themes	Frequency of Responses
Lack of promotional posts or preference	3
Undermined and underestimated	2
Lack of assistive devices	3
Barrier-free	3

Source: Data Source, 2024

In terms of barrier-free, as highlighted in Table 4.27, three respondents (27%) indicated that they have never faced barriers. Respondent 6 said, *"I have experienced no barriers"*. Respondents 8 and 9 said, *"None"*.

However, the majority of persons with disabilities are faced with barriers that prevent them from applying for promotion or advancement. Three respondents (28%) stated that there is a lack of promotional posts or do not receive any first preference as persons with disabilities. Respondent 1 pointed out, *".... It is just a thing of departments whereby I don't know especially for persons with disabilities. I don't understand why persons with disabilities are not getting promoted especially in a higher position. It is still a challenge, and nobody is following that...."*. Respondent 2 further noted, *"Promotional posts are not available or advertised"*. Respondent 4 said, *"For my side, I am the one who is more experienced than them, even though they are old. So, I was told that I was working at another place, and I came here with 14 years of experience but here in the Children section, I do not have 14 years of experience. So, there are lots of barriers. So, in terms of first preferences, it is not according to the experience according to the way I see it, it is according to who you are"*.

Two respondents (18%) indicated that persons with disabilities are being undermined and underestimated within their departments due to their conditions leading them not to be promoted. Respondent 1 pointed out, *"I don't know whether people judge our disability before they can see us, or they undermine us because of our conditions"*. Respondent 7 said, *"I think when people know your disability they associate it with your working environment, they start to check if there will be any benefit with you being there. What they check in most cases are the challenges that they are going to encounter if they appoint you in that position due to your disability"*.

Three respondents (27%) indicated that there is a lack of assistive devices and facilities for persons with disabilities. Respondent 3 commented, *"The issue of not having a car to work because when you go to work with your car is better than asking someone to take you to work in order to attend home visits. A car is also an assistive device to work"*. Respondent 4 mentioned, *".... for my side, sometimes my legs are failing, and when I tell them that I need to park closer to the office, they are not taking me seriously"*. Respondent 5 further remarked, *"My problem is when I want to do something that requires me to use a computer, and we have normal computers which*

I can't use because of my eyes. I take time looking at one thing and you find people already ahead".

The next is on overcoming barriers which was addressed in question eleven from **Section D** of the interview guide. This is a follow-up to the previous question and the idea was to elicit information on how the respondents overcame the barriers to advancement. The data that emerged from question 11 is presented in Table 4.28.

Table 4.28: *Overcoming Barriers by Persons with Disabilities*

Themes	Frequency of Responses
Nothing (failed to overcome barriers)	4
Self-acceptance	1
Colleagues' assistance	1
Barrier-free	3

Source: Data Source, 2024

In the case of overcoming barriers, the majority of respondents (45%) indicated that they did nothing to overcome the barriers. Respondent 1 said, *"Nothing, because those issues need management intervention or the above, perhaps the president must come up with a mechanism on how people living with disabilities can overcome these barriers because, at a lower level, there is nothing we can do... there is absolutely nothing we can do"*. One of the respondents, Respondent 2 said, *"There is no way you can overcome them because obviously when there are no promotional posts there is nothing you can do"*. Respondent 4 remarked, *"I did not overcome them because they are still there"*.

One of the respondents (11%) mentioned self-acceptance as a crucial factor in overcoming barriers. Respondent 7 stated, *"Learning to live with it in a sense that you learn to understand that as long as I have this disability I will be stuck in the position where I am"*.

Another one of the respondents (11%) indicated that they have overcome the barriers by receiving assistance from their colleagues. Respondent 3 pointed out, *"Sometimes I book a work car and one of the employees accompanies me as a driver for home*

visits, and it becomes better that way even when we are doing campaigns”. The respondent was referring to the performance of duties which could lead to promotional opportunities when responding to this question. This also refers to the lack of assistive devices or facilities and institutional barriers experienced by persons with disabilities.

Moreover, three respondents (33%) indicated that they are barrier-free. Respondent 6 pointed out, “*Since I never encountered any barrier, then I didn’t overcome anything*”. Respondent 9 remarked, “*Since I haven’t encountered anything, so it is none*”.

4.3.3.2 Data from HRM Officials on Research Objective Three

To identify barriers to advancement, only one question from **Section D** of the HRM Officials’ interview guide was asked. The respondents’ answers are tabulated in Table 4.29 only. Thus, question 14 from **Section D** of the interview guide (See Appendix K) elicited information on barriers to advancement for persons with disabilities.

A follow-up question tested the knowledge of the respondents on the barriers that prevent persons with disabilities from getting promoted. It should be noted that some respondents mentioned more than one barrier when responding to this question. The respondents’ answers are tabulated in Table 4.29.

Table 4.29: *Barriers to Advancement by HRM Officials*

Themes	Frequency of Responses
Lack of experience and/or qualifications	5
Unambitious	4
Institutional barriers	2
Lack of assistive devices	1
Barrier-free	1

Source: Data Source, 2024

Data from Table 4.29 shows that five themes emerged from the responses received from respondents. Thus, five respondents (35%) indicated that a lack of experience and/or qualifications prevents persons with disabilities from being promoted.

Respondent 1 pointed out, *“.... They don’t create something that will help them to get promoted like they don’t move, and they don’t meet the requirements to get promoted....”*. Respondent 3 said, *“.... You know in the government every post has requirements or inherent that if you are going to admin clerk, you must have matric and at least have a certain qualification. So, if you don’t have any formal qualifications, it can be a barrier....”*. Respondent 6 pointed out, *“The issue of not meeting the requirements because as the department, we are obliged to promote persons with disabilities but in the process of promoting them, we should promote those who have relevant qualifications and experience....”*. Respondent 7 alluded that *“The barrier is about the relevancy of qualifications against the post, it serves as a barrier.... They are considered and given a chance only when they qualify”*. Respondent 8 said, *“Issues of Experience.... and Issues of qualifications. For example, you find out that somebody is living with a disability and is applying but doesn’t meet the requirements. Take it that the post needs a master’s degree, then you apply with honours, so automatically you do not meet the requirements”*.

Four respondents (31%) stated that persons with disabilities are unambitious. Respondent 1 pointed out, *“Employees with disabilities themselves don’t develop themselves, as I mentioned earlier when someone has Grade 12, he/she doesn’t want to study further in order to apply for other positions.... The other barrier is that they don’t want to apply for bursaries issued by the department in order to further their studies”*. Respondent 2 noted, *“They don’t apply for posts when advertised. They don’t develop themselves. They don’t further their studies”*. Respondent 3 stated, *“They are not furthering their studies and the competition is too high....”*. Respondent 8 said, *“.... Issues of current positions....”*. The respondent was referring to the issue that persons with disabilities do not want to move but remain in the same positions.

Two respondents (15%) indicated that government departments have institutional issues that prevent persons with disabilities from succeeding when applying for promotional posts. Respondents mentioned barriers such as the work environment, bursaries, financial constraints, and budgetary issues. Respondent 3 stated, *“The other barrier from the side of the government is the issue that there is no financial assistance like a bursary. We don’t have bursaries because we don’t have enough money. We’ve got a serious budget problem. So, the budget that we have for the*

financial year, we got from HWSETA, and we will only give a few, maybe 10. But most people want to study, and they don't have money, so that will be a barrier to them. The other barrier for them to not get appointed or promoted is the issue that we don't have enough money to fill the vacant post, so budget generally is a challenge". Respondent 5 said, "I think the other challenge for persons with disabilities to not be promoted is the work environment....".

Eight percent (n=1) of the respondents showed that there is a lack of assistive devices. Respondent 5 said, *"Not having the working tools that they are supposed to have. And this will make a person not be competent at his/her work".*

In terms of barrier-free, one of the respondents (8%) pointed out that there are no barriers for persons with disabilities. Respondent 4 mentioned, *"There are no barriers because they are treated equally. But I wouldn't know what their challenges would be but like I said when there are posts.....the posts are open to everyone, however, they are encouraged to apply".*

4.3.3.3 Summary of findings on Research Objective three

The data from persons with disabilities on research objective three shows persons with disabilities are faced with barriers to advancement. These include issues such as being undermined and underestimated, lack of assistive devices, lack of knowledge, lack of assistive devices, and lack of promotional posts. Similarly, data emerging from HRM Officials on research objective three shows that there is a lack of assistive devices and institutional barriers. The data also show that persons with disabilities are unambitious in a way that they do not want to develop themselves; thus, there is a lack of experience and/or qualifications. The data from both persons with disabilities and HRM officials also show that there are employees with disabilities who are not faced with barriers. Moreover, data from persons with disabilities shows that employees with disabilities are trying to overcome barriers to advancement while others are failing to. Therefore, this shows that employees are still faced with barriers that need various interventions in order to remove barriers to advancement.

4.3.4 Factors contributing to promotions of Persons with Disabilities

With the factors contributing to the successful promotions of persons with disabilities, both persons with disabilities and HRM officials were asked several questions relating to research objective four. Thus, persons with disabilities were asked four questions (See Appendix I, Q12 to Q15) whereas HRM officials were asked one question (See Appendix K, Q15) that appeared in the interview guides under **Section E**. Thus, the respondents' answers are tabulated in Table 4.30 to Table 4.34.

4.3.4.1 Data from Persons with Disabilities on Research Objective Four

Four questions in the interview guide under **Section E** of persons with disabilities were asked to explore the factors contributing to the successful promotions of persons with disabilities. The questions were structured to elicit information on how persons with disabilities succeeded in particular positions and the assistance they received, as well as successful factors and motivational factors. The respondents' answers are tabulated in Tables 4.30 to 4.33.

Question 12 From **Section E** of the interview guide (See Appendix I) elicited information on how persons with disabilities succeeded in positions they are currently at. Data that emerged from the question is presented in Table 4.30.

Table 4.30: *Succeeding in a Position by Persons with Disabilities*

Themes	Frequency of respondents
Internship	2
No promotion but redeployment	1
Studies	2
Job Level	1
Meeting minimum requirements	1
Interview (promotion)	2

Source: Data Source, 2024

Table 4.30 shows that six themes emerged from the responses received from the respondents. Two respondents (23%) succeeded through an internship. Respondent 1 reported, *"I came here as an intern, then through that internship, I've managed to grab here and there. Then during the interview, I managed to convince the panel that I was the right candidate to get into this position and indeed they found me a suitable candidate for this position due to the information I acquired when I was doing an internship"*. Respondent 5 said, *"Firstly, I started with a learnership then the posts came out and I applied then they considered me, and I got appointed"*.

One of the respondents (11%) was not promoted but redeployed. Respondent 2 stated, *"For my position as foreman, I applied, and I was not disabled by then so with the Supply Chain Management one that I am at now is to assist or cover for the person who is on maternity leave"*.

Twenty-two percent of the respondents (n=2) succeeded because of their studies. Respondent 3 noted, *"I applied I went to school to study Social Worker I also a had bursary and I got distinctions"*. Respondent 8 further said, *"My studies contributed, and my work experience contributed too. But it was just a straightforward promotion, as I am saying I don't think my disability status contributed to my career"*.

In terms of Job level, one of the respondents (11%) reported that it is the level entered the workforce with and never advanced. Respondent 4 noted, *"It was just a level I entered the workforce with. I have never moved to another level since I got here. I am still waiting for them to move me to another level"*.

Another one of the respondents (11%) further succeeded because of meeting the requirements. For example, Respondent 6 stated, *"I was meeting the requirements because I never got support"*.

Furthermore, two respondents (22%) succeeded through the interview. For example, Respondent 7 reported, *"I was interviewed and got promoted to this position before I became disabled (before I lost my hearing)"*. Respondent 9 remarked, *"Through an interview, I was promoted"*.

The next question was on promotional assistance which is question 13 from the interview guide. It was structured in a way to find out the kind of assistance persons

with disabilities received to get promoted or be in the positions they are in. It should be noted that one of the respondents provided more than one answer. Therefore, not all persons with disabilities received assistance to advance and findings were captured in Table 4.31.

Table 4.31: *Assistance to Promotion by Persons with Disabilities*

Themes	Frequency of respondents
No assistance	7
Family support	1
Training and Workshops	1
Supervisor support	1

Source: Data Source, 2024

Data from Table 4.31 showed that the majority of the respondents (70%) never received any assistance with regard to advancing to other levels. Moreover, other persons with disabilities indicated that they did not receive any kind of assistance because they never got promoted. However, other persons with disabilities never got assistance but they were promoted. Respondent 2 said, *“No assistance”*. Respondent 3 noted, *“.... I didn’t receive any assistance”*. Respondent 4 stated, *“No assistance because I am still at the same level, I entered the workforce”*. Respondent 6 said *“No assistance”*. Respondent 7 noted, *“Me getting promoted has got nothing to do with any assistance”*. Respondents 5 and 8 further said, *“None....”*.

One respondent (10%) reported family support as a crucial assistance. Respondent 1 pointed out, *“Since well my family is not working and not familiar with where I was working, they supported me at all costs....”*.

Ten percent of the respondents (n=1) pointed out that training and workshops assisted in terms of advancing to the other level. Respondent 9 said, *“I wouldn’t say is assistance per se but the training and the workshops that we attended as we were working, they develop and upskill you”*.

Moreover, one of the respondents mentioned supervisor support as a crucial support. Respondent 1 said, *“.... my supervisor who was equipping me and giving me*

information on how to do things or work better.... this is the assistance that I can say I received from my supervisor who was monitoring me”.

The next question, Q14 elicited information on the successful factors. The question required the respondents to share factors that made them succeed in their positions. Some respondents provided more than one successful factor. Thus, the relevant themes and frequency of responses are presented in Table 4.32.

Table 4.32: *Successful Factors by Persons with Disabilities*

Themes	Frequency of respondents
No successful factors	3
Personal motivation (attitude and positivity)	2
Organisational support (colleagues, supervisor, management)	1
Family support	2
Education (qualifications, and work experience)	1
Dedication (competency and hard work)	2

Source: Data Source, 2024

Data from Table 4.32 shows that six themes emerged from the responses received from the respondents. Three respondents (28%) indicated that there are no successful factors. For example, Respondent 2 remarked, *“I never got a promotion, they just temporarily shifted me from the position I was at to assist with SCM. But I am still a foreman”*. Respondent 4 further pointed out, *“None, because I am not promoted”*.

However, the majority of the respondents revealed factors that lead to successful promotions or advancement of persons with disabilities which create an inclusive and supportive working environment for all employees. Thus, two respondents (18%) reported personal motivation as a factor. This factor comes from sub-themes such as attitude and positivity. Respondent 1 stated, *“.... only to check the weak points, turn the weak points to the strength so that when you have made a mistake and somebody*

comes to you and tells you that you were supposed to do this and that, take it positively with a good heart because it will build you and make you a better person when time goes by. I didn't take it as if somebody is belittling me, I took it as advice that makes me a better person". Respondent 7 pointed out, *"For me being where I am in terms of still standing here without caring about how the employer thinks of me, it is.... my attitude...."*.

One of the respondents (9%) further reported organisational support as a crucial factor. This factor comes from sub-themes such as colleague support, supervisor support, and management support. Respondent 3 said, *".... Colleagues support, and Supervisor support"*. Respondent 9 further pointed out, *"The percentage for persons with disabilities and also the support from management"*.

Two respondents (18%) reported family support as a crucial factor. Respondent 3 said, *"Family support,...."*. Respondent 7 stated, *".... family's support Nobody put me here, but God did. He put me for a purpose to serve people and I will continue serving, and I believe that he will strengthen me to be able to do things...."*.

One of the respondents (9%) reported education as a crucial factor. This factor comes from sub-themes such as qualifications and work experience. Respondent 7 commented, *".... I think another thing that assisted me is the fact that when everything happened, I already had qualifications and work experience. So, what I am doing now is I no longer need someone to mentor me. I am improving myself as I am working...."*.

Eighteen percent of the respondents (n=2) reported dedication as a crucial factor. This factor comes from sub-themes such as competency and hard work. For example, Respondent 1 pointed out, *"Listening is one other factor that makes a person succeed..."*. Respondent 8 further noted, *"Being a hard worker, doing my work with passion contributed"*.

The last question, Q15 of the interview guide addressed the respondents' motivational factors for those who want to succeed in their careers. It should be noted that this question was posed to persons with disabilities only and they provided more than one answer. Table 4.33 has themes and frequency of responses.

Table 4.33: Motivational Factors by Persons with Disabilities

Themes	Frequency of respondents
No advice	1
Perseverance	2
Self-development (furthering studies, effort, upgrade skills)	3
Self-confidence (self-love, self-trust, self-reliance, being fearless)	4
Accountability (fighting for rights, passion, taking responsibility)	4
Knowledge sharing	1
Equality (equal treatment, respect, resolving issues)	2

Source: Data Source, 2024

From Table 4.33 above, one of the respondents (6%) indicated that there is no better advice due to the issue of not getting promoted, for example, Respondent 2 said, *“I never got promoted to my position, so I can’t give good advice. I was going to give good advice if I got promoted to another level”*.

Two respondents (12%) further reported perseverance as a motivational factor. Respondent 1 noted, *“Perseverance is the mother of success. “Kgotlelelo e tswala katlego” in my home language. Tell yourself, have a mission or objective. What is it that you want to achieve in life? So, once people see something negative in you, have self-introspection so that you can know how better you can deal with those things that are negative. Do not take anything in a bad way or say that people are jealous. Do self-introspection and check that indeed you were doing this thing in the right or wrong way. Then if you find that those people are trying to build you to be a better person in the future, take it in a positive way or a good spirit, it will build you”*. Respondent 4 commented, *“In this department, to be honest, you can try your best....” so, the advice I can give to someone is that you should work hard at least.... but to survive here you need perseverance....”*.

Eighteen percent of the respondents (n=3) reported self-development as a crucial factor. This factor is from sub-themes such as furthering studies, effort, and upgrading skills. Respondent 3 remarked, *"You can develop yourself as an. Do other courses to get knowledge, do management courses so that you can apply when they advertise a management post...."*. Respondent 5 stated, *"Register and study other courses and further studies"*. Respondent 8 said *"Do your best at what you do.... And I think the issue of ongoing improvement of your qualifications is also a key because you grow out of that.... As I said, do your work with passion and to your best ability"*.

Four respondents (23%) indicated that self-confidence is very crucial for one to advance in his/her career. Self-confidence is the most crucial factor for persons with disabilities to not underestimate and doubt themselves and feel ready for any experience when it comes to their careers. Self-confidence is from sub-themes such as self-love, self-reliance, self-trust, and being fearless, including believing in yourself to succeed in the departments. Respondent 3 noted, *".... Don't underestimate yourself because of your disability thinking that you don't deserve good things, but others do, the ones you think are normal according to you. If you continue to know that you can too, for example, if I have managed to get here, then I can also succeed and move to another position"*. Respondent 6 pointed out, *".... Believe in yourself and don't be afraid. If some idea comes to your mind to apply, just apply and don't wonder if you can do it"*. Respondent 7 stated, *"...self-love, you shouldn't rely on someone to love you"*. Respondent 9 said, *".... you don't need to expect it because once you doubt yourself then you are not confident enough, whatever you do, do it with confidence and diligent so that you can get the best results...."*.

The other four respondents (23%) further reported accountability as a crucial factor. This factor is from sub-themes such as fighting for rights, loving your work, passion, and taking responsibility. Respondent 4 noted, *"the only way to succeed is through fighting for your rights. You do things accordingly, but the supervisors sometimes don't want to give you the relevant marks so that you can at least move because that is the only way that you can get promoted in the department. So, they turn us back.... when they try to give you a score that you see is not suitable, fight for your rights and tell them that this is the score that you deserve. Because having a good score can make you get promoted or go to another level and not be stuck at the same level for 10 to*

15 years. That is the problem in our department.... put your foot down and tell them what you know and what you want. It is very important to try to read policies and know what we are governed by because if we do not know these things, honestly, we are not going to grow but remain at similar levels. You will be saying I've got 20 years of experience at the same level and that is the problem". Respondent 6 noted, "Don't be afraid to take a risk....". Respondent 8 said "Love your work....". Respondent 9 pointed out, "Whatever endeavours you follow and take responsibility....".

Moreover, one of the respondents (6%) pointed out that knowledge sharing is an important factor when it comes to succeeding within the workplace. Respondent 9 noted, *".... when you don't know anything, don't be afraid to say, 'I don't understand or know this thing, can I get the proper advice?' We learn a lot from each other. No one is better than the other. If we share the knowledge, then we will succeed. No one has got a little or something minor. We are coming together with some different knowledge, it may be experience and so on....".*

In addition, two respondents (12%) pointed out that equality is crucial. This factor is from sub-themes such as treating each other equally, respecting each other, and resolving challenges. Respondent 8 noted, *".... also treating everyone equally as you do your work....". Respondent 9 pointed out, ".... if we accommodate and respect each other then we will succeed.... with the challenges, the way you resolve those challenges then you learn out of that.... so, we should accommodate and respect one another and treat each other as if we are on the same level".*

4.3.4.2 Data from HRM Officials on Research Objective Four

With the goal of exploring the factors that contribute to the successful promotions of persons with disabilities, one question that appeared in the interview guide **Section E** was asked to HRM officials. The respondents were first asked if they have persons with disabilities who got promoted. A follow-up question tested the knowledge of the respondents on the successful factors for persons with disabilities. Therefore, it should be noted that most of the respondents provided more than one successful factor. The respondents' answers are tabulated in Table 4.34.

Table 4.34: *Promoted Persons with Disabilities and Successful Factors by Persons with Disabilities*

Themes	Frequency of respondents
Uncertain	4
Promoted PWDs	4
Organisational support (training, mentoring, coaching)	1
Education (self-development, qualifications, and meeting the requirements)	3
HR ring-fenced position	1
Dedication (doing well, competency, commitment, capable, and capacitated)	1

Source: Data Source, 2024

From Table 4.34, two respondents (28%) were uncertain about promoted employees. Respondent 1 said, *“I don’t remember anyone at the district level, maybe at the provincial level they might have”*. Respondent 4 further pointed out, *“I don’t know anyone”*. Respondent 5 noted, *“I think we had....”*. Respondent 8 remarked, *“I won’t say we don’t have because I only have 18 months working here....”*.

In addition, four respondents (29%) indicated that they do have persons with disabilities who got promoted. For example, Respondents 6 and 7 said, *“Yes, ...”*. Moreover, HRM officials further reported factors that can potentially lead to better promotional opportunities for persons with disabilities. Respondent 2 said, *“Yes, one of the persons with disabilities was promoted from Chief Director of Community Development to the Head of the Department....”*. Respondent 3 further said, *“Yes, we do have one....”*.

One of the HRM officials (7%) further reported that organisational support plays a crucial role in persons with disabilities. This included sub-factors such as being coached, mentored, and trained. Respondent 8 pointed out, *“.... They need to be coached, mentored, and so on because these are crucial interventions. And*

interventions are not only for training someone, you can find out that this person is good but just needs to be coached here and there. So, we need to come up with intervention mechanisms for them to be able to perform outstanding so that it becomes easy for them to get promoted to senior positions....”.

Three respondents (22%) reported education as a crucial factor. This factor comes from sub-themes such as self-development, qualifications, and meeting the requirements. For example, Respondent 5 said, *“Some of them register with their own money because they don’t want to wait for the department to register for them.... They develop themselves rather than the department developing them”*. Respondent 2 said, *“.... He was promoted due to.... Qualifications....”*. Respondent 6 commented, *“Yes, they meet the requirements....”*.

In terms of the HR ring-fenced post, one of the respondents (7%) which is Respondent 6 commented, *“.... it is because they were targeted people to say in this position, we are targeting persons with disabilities. So that could be the reason why they were appointed or promoted”*.

One of the respondents (7%) further reported dedication as a crucial factor. This factor comes from sub-themes such as doing well, competency, commitment, capable, and capacitated. Respondent 3 noted, *“.... He succeeded because he was doing well... He is capable and capacitated”*. Respondent 2 said, *“.... He was promoted due to.... Commitment, Competency, Knowledge, and Skills”*.

4.3.4.3 Summary of findings on Research Objective four

The data from persons with disabilities on research objective four shows various factors that made some persons with disabilities succeed at other levels. These include factors such as studies, meeting the requirements, family support, training and workshops, personal motivation, organisational support, education, dedication, and supervisor support. Similarly, to HRM officials, factors such as organisational support, education, and dedication made employees with disabilities succeed at other levels. Moreover, the issue of HR ring-fenced position is also an important factor according to data from HRM officials. The data from persons with disabilities also addressed the motivational factors for those who want to succeed in their careers. Therefore, this

shows that indeed these are crucial factors that can make persons with disabilities and those without disabilities succeed at other levels.

4.4 DISCUSSION OF THE RESULTS

The discussion of findings is elaborated in relation to the literature reviewed in chapter two of the study. This study explored promotional opportunities for persons with disabilities in the selected Limpopo provincial departments, in South Africa. Overall, the research respondents (persons with disabilities and HRM officials) were representative of all ages, gender, ethnicity, skills, and different occupational levels. With regard to persons with disabilities, all employees with different disabilities were considered for this study. Most of the persons with disabilities occupied semi-skilled positions, followed by skilled positions, and professionally skilled. None of them occupied senior or top management level positions or unskilled positions. Consequently, based on the literature review, it is reported by Khupe, Ndlovu, Shava, Zulu, and Shonhiwa (2022) that there are few persons with disabilities in supervisory and management positions mainly due to discrimination, culture, prejudice, and to lesser extent lack of appropriate training and education and poor corporate governance. Hence, the findings showed that there are no persons with disabilities at top management levels. Therefore, the discussion of the research findings focuses on each research objective separately.

4.4.1 RO1: The extent of development and implementation of employment and promotional policies for Persons with Disabilities

In terms of the extent to which employment and promotional policies are developed and implemented for persons with disabilities within the departments, the literature revealed that disability-inclusive HR practices should be implemented in the workplace to provide opportunities for employees with disabilities (Luu, 2019); therefore, the findings of the study show that there are approved employment and promotional policies implemented for all employees including persons with disabilities. The study also found that employment policies have clauses that address persons with disabilities and promotions. Consequently, promotional policies are few while the other department does not have promotional policies at all. The study also found that there are approved HR and EE plans that are integral in ensuring that the workforce is

developed, motivated, and skilled to reach the company's goals and objectives. According to a 2016 study by Majola and Dhunpath, EE and HR plans are essential, especially when it comes to the employment of persons with disabilities. The findings also show that policies such as EEA are used to create employment opportunities for everyone including persons with disabilities. Every important aspect of employment should be accessible and accommodate persons with different disabilities as alluded to by McKinney and Swartz (2021) who stated that to prevent barriers to employment; advertisements, application forms, interview venues, and interview questions should be accessible and appropriate for persons with disabilities.

In addition, the findings also show that although policies are there for persons with disabilities, they are being denied first preferences and accommodation is inadequate. Moreover, not all participate in the development and implementation of policies. Based on the findings of the study, this implies that policies do not accommodate all persons with disabilities within government departments. Previous researchers reported that supportive organisational policies addressing the needs of employees with disabilities lead to improved treatment in the working environment (Beatty et al., 2019; Dong et al., 2023). The literature further indicated that implementing reasonable accommodations for employees with disabilities will lead to better contributions and performance of those employees (D'Souza & Kuntz, 2023). The EEA from OTP also stated that "there should be reasonable accommodation which includes the provision of assistive devices to employees with disabilities so that their participation in the workplace can be fully enhanced (Republic of South Africa, 2014b)". The findings of the study further indicated that policies are reviewed after certain years or when a need arises according to both categories of respondents, in order to check the policies, add inputs, or make changes where necessary. While Cruz (2023) from the literature review discovered that a variety of employment options for persons with disabilities were provided by the Human Resource Management (HRM) practices of the selected non-governmental organisations in the Philippines, policies should ensure that persons with disabilities have equal opportunities to like those without disabilities.

While the literature revealed that HR officials participate when it comes to implementing policies and regulations that maintain and safeguard the health and safety status of persons with disabilities (Cruz, 2023), the findings indicated that during

the development and implementation of policies, various stakeholders get involved including persons with disabilities. These include stakeholders such as the Office of the Premier, Department of Labour, Unions, Committees or Functions for Persons with Disabilities, Management, Persons with Disabilities, Provincial Office, Deputy Director of Transformation and Transversal, HR Equity, All departmental (general) staff (for development), DPSA (for implementation), Organisations of Persons with Disabilities (for implementation), and Directors of the department. McVeigh, MacLachlan, Ferri, and Mannan (2021, p. 202) stated that “the participation of organisations of persons with disabilities (OPDs) and persons with disabilities is crucial at each stage of policy processes at all levels”. The study also found that the departments share the adverts with them because they have a database for persons with disabilities. Lastly, the study found that the departments use, link, and follow different regulations regarding the development and implementation of policies including the Code of Good Practice: Key Aspects on the Employment of Persons with Disabilities and Technical Assistance Guidelines on the Employment in order to make accommodations to persons with disabilities. According to the literature, previous research concluded that the purpose of employment policies for persons with disabilities is to remove these barriers to employment rather than to address the structural issue with the labour market (Myshbayeva et al., 2022).

4.4.2 RO2: Developmental Programmes for Promotions of Persons with Disabilities

The literature found that training and development, meaningful collaboration, mentoring and coaching, and organisational support factors help employees with disabilities to advance and remain in the workforce (Johnson, Ennis-Cole, & Bonhamgregory, 2020). In terms of the developmental programmes, the study found that there are not enough programmes to prepare persons with disabilities for promotions. Thus, persons with disabilities are not promoted to higher levels, so, they remain in semi-skilled, skilled, and professionally skilled levels. However, persons with disabilities should continuously be promoted (Cheausuwantavee & Keeratipanthawong, 2021). Additionally, the study found that the departments do not introduce programmes for persons with disabilities but employees with disabilities identify the training skills (suggest courses) that they need to be equipped with, suitable for their different types of disabilities on the performance assessment. The

literature says HRM officials should introduce various types of training practices to improve the skills and competencies of persons with disabilities leading to continuous improvement (Johnson, Ennis-Cole, & Bonhamgregory, 2020). The study further indicated that persons with disabilities attended developmental programmes such as therapeutic programmes, computer workshops, substance abuse programmes, individual development plans, and permanency plans; training programmes such as training for logistics and training for buses as well as monitoring and evaluation programmes. The study also found that some programmes prepare persons with disabilities to understand their responsibilities, accordingly; thus, not all programmes prepare them to advance to promotions but there is a benefit of knowledge development.

The human capital theory says that there should be education and training to improve the skills of employees; thus, government departments should focus on ensuring that there are bursaries for persons with disabilities to further their studies in order to have relevant qualifications for promotional posts, and further train them to be moved to other levels. SETAs offer bursary funding for employees in skills priority areas. Furthermore, HRM officials should introduce crucial interventions such as mentoring and coaching because mentoring and coaching are often used to improve employee development and performance outcomes in the workplace as development interventions (Kim, Egan, & Moon, 2013, Johnson, Ennis-Cole, & Bonhamgregory, 2020). Pellicena, Ivern, Giné, and Múries (2020) also found that corporate social responsibility and the role of career coaches act as facilitators that guide persons with disabilities to meet their goals. Pellicena, Ivern, Giné, and Múries (2020) further found that factors such as job planning and scheduling, monitoring and follow-up, relationships and communication skills, worker attitudes and skills, and understanding could act as facilitators if they are managed well in the employment of persons with intellectual and developmental disabilities.

The findings also show from HRM officials' perspectives that persons with disabilities attended courses to improve their skills such as braille; staff training, developmental programmes which comprise sign language, report writing, first aid levels 1 and 2, business writing skills or presentation skills; lastly; training programmes which comprise computer programmes financial management, problem-solving, conflict

management, labour relations, project management, and people management. The literature indicated that HRM officials can encourage skill development to build an atmosphere that accommodates employees with disabilities in the workplace (Johnson, Ennis-Cole, & Bonhamgregory, 2020). Thus, the National Skills Development Strategy 111 (NSDS) states that “persons with disabilities should be offered training opportunities so that they can have appropriate skills to overcome their barriers to employment” (Republic of South Africa, 2011).

4.4.3 RO3: Barriers to Promotions Experienced by Persons with Disabilities

Based on the literature review, it is reported by Khupe, Ndlovu, Shava, Zulu, and Shonhiwa (2022) that very few persons with disabilities hold senior management positions and very few persons with disabilities get promoted. Therefore, the findings of the study show that some persons with disabilities are still stuck on the same levels that they got promoted to during previous years whereas others never got promoted. While the literature found that employees with disabilities complain about the lack of advancement opportunities available (Wilson-Kovacs et al., 2008; Khupe et.al., 2022). The study found that other persons with disabilities never applied for promotions because there were no promotional posts. Despite legislation safeguarding persons with disabilities’ rights, Lindsay and Fuentes (2022) also discovered that faculty and staff members with disabilities are still underrepresented and lack opportunities in academia. Moreover, since Khupe, Ndlovu, Shava, Zulu and Shonhiwa (2022) found that there are a lot of persons with disabilities who are well-educated and experienced but denied opportunities to excel, the study further shows that promotions do not favour persons with disabilities even though they are more experienced, they get stuck on the same levels because they are faced with various workplace barriers that prevent them from advancing. Findings from persons with disabilities’ perspectives report barriers to advancement such as being undermined and underestimated, lack of assistive devices, and lack of promotional posts or opportunities as well as lack of knowledge. Similarly to the findings from HRM officials, there is a lack of assistive devices, institutional barriers as well as the issue of not being willing to develop oneself. This implies that even though there are policies within the departments that empower persons with disabilities, they are still faced with career development challenges even those who acquired the promotional opportunities. Lindsay and

Fuentes (2022) further found that persons with disabilities experience a lack of workplace accommodations and encounter a difficult process for obtaining them.

The literature indicated that persons with disabilities are faced with career development challenges when they are consistently employed in professional occupations (Gupta & Priyadarshi, 2020). Gupta and Priyadarshi (2020) further found that persons with disabilities who are successful have faced and still experience challenges in career progression. Hence, the study found that barriers such as the issues of poor working conditions and not having enough programmes prevent persons with disabilities from advancing. Khupe et al. (2022) also indicated in the literature that the National Association of Societies for the Care of the Handicapped (NASCOH) member organisations have limited or, either do not have any programmes to assist the improvement and advancement of persons with disabilities. However, the findings of the study also showed that persons with disabilities do not succeed at other levels because of several issues as follows; they do not apply for promotional posts, they are not motivated to further their studies to qualify for posts, they do not have relevant qualifications to meet the requirements, and they lack creativity. Since the HRM officials indicated that persons with disabilities do not apply for promotions, the reason behind this might be due to the issue of lack of promotional opportunities.

In addition, they do not get the first preference when posts are advertised and during the recruitment and selection phase. This contrasts with various prescripts promulgated by the South African government after the first non-racial election in 1994. For example, the White Paper on the Rights of Persons with Disabilities (2015) exists to guide employers in implementing interventions that promote and support the rights of persons with disabilities and removing obstacles that prevent persons with disabilities from advancing in their careers (Republic of South Africa, 2015a). The EEA and the LRA are failing to protect persons with disabilities against unfair discrimination based on their disability status. The study also found that some persons with disabilities have tried to overcome the barriers by accepting themselves and asking for assistance from colleagues, while others are failing. This is still an enormous issue that needs management intervention as noted by one of the persons with disabilities, in order to come up with solutions to assist persons with disabilities to overcome the barriers. However, the study shows that not all face career advancement challenges

because they are treated equally and considered for promotions when they are available. Gupta and Priyadarshi (2020) found that persons with disabilities perceive inspirational platforms such as informal groups or role models as great motivators and express a desire to have stronger platforms through which their voices can be heard. Therefore, this shows that very little has been done by the departments and other stakeholders in terms of supporting persons with disabilities.

As it can be seen from this study, respondents have tertiary qualifications such as masters (n=1); honours (n=2); degrees (n=2); diplomas (n=1); higher education certificates (n=2); and grade 12 (n=1). This shows that a significant number of respondents in this study are educated. Moreover, in terms of experience, 11% (n=1) of the respondents have more than 40 years of experience in the Department of Agriculture and Rural Development, and 45% (n=4) in the Department of Social Development with 11-15 years of experience. In addition, 22% (n=2) of the respondents have 16-20 years of experience from both departments. In contrast, 11% (n=1) of the respondents have 21-25 years of experience, and the other 11% (n=1) with 31-35 years of experience from the Department of Agriculture and Rural Development. Therefore, this shows that persons with disabilities have more experiences that should be rewarded by promotions.

4.4.4 RO4: Factors contributing to the successful promotions of Persons with Disabilities

While the literature indicated that persons with disabilities should overcome personal, social, educational, and professional challenges and have high commitment and engagement in order to be successful (Moore, Hankins, and Doughty, 2020), the study found that persons with disabilities succeeded in their positions because of their studies and meeting minimum requirements. However, not all persons with disabilities succeeded in promotional posts. The study also found that persons with disabilities advanced in their careers by getting support from family, supervisors, training and workshops that they attended. Therefore, this shows that developmental programmes and social networks play a crucial part in the advancement of employees with disabilities. This is supported by Gupta and Priyadarshi (2020) that successful persons with disabilities acquired professional qualifications and successfully reached senior positions and/or management positions due to factors such as individual support,

organisational support, social support, and family support. Samosh (2021) further found that external networks such as family, friends, associates, and role models act as facilitators for career progression. The findings from two sources also show that some persons with disabilities were promoted due to factors such as personal motivation (attitude and positivity), organisational support (colleagues, supervisor, management, training, mentoring, and coaching), education (qualifications, self-development, meeting requirements, and work experience), dedication (competency, doing well, capability, commitment, capacitated, and hard work), family support as well as HR ring-fenced posts.

Furthermore, the study highlighted the motivational factors for persons with disabilities who want to succeed in their careers. These included factors such as perseverance, self-development (registering and studying other courses, furthering studies, and updating qualifications), self-confidence (self-love, self-reliance, self-trust, and being fearless), accountability (fighting for your rights, loving your work, taking risks, taking responsibilities). Finally, this chapter highlighted knowledge sharing and fair treatment (treating each other equally, respecting each other, and resolving challenges) with respect as crucial factors that persons with disabilities should consider in order to be successful. Persons with disabilities should be self-motivated and not wait for someone to motivate them to develop themselves. Moore, Hankins, and Doughty (2020) also argued in the literature that factors such as personal motivation, performance, perseverance, adaptability, and willingness to help others are crucial. In addition, it was also revealed in the literature that successful employees with disabilities were able to overcome serious personal issues and challenges they face in the workplace through having a strong work ethic, high personal drive, and proactive in getting help while being top performers (Moore, Hankins, & Doughty, 2020).

4.5 CONCLUSION

Chapter Four presented the findings from the semi-structured interviews with persons with disabilities and HRM officials. Chapter five starts with a summary of all five chapters, with special emphasis on the summary of the findings in chapter four, proceeds to the recommendations, and a conclusion based on the findings of the study will be presented in the next chapter.

CHAPTER 5

SUMMARY, RECOMMENDATIONS, CONCLUSION

5.1 INTRODUCTION

The primary goal of this study was to explore promotional opportunities for persons with disabilities in the Limpopo Department of Social Development and the Department of Agriculture and Rural Development Limpopo provincial departments located in Polokwane city. The problem statement, the study's aims and objectives, the research questions, and other topics were covered in Chapter 1. Chapter 2 presented the literature review on promotional opportunities and persons with disabilities. Chapter 3 provided an outline of the research methodology and design while the previous chapter which is Chapter 4, discussed the key findings concerning the objectives of the study. So, the researcher uses the results outlined in Chapter 4 to conclude, make recommendations, and suggest areas for future research.

Therefore, the main purpose of this final Chapter is to provide the summary and conclusion of this study, with an exact emphasis on the research design, and method adopted in the study. Thus, make recommendations for future research on promotional opportunities for persons with disabilities at the departmental level, recommendations to the HRM officials of the department, as well as recommendations to persons with disabilities. The Chapter further discusses the contributions of the study, limitations as well as the concluding remarks.

5.2 RESEARCH DESIGN AND METHOD

The study adopted a qualitative research method 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 & Corte, 2019). The qualitative study design also enabled the researcher to address the problem identified in Chapter 1. The researcher used exploratory research to fulfil the objectives by collecting primary data from the study respondents. The study was exploratory because it has been considered appropriate for digging into newly investigated topics or areas where little is known about identifying and defining categories and themes of respondents' experiences and meanings (McMillan & Schumacher, 2014; George, 2023a). The

research respondents were employees with disabilities and HRM officials from the two departments in Limpopo province at Polokwane city, who were purposively selected. Semi-structured one-on-one interviews, guided by a set of predetermined questions were used to collect data from the respondents. 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 promotional opportunities for persons with disabilities in the departments. The collected data was presented in the form of tables and analysed thematically.

5.3 SUMMARY OF THE RESEARCH FINDINGS

The discussion provides a summary of the findings according to the following research objectives of the study.

5.3.1 RO1: The extent of development and implementation of employment and promotional policies for Persons with Disabilities

The study provided evidence that the departments have approved employment policies (with sections addressing persons with disabilities and promotions) and also promotional policies; HR, and EE plans, which aim to create job opportunities for everyone, including persons with disabilities. The study revealed that various stakeholders including persons with disabilities and HRM officials are involved in the development and implementation of policies. Cruz (2023) also discovered that HRM officials participate in policy implementation. Although policies accommodate some persons with disabilities, others are denied opportunities and inadequately accommodated, particularly those with difficult disabilities. The study emphasised the need for HRM practices and reasonable accommodation to create equal opportunities for persons with disabilities. While compliance with employment equity targets for persons with disabilities was reported, there are still challenges in promoting persons with disabilities to higher positions. The study further indicated that the departments comply with the Code of Good Practice and Technical Assistance Guidelines on Employment to support and accommodate persons with disabilities. Additionally, due to a lack of promotional policies, one of the departments uses performance management assessments. The study further revealed that policies such as EEA are used to create employment opportunities and not all posts are reserved for persons

with disabilities, but for everyone. Therefore, it can be concluded that the policies that are there in the departments do not accommodate persons with disabilities adequately, and their issues are not given adequate attention.

5.3.2 RO2: Developmental Programmes for Promotions of Persons with Disabilities

While a study by Johnson, Ennis-Cole, and Bonhamgregory (2020) emphasised the significance of training, development, and other support factors for persons with disabilities in the workplace; the findings of this study indicate that there are not enough programmes to prepare persons with disabilities for advancement. The study also found that most persons with disabilities attended developmental and training programmes, braille courses, and monitoring and evaluation plans. However, most programmes were not specifically for promotional purposes. Although Cheausuwantavee and Keeratiphanthawong (2021) supported continuous promotion for persons with disabilities, the study found no tangible benefits from the programmes persons with disabilities attended, as they remain stuck at the same levels. While Johnson, Ennis-Cole, & Bonhamgregory (2020) argued that HRM officials should introduce training practices, the study reveals that HRM officials do not introduce programmes for persons with disabilities, but employees with disabilities identify training needs on performance assessments. The human capital theory further suggests that offering courses within organisations can enhance employees' knowledge and skills, leading to improved performance. However, this approach is not effective for employees with disabilities, as they are still not moved to other positions. Instead, HRM officials should implement mentoring and coaching interventions to enhance employee development and performance. Research has shown that these interventions are effective in creating a supportive working environment for employees with disabilities (Johnson, Ennis-Cole, & Bonhamgregory, 2020). Despite attending courses, employees with disabilities remain at the same levels they started at, indicating a lack of support and promotional opportunities. Thus, one can conclude that employees with disabilities are not benefiting from developmental programmes, leading to a lack of career advancement.

5.3.3 RO3: Barriers to Promotions Experienced by Persons with Disabilities

It was discovered that although some persons with disabilities were successfully promoted, they often remained in the same positions without progression. Thus, promotional posts do not favour them even though they are more experienced due to being undermined, underestimated, and judged. In support of this, previous researchers discovered that very few persons with disabilities hold senior positions and very few persons with disabilities get promoted (Khupe et al., 2022). The study also provided evidence that there is a lack of promotional opportunities, hence, other persons with disabilities failed to apply for promotions. South Africa has promulgated prescripts such as the Constitution (1996) and the EEA which promotes equality and protects the rights of persons with disabilities. Nonetheless, a successful promotion does not guarantee that persons with disabilities are working in provincial departments at the junior, middle, or senior management levels. The study also provided evidence that persons with disabilities are not getting the first preference when posts are advertised, and they lack assistive devices including skills development programmes. Moreover, it was found that issues of poor working conditions affect persons with disabilities too and there is a lack of self-development; consequently, they do not apply for promotions. Surprisingly, the findings also showed that persons with disabilities are treated as equal and considered for promotions; therefore, not all face barriers to advancement. Although the research findings show that HRM officials were of the view that persons with disabilities lack experience and or do not have qualifications, the demographic profiles of persons with disabilities indicate that the majority had tertiary education and much experience within the departments. Therefore, one can conclude that little has been done by the departments about attending to the issues of employees with disabilities.

5.3.4 RO4: Factors contributing to the successful promotions of Persons with Disabilities

The study provided evidence that employees with disabilities succeeded in their positions because of studies and meeting minimum requirements, however, not all succeeded in promotional posts. The literature argued that persons with disabilities should overcome personal, social, educational, and professional challenges and have high commitment and engagement to be successful (Moore, Hankins, and Doughty,

2020). The study also found that some persons with disabilities advanced to other levels due to factors such as personal motivation, organisational support, family support, supervisor support, dedication, education, and training and workshops that they attended as well as HR ring-fenced posts. The study further showed a need for persons with disabilities to develop themselves by working hard with passion and acquiring new knowledge in order to advance their abilities. The study further reported other crucial motivational factors such as perseverance, self-development, self-confidence, and accountability. Therefore, it can be concluded that for persons with disabilities to succeed in their careers they need to rely on themselves to meet their own needs without depending on the organisation and stand up for themselves to fight for their rights to acquire what they have been asking for and get promotions like any other person.

5.4 RECOMMENDATIONS

Based on the findings summarised in this study, the following recommendations have been made; firstly, recommendations pointed to future researchers and scholars; secondly, recommendations directed to the government; thirdly, recommendations intended for the officials of the departments; and lastly, recommendations aimed at persons with disabilities.

5.4.1 Recommendations for Future Research

The following recommendations are intended for future researchers:

As there seems to be limited research on promotional opportunities for persons with disabilities, future research should be done on promotional opportunities for persons with disabilities at the departmental level.

This study focused solely on two selected departments from a single geographical area, therefore, it is recommended for future research to focus on other provinces. This might be time-consuming but at the same time crucial to reach a point whereby issues of persons with disabilities are taken to another level to remove the barriers to the employment of persons with disabilities, especially when it comes to promotions.

Other stakeholders such as the Organisations of Persons with Disabilities could discuss work issues with employees with disabilities and offer solutions to help them overcome the barriers to advancement.

The study respondents were only from three different ethnic groups; thus, it is recommended that future research concentrate on other ethnic groups to ensure that they are fairly represented.

Furthermore, the study respondents were from four different types of disability status; thus, it is recommended for future research to concentrate on other disability statuses in order to ensure that the diversity of the population is represented, and specific issues are noted and addressed.

Additionally, it is recommended for future research to include supervisors to highlight the way they rate persons with disabilities to get to other levels.

5.4.2 Recommendations for the Government

The following recommendations are intended for the government:

Since persons with disabilities are still facing challenges in the workplace, it is recommended for the government to take issues of disability to another level by introducing new mechanisms or strategies to address these issues of disability properly to such an extent that issues of disabilities are no longer global crises. Therefore, this will assist in terms of removing the barriers that persons with disabilities face in the workplace, including barriers to promotional opportunities.

In order to make sure that the departments are complying with the requirements of persons with disabilities, it is also recommended that the government keep an eye on how various departments are handling matters about persons with disabilities.

As the majority of persons with disabilities do not have enough programmes due to low budgets in the departments, the government should introduce various training and development interventions including bursaries to assist persons with disabilities when it comes to furthering their studies and also equip them with skills that will enable them to be ready for opportunities.

5.4.3 Recommendations for the Officials of the Departments

The following recommendations are intended for the officials of the departments:

Since the study revealed that persons with disabilities are still faced with challenges, it is therefore recommended that the officials of government

departments organise and hold general meetings with the representatives of persons with disabilities including persons with disabilities so that they can express their challenges in full to the officials for these issues to be addressed internally so in a proper manner.

Since the study also revealed that not all policies accommodate persons with disabilities, it is therefore recommended that the officials should organise a specific day whereby they meet with all stakeholders including persons with disabilities every month until persons with disabilities feel supported, accommodated, and included in crucial employment policies. As a result, it will be easier to attend to the issues of persons with disabilities as soon as yesterday.

The study further recommends that the departments should improve the working conditions to accommodate persons with different disabilities and offer appropriate and adequate assistive devices for them to be able to perform their tasks effortlessly.

It is further recommended that the officials of the departments should empower persons with disabilities by sending them to conferences, workshops, events, and other training and development opportunities at least after every quarter in order to improve their skills and knowledge.

It is also recommended that persons with disabilities should be considered for promotions and not be judged because of their conditions before appointing them so that the departments can reach their aim of hiring persons with disabilities for promotional positions.

Additionally, the departments' officials should make sure that the training needs that persons with disabilities identify on the performance agreement prepare them for advancement, if not then they should implement better programmes that will develop them and encourage them to further their studies to meet the requirements for the promotional posts. They should be coaches and mentors when it comes to the working responsibilities of persons with disabilities.

Department officials should ensure that persons with disabilities are treated fairly by making sure that supervisors behave ethically when it comes to rating persons with disabilities to advance to other levels.

5.4.4 Recommendations for Persons with Disabilities

The following recommendations are intended for persons with disabilities:

Since the majority of persons with disabilities are failing to get promoted to higher levels, it is then recommended based on the findings of the study that persons with disabilities should put their careers first and try to develop themselves by furthering their studies to meet the requirements of certain promotional posts with the relevant qualifications and present themselves well during the interviews and not rely or wait for the assistance that might take long to reach them.

It is also recommended that persons with disabilities have passion and be committed when it comes to their jobs to produce outstanding performances that will impress the officials of the departments leading to the achievement of the company's goals.

It is further recommended that persons with disabilities persevere and have self-confidence in whatever they do and not doubt themselves because they are so talented, and no criticism should take them down.

Additionally, they should stand firm and fight for their rights and be brave enough to take risks when it comes to succeeding in their careers.

5.5 CONTRIBUTIONS OF THE STUDY

The study on promotional opportunities for persons with disabilities and future similar research could assist government departments, HRM officials, as well as the government to take issues of persons with disabilities to another level. Theoretically, this study contributes to the existing body of knowledge since it is one of the very few studies that explored promotional opportunities for persons with disabilities intending to fill the gap of limited knowledge on promotional opportunities for persons with disabilities. Therefore, researchers could realise the significance of this study and use it in their studies in the future. Empirically, there is limited literature when it comes to promotional opportunities for persons with disabilities; therefore, the study and its findings could completely clear the way for future research. Moreover, conducting qualitative research in an unfamiliar context allowed the researcher to gain a deep understanding when it comes to issues of promotional opportunities for persons with disabilities including the issues of persons with disabilities in general.

Practically, the findings of this study could motivate the stakeholders that implement and develop policies, to review the policies that are already there to ensure that they are following the crucial aspects to accommodate employees with disabilities, especially when it comes to issues of assistive devices and promotional opportunities. By understanding persons with disabilities issues that prevent them from succeeding in promotions, HRM officials might be more equipped to implement the training and development courses suitably for every employee with a different disability to develop and prepare them to be ready for promotional opportunities. Moreover, by understanding the challenges and barriers persons with disabilities face, new policies could still be developed to support persons with disabilities in overcoming the barriers in the workplace.

5.6 LIMITATIONS OF THE STUDY

According to Mabasa (2021, pg. 179), when it comes to research there will always be limitations even though the research conditions are fair; however, studies will contribute significantly to the body of knowledge regardless of the limitations. Like other studies, this study is not different as there were limitations identified by the researcher. Firstly, this study focused specifically on two Limpopo provincial departments; therefore, findings cannot be generalised to all departments or other sectors. The major limitation of the study was the difficulty in getting access letters on time and employees with disabilities to participate in the research as most were on leave and worked in different work settings, especially the respondents at the Department of Social Development. Therefore, this delayed the progress as the researcher had to wait for the responses from the management of the departments and this affected the deadline time given to the researcher to complete the study to make submissions. Also, the issue of financial constraints delayed the progress as the researcher did not have proper financial assistance to carry out the research. Moreover, other employees with disabilities who were willing to participate in the study complained that they were too busy to be part of the interviews; thus, they withdrew from the study before starting with the interviews.

In addition, online in-depth semi-structured interviews were conducted one-on-one on such sensitive issues serves as a limitation because there was no budget for the study. Primarily the researcher targeted only persons with disabilities and HRM officials from

the two government departments which are in Polokwane. The other issue was the respondents' inability to answer because they could not remember or never had a thought about other crucial issues that were asked during the interview sessions which resulted in most respondents responding with a neutral response which does not express the opinion of the respondent clearly. Finally, it was necessary to translate the auditory data from Sepedi to English because the majority of respondents felt better at ease replying in Sepedi. As a result, there was a possibility of misrepresentation in translation. Due to these limitations, the researcher recommends future research to reproduce the findings of the study in other similar institutions. The next section deals with the concluding remarks related to the study.

5.7 CONCLUDING REMARKS

The study was aimed at exploring promotional opportunities for persons with disabilities in the selected Limpopo provincial departments, in South Africa. Government departments are crucial because they are responsible for making policies and providing essential services to society. They also operate at different crucial levels such as the national, provincial, and local, and they are responsible for various functions that support the structure in which the country operates (Republic of South Africa, 2024c). Therefore, all stakeholders involved should give persons with disabilities the much-needed support they require as well as the resources and tools they need to succeed in their roles.

The policies are to be blamed because the issues of persons with disabilities still exist in the working environments, especially promotional issues. The study showed that persons with disabilities got promoted to higher levels, however, they remain in the same positions, there is limited participation when it comes to policies, and there are not enough training and developmental programmes to prepare persons with disabilities for promotions, and yet they stated that persons with disabilities receive equal treatment and are given consideration for promotional posts. Indeed, persons with disabilities should fight for what is right by addressing their issues to the officials of the departments so that they can also be moved to other occupational levels rather than remaining on the same levels for years.

From this study, it is evident that the issues of persons with disabilities in government departments still need adequate attention in order to remove the barriers and provide

equal opportunities. However, the current study and more research conducted at the government departmental level could greatly aid government departments in taking the issues of disabilities seriously and ensuring that they meet their needs fairly. Government departments should prepare persons with disabilities for lifelong learning and professional roles through proper training, educational, and developmental courses. In conclusion, it is crucial to create an inclusive and fair working environment for all, including those with disabilities; thus, "Inclusion and fairness in the workplace is not simply the right thing to do; it is the smart thing to do." - Alexis Herman.

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APPENDICES

APPENDIX A: TREC 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: tukiso.sewapa@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE ETHICS CLEARANCE CERTIFICATE

MEETING: 26 SEPTEMBER 2023

PROJECT NUMBER: TREC/1562/2023: PG – Amended

PROJECT:

Title: Promotional opportunities for Persons with Disabilities in the selected Limpopo Provincial Departments, South Africa.
Researcher: PR Mashala
Supervisor: Dr BK Majola
Co-Supervisor/s: N/A
School: Economics and Management
Degree: Master of Commerce in Human Resource Management

PROF D MAPOSA
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 B: REQUEST FOR PERMISSION LETTER TO DSD



Phrathe Bag X 111106
Sovenga
0727
24 October 2023

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Polokwane
0700

REQ'IES,T FOR IPERMISS'O'III TO CONDUCT RESEARCH

Dear Sir/ Madam

My name is, Phuti Rivonia Mashala, cumently enrolled in a Master's program Hu:m.ca:n
!Resource Manageme-nt at the University of Limpopo (Turfloop Campus), unde'r the
Depamnenl c/ Bl..lISness Mana(.IB'JTl.tint. My r8SSI!!!arch Is tlll8d "**PROMO'DONAL
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Develo;p:ment Polokw.:m.e ,(Capricorn district).

iii e PU\POSE of ~~de~~ stIJldy is to eJll_plore pro:m.oliona1 o;pporturities fol" persons .with
disabilities- tt-ie .selected Limp,o;p,o provincia'l ,d@'p:a.rtmnr.s, South Alililca. Tih.,uefor8,.
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study_ You are more lhan W8k:om!!!! to, =ntact my sup!!!!Vlsor, Professor EUK MaJola.
should you require furthe.- clarity.

':!!"our.s taithfu11y,

M ss Mashala IPR

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Conrta:C1:No; 064 7510 0722

Email .Addm,s,s.: rivonlapillud350@gmail.com / 2019a2.840@kevalk.a.u.ac.za

24 October 2028

The purpose of the study is to oppose opposition for persons with disabilities. The selected sample population consists of participants, South African. Therefore, as far as the concerns are concerned, the research will be conducted in a form of interview with key informants (High Officials and Persons with Disabilities) and participant interviews will be voluntary. I will gladly accept your approval to conduct my research. Your participation, interview views will be conducted accordingly to the highest agreed with. Participant and interview information to be obtained will only be for the purpose of study. You are more than welcome to contact my supervisor, Professor BJ MaJola, should you require further clarity.

Beach.

Email AddTM=r1...o111aplllu1.1350@gmail.com / 2019&28AO@k&k a ul ac za

APPENDIX D: LPREC APPROVAL LETTER

00 FIHNnA!L



TO, MR 1111 M:ObOISI

FROM, PRUE! SWA!RIB

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SEIII.!!5CTE1!> LI POPO PROVIN:OIAII. DEPA!RIIM5NTS SOUTH AFRICA

!li5S5ARHEi MASMI!A IPR

Dear Cc!!league

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Clieipefso.n: Pmf I SwEiilE

Secretariat: Ms J Mokohi

Date: 07/12/2023

APPENDIX E: LPREC ETHICAL CLEARANCE

CONFIDENTIAL Q/11.



LIMP'QPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier

Private Bag 9483, Polokwane, 0700, South Africa

Private Bag 9483, Polokwane, 0700, South Africa

Telephone: 011 301 1301 Fax: 011 301 1302 Email: info@limpopo.gov.za

UMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

RQ.vtGW Dam: 27 November 2013

Project Number: LPREC13:51202-3: PO

Subject: Promotional Opportunities for Persons with Disabilities in the Selected Limpopo Provincial Departments, South Africa

Researcher: Maslala PR

Chairperson: Rorl Swarts

Chairperson: Limpopo Provincial Research Ethics Committee,

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with the National Research Council (NHREC) Registration Number **REC-111513-038**.

- i. This study is categorized as a Low Risk Level in accordance with the NHREC's as envisaged in the JPRC's Standard Operating Procedures, 1&0Ps1.
- ii. Should any amendment to the proposed research project, the researcher(s) must submit the proposed amendment to the Ethics Committee for review prior to implementation.
- iii. The researcher(s) will submit an annual report to the committee as well as make relevant reports and also provide the final report to the committee.
- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise in the research, the researcher should apply through LPREC to extend the period.

APPENDIX F: ACCESS LETTER FROM DSD



LIMPOPO
PROVINCIAL GOVERNMENT
1001 YIM, 111, 1111

SOCIAL DEVELOPMENT

Ref: 10/10111
Enq: MJ t. Q101M
Tel: 0 5230 4381 x2 2-4577 20
m1111 M0ro,11ri.U@d1d.limCPOjo DO"1

Private Bag X1106
Sovereign
0727

Dear Ms PR Mashale

RE: PROMOTIONAL OPPORTUNITIES FOR PERSONS WITH DISABILITIES IN THE SELECTED LIMPOPO PROVINCIAL DEPARTMENTS, SOUTH AFRICA

The above matter has reference

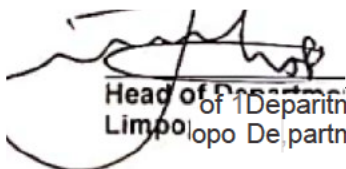
Thank you for applying for permission to conduct research at the Limpopo Department of Social Development. The department further acknowledges receipt of the research review outcome from the Limpopo Provincial Research and Ethics Committee certifying that you have been granted full approval and ethical clearance to conduct a study titled: *Promotional opportunities for persons with disabilities in the selected Limpopo Provincial Departments, South Africa*.

The following statements are articulated in the request for permission letter; namely that

- The aim of the study is to explore the promotional opportunities for persons with disabilities in the selected Limpopo provincial departments, South Africa.
- The researcher will choose the minimum number sample of 114 persons will, disabilities and 3 HR officials of the Department of Social Development.
- The researcher chose two categories of participants because persons with disabilities are dealing with the barriers to promotions and factors contributing to successful promotions, while HR officials are dealing with the employment and promotional policies and the developmental programmes.
- .. This study is significant to persons with disabilities because they deserve the right to be accommodated and considered for promotional opportunities.

To this effect this letter serves to grant you (i.e., Ms PR Mashale) permission to conduct research at the Department of Social Development in Limpopo Province.

We trust you will find this to be in order.


Head of Department
Limpopo Department of Social Development

0J</f'z/1/fi-J
Date

21 Bickard Street, Polokwane, 0700, Private Bag 19710, POLOKWANE, 0700
Tel: (015) 230 4300, Fax: (015) 291 2298 Website: <http://www.dsd.limpopo.gov.za>

APPENDIX G: ACCESS LETTER FROM DARD



Ref: 1.2R

Enquiries: Dr T. Raphulu

19 January 2024

Pi'luti Rivonia Masha.la (2019328MI)
University of Limpopo

RE: APPLICATION TO CARRY OUT RESEARCH UNDER THE DEPARTMENT OF
AGRICULTURE & RURAL DEVELOPMENT (POLOKWANE, HEAD OFFICE)

1. Kindly take note that your request to conduct research titled "Emotional opportunities for persons with disabilities in the selected Limpopo provincial departments, South Africa" has been granted.
2. You are required to contact the following offices: Director: Human Resource Development and Corporate Services and Director: Employee Relations and Special Programs to brief them on the study and to request assistance.
3. Kindly take note that you will be expected to hand over a copy of your final report to the Department for record purposes. You may also be invited to share your findings in the Departmental Research Forum.
4. Hoping that you will find this in order.

Kind regards


Dr. T. Raphulu
Chairperson: Research Committee

19/01/2024
Date

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The heartland of Southern Africa - development is about people!

APPENDIX H: INFORMED CONSENT FORM

INFORMED CONSENT FORM



Turilloo Campus

Private Bag X1106, Sovenga, 0727, South Africa

I, _____ (participant)
hereby voluntarily consent to participate in the following project titled,
**PROMOTIONAL OPPORTUNITIES FOR PERSONS WITH DISABILITIES IN THE
SELECTED LIMPOPO PROVINCIAL DEPARTMENTS, SOUTH AFRICA.**

I realise that:

1. The purpose of the study is to explore promotional opportunities for persons with disabilities in the selected Limpopo provincial departments, South Africa.
2. The researcher is a Master's student in the Department of Business Management at the University of Limpopo.
3. The researcher will make an effort to safeguard and adhere to the confidentiality of the information provided by respondents and their anonymity is guaranteed.
4. I may withdraw from the study at any time.
5. I am aware, that it is anticipated that my participation in the study will enhance understanding of the relationship among the variables of interest in my workplace.
6. If I have any questions or problems regarding the study I can contact the researcher at email rivoniaphuti350@gmail.com
7. My signature below indicates that I have given my informed consent to participate in the above-mentioned study.

Signature of respondent: _____ Date: _____

Signature of researcher: _____ Date: _____

APPENDIX I: INTERVIEW GUIDE FOR PERSONS WITH DISABILITIES

SECTION A: DEMOGRAPHIC QUESTIONS

1. What is your gender?
2. What is your age?
3. What is your Level of Education?
4. What is your home language?
5. What is your type of disability?
6. What is your job title?
7. What assistive devices do you use at work?
8. Are you permanent or on contract?
9. For how long have you been working in the Department?

SECTION B: EMPLOYMENT AND PROMOTIONAL POLICIES FOR PERSONS WITH DISABILITIES

1. Are you aware of any policies for persons with disabilities in the department? What are those policies?
2. Do you participate in the development and implementation of employment and promotional policies?
3. How often are employment and promotional policies reviewed?
4. Do those policies accommodate persons with different disabilities and how?

SECTION C: DEVELOPMENTAL PROGRAMMES FOR PERSONS WITH DISABILITIES

5. Have you attended any programmes to prepare you for promotions?
6. What are those programmes and what benefits do you get from them?
7. Are you being given any chance to suggest the courses that you are interested in, and do you get a chance to attend those courses?
8. With reference to your above response, if 'yes', are those courses contributing towards preparing you for promotional opportunities?

SECTION D: BARRIERS TO PROMOTIONS OF PERSONS WITH DISABILITIES

9. Have you ever applied for a promotion before?
10. What barriers did you encounter when it comes to advancing in your career?
11. How did you overcome those barriers?

SECTION E: FACTORS CONTRIBUTING TO SUCCESSFUL PROMOTIONS OF PERSONS WITH DISABILITIES

12. How did you succeed in this position?

13. What kind of assistance did you receive to get promoted?

14. What are the successful factors that contributed to you being promoted?

15. What kind of advice or motivation will you give to those who want to succeed so that they can advance in their careers?

APPENDIX J: TRANSLATED INTERVIEW GUIDE FOR PERSONS WITH DISABILITIES

KAROLO YA A: DIPOTŠIŠO TŠA PALO YA BATHO

1. Bong bja gago ke bofe?
2. Mengwaga ya gago ke efe?
3. Maemo a gago a thuto ke afe?
4. Polelo ya gago ya gae ke efe?
5. Ke mohuta ofe wa gago wa bogole?
6. Sehlogo sa gago sa mošomo ke sefe?
7. ke didirišwa dife tša go thuša tšeo o di šomišago mošomong?
8. Na o ka sa ruri goba konteraka?
9. Ke nako ye kaakang o šoma ka Kgorong?

KAROLO YA B: MELAWANA YA MEŠOMO LE YA TŠHOMIŠO YA BATHO BA NANG LE BOGOLE

1. Na o tseba ka melawana efe goba efe ya batho bao ba golofetšego ka kgorong? Melao ye ke eng?
2. Na o kgatha tema tlabollong le phethagatšong ya melawana ya mešomo le ya papatšo?
3. Ke ga kae melawana ya mešomo le ya papatšo e lekolwa gape?
4. Na melawana eo e amogela batho bao ba golofetšego go fapana le bjang?

KAROLO YA C: MANANEO A TLHABOLOLO LE MAANO A BATHO BA BOGOLE

5. Na o tsenetše mananeo afe goba afe ao a go lokišeletšago go hlatlošetšwa maamong?
6. Mananeo ao ke afe gomme o hwetša mehola efe go ona?
7. Na o fiwa sebaka sefe goba sefe sa go šišinya dithuto tšeo o nago le kgahlego go tšona gomme o hwetša sebaka sa go tsenela dithuto tšeo?
8. Mabapi le karabo ya gago ye e lego ka mo godimo, ge e le gore 'ee', na dithuto tšeo di tsenya letsogo go go lokišetša dibaka tša papatšo?

KAROLO YA D: DITLHAHLO LE DIPHETHO TŠA DITLHAHLOBO TŠA BATHO BA NANG LE BOGOLE

9. Na o kile wa dira kgopelo ya tlhatlošo ya maemo pele?
10. Ke mapheko afe ao o kopanego le ona ge go tliwa tabeng ya go tšwela pele mošomong wa gago?

11. O ile wa fenya bjang mapheko ao?

**KAROLO YA E: MAKOLO A A TSETŠAGO GO DITLHAHLOŠO TŠEO DI
ATLEGILEGO TŠA BATHO BA NANG LE BOGOLE**

12. O atlegile bjang maamong a?

13. Ke thušo ya mohuta mang yeo o e hweditšego gore o hlatlošwe maamong?

14. Ke mabaka afe ao a atlegilego ao a bilego le seabe go go hlatlošetšwa maamong?

15. Ke keletšo goba tlhohleletšo ya mohuta mang yeo o tlogo go e nea bao ba nyakago go atlega e le gore ba tšwele pele mešomong ya bona?

APPENDIX K: INTERVIEW GUIDE FOR HUMAN RESOURCE MANAGEMENT OFFICIALS

SECTION A: DEMOGRAPHIC QUESTIONS

1. What is your gender?
2. What is your age?
3. What is your Level of Education?
4. What is your home language?
5. What is your job title?
6. For how long have you been working in the Department?

SECTION B: POLICY DEVELOPMENT AND IMPLEMENTATION, FOR PERSONS WITH DISABILITIES

1. Does your department have any approved employment or promotional policies on persons with disabilities and what are those policies?
2. Does your department have an approved Human Resource Management Plan and Employment Equity Plan?
3. Are you using performance management assessment outcomes for promotional purposes when it comes to persons with disabilities?
4. How do you create job opportunities for persons with disabilities?
5. How many cases have you had previously whereby persons with disabilities were given a promotion and what are those cases?
6. Do you ring-fence posts for persons with disabilities to promote or employ them?
7. Which stakeholders were or are involved in the development and implementation of policies that relate to persons with disabilities?
8. Do persons with disabilities participate in the development and implementation of policies?
9. How often do you review policies that enforce persons with disabilities?
10. Do you involve Organisations for Persons with Disabilities and Organisations of Persons with Disabilities?

11. To what extent have you relied on the Code of Good Practice: Key Aspects on the Employment of Persons with Disabilities and Technical Assistance Guidelines on the Employment in your policy development and implementation?

SECTION C: DEVELOPMENTAL PROGRAMMES, AND PERSONS WITH DISABILITIES

12. Are there any courses suggested by persons with disabilities that contribute towards preparing them for promotional opportunities?

13. What programmes are there to develop the skills of persons with disabilities?

SECTION D: BARRIERS TO PROMOTIONS OF PERSONS WITH DISABILITIES

14. What do you think are barriers to persons with disabilities in terms of getting promotions?

SECTION E: FACTORS CONTRIBUTING TO SUCCESSFUL PROMOTIONS OF PERSONS WITH DISABILITIES

15. Do you have people who have been promoted and what do you think made them succeed in promotion?

APPENDIX L: INTERVIEW BOOKING FORMS

INTERVIEW BOOKING FORM (DEPARTMENT OF SOCIAL DEVELOPMENT)		
DATE: 27 DECEMBER 2023		
TIME	SURNAME AND INITIALS	HR OFFICIAL/EMPLOYEE
09H00-09h40		
10H00-10H40		
11H00-11H40		
12H00-12H40		
13H00-13H40		
14H00-14H40		
15H00-15H40		

INTERVIEW BOOKING FORM (DEPARTMENT OF SOCIAL DEVELOPMENT)		
DATE: 11 JANUARY 2024		
TIME	SURNAME AND INITIALS	HR OFFICIAL/EMPLOYEE
09H00-09h40		
10H00-10H40		
11H00-11H40		
12H00-12H40		
13H00-13H40		
14H00-14H40		
15H00-15H40		

INTERVIEW BOOKING FORM (DEPARTMENT OF AGRICULTURE AND RURAL DEVELOPMENT)		
DATE: 06 FEBRUARY 2024		
TIME	SURNAME AND INITIALS	HR OFFICIAL/EMPLOYEE
09H00-09h40		
10H00-10H40		
11H00-11H40		
12H00-12H40		
13H00-13H40		
14H00-14H40		
15H00-15H40		
16H00-16H40		

INTERVIEW BOOKING FORM (DEPARTMENT OF SOCIAL DEVELOPMENT)		
DATE: 27 FEBRUARY 2024		
TIME	SURNAME AND INITIALS	HR OFFICIAL/EMPLOYEE
09H00-09h40		
10H00-10H40		
11H00-11H40		
12H00-12H40		
13H00-13H40		
14H00-14H40		
15H00-15H40		

APPENDIX M: LETTER OF ENDORSEMENT FROM THE EDITOR



Mashala P.R
University of Limpopo
Sovenga 0727

420 Unit C Mankweng 0727
064 263 5912
rightmovemultimedia@gmail.com
Researcheditors882@gmail.com karabokonyani@gmail.com

18 June 2024

TO WHOM IT MAY CONCERN

This editing certificate serves to certify that this Academic research (Dissertation) was professionally edited for Ms. Mashala P.R Student no 201932840. Thus, this document is meant to acknowledge that I, Mrs. K.L Malatji and Dr. E.J Malatji professional Editors under a registered company RightMove Multimedia, have meticulously edited the academic work of Ms. Mashala P.R from the University of Limpopo.

The evidence of the editorial work done on the document can be forwarded to you should you wish to see it.

Title of the dissertation: "**PROMOTIONAL OPPORTUNITIES FOR PERSONS WITH DISABILITIES IN THE SELECTED LIMPOPO PROVINCIAL DEPARTMENTS, IN SOUTH AFRICA**".

I trust you will find the editing quality in order.

Sincerely,

Mrs. K. L Malatji & Dr. E.J Malatji

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