

UNIVERSITY OF KWAZULU-NATAL

**THE EFFECTS OF AFFIRMATIVE ACTION ON THE MOTIVATION OF
EMPLOYEES AT DURBAN UNIVERSITY OF TECHNOLOGY**

**By
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of
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DECLARATION

I Knowledge Siyabonga Ngwane declare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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ABSTRACT

Higher Education Institutions face an ongoing challenge to respond to many challenges that arise from their environment. Universities are affected by internal as well as external forces. They have to comply with the legislation of the country for example the South African Employment Equity Act No. 55 of 1998 and affirmative action, at the same time they need to retain motivated employees. In response to these challenges, Universities need to implement the laws of the government in order to be responsive, effective and efficient. This study has drawn heavily on secondary data, which has been treated in the chapter of literature review. Concepts and theories covering affirmative action and motivation have been considered. Information has been obtained from various books and respondents. Concepts such as affirmative action, employment equity, preferential treatment, designated group, non-designated group, motivation, recruitment, selection, communication, promotion, compensation, disciplinary procedure have been used in this study.

The data for this study was collected by means of survey questionnaire. The survey questionnaire provided data on effects of affirmative action on the motivation of employees. Survey questionnaires were pilot tested among a sample of 10 employees composed of both academic and non-academic staff. This was followed by distributing one hundred questionnaires to the employees, who were willing to participate in this study as respondents. The data collected was subjected to statistical processes to ensure reliability and validity. The research findings of this study revealed the employees thoughts about the implementation of affirmative action and the motivation of employees at Durban University of Technology. The collected data also revealed that many employees were demotivated as they don't see affirmative action being implemented effectively. Although the study highlighted the impact of affirmative action on the motivation of employees at Durban University of Technology, this study was limited by its sample size. Recommendations have been made for greater commitment of the top management team towards any change process.

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List of Abbreviations

AA: Affirmative Action

EEA: Employment Equity Act No. 55 of 1998

DUT: Durban University of Technology

DoE: Department of Education

UoT: University of Technology

UKZN: University of KwaZulu-Natal

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Skweyiya (1998:12) contends that affirmative action has become the most important aspect in workplace in South Africa, since 1998. Affirmative action (AA) is a temporary intervention of preferential treatment to rectify the consequences of discrimination in order to enable people to compete as equals for opportunities. According to Grobler, Warwick, Carrell & Elbert (2002:54) affirmative action aims to:

- Achieve equity in the workplace by promoting equal opportunities and fair treatment in employment through the elimination of unfair discrimination; and
- Redress the disadvantages in employment experienced by designated groups, which are Africans, Coloureds, Asians, women and people with disability to ensure their equitable representation in all occupational categories and levels in the workplace.

"Thus, affirmative action tends to fuel heated debate" (Rossouw & van Vuuren, 2005:110). This is because while it creates new opportunities for some people, on the other hand, it causes the loss of opportunities for others. Affirmative action is highly criticised by the non-designated groups. There are some objections regarding this policy and its implementation.

1.2 Background

With approximately 23 000 students, the Durban University of Technology (DUT) is the fast growing higher education institution in KwaZulu-Natal (DUT website). It is located in the beautiful cities of Durban and Pietermaritzburg (PMB). As a University of Technology, it prioritises the quality of teaching and learning by ensuring its academic

staff possesses the highest possible qualification that they can get. The Durban University of Technology is a result of the merger in April 2002 of two prestigious technikons, ML Sultan and Technikon Natal. It was named the Durban Institute of Technology and later became the Durban University of Technology in line with the rest of the universities of technology. (Durban University of Technology prospectus)

All the previous governments were unconcerned about the equal treatment of employees by the companies. Instead the previous governments always supported the employers over the employees, which affected productivity, profits, performance and it also led to many strikes as well. As time went by the needs of White employees were taken into consideration, and other races were exploited and discriminated against. For this reason the Government of National Unity (GNU) saw the need of implementing affirmative action policy to redress the imbalances of the past. The GNU was also hoping to rescue companies so that the performance, productivity and profits could be improved. Swanepoel et al. (2000:185) hold that many companies without proper prior planning have just implemented affirmative action policy, which brought criticism especially by those not benefiting from the policy. This leads to demotivated employees and adversely affects their performance at the workplace. These objections decrease productivity and profits; thus managers in Durban University of Technology have to find the way of implementing affirmative action policy properly to curb these problems.

1.3 Significance of the study

This study seeks to investigate the:

- Factors influencing affirmative action in general that have an impact in Durban University of Technology.
- Kind of structures that need to be established to ensure that affirmative action is effective.
- The role of every individual involved in the process.

- Mechanisms that should be put in place to link affirmative action with the motivation of the employees not benefiting from the policy.
- To find out what could be done to make affirmative action acceptable to everyone (Black and White people) in South African companies, to improve performance, productivity and profits.

1.4 Aim of the Study

The aim of this study is to investigate and assess the effects of affirmative action on the motivation of employees at Durban University of Technology.

1.5 Objectives

“The research objectives should be precisely written and must lead to observable outcomes” (Saunders, Lewis & Thornhill, 2003:30). The researcher must ensure that he does not fall into the trap of stating general research objectives that are little more than statements of intent.

Following from this, then, the objectives of the study are as follows:

- To assess the implementation of affirmative action at Durban University of Technology.
- To determine objections to affirmative action from the non-target groups in Durban University of Technology.
- To investigate if affirmative action is fairly implemented in Durban University of Technology.
- To analyse the factors affecting performance, motivation, productivity and profits in Durban University of Technology.
- To help managerial personnel find new ways of dealing with employees who are demotivated.

- To recommend how affirmative action measures should be implemented relevant to Durban University of Technology.

1.6 Research questions

Hussey & Hussey (1997:126) maintain that by “research questions, we do not mean the detailed questions you might use in questionnaires or interviews, but which identify the nature of the research problem or the issue you wish to focus on. If you do not ask appropriate questions, you will not be able to collect suitable data and arrive at sensible conclusions. Thus this is the crucial part of the research”.

- How is Affirmative Action implemented at Durban University of Technology?
- What challenges are facing Durban University of Technology in implementing Affirmative Action?
- What are the objections facing Durban University of Technology in implementing Affirmative Action?

1.7 Problem statement

The affirmative action seems to be blocking opportunities for non-designated groups as a result many young skilled white people are leaving the country as they can't find employment, which also affects the economy of the country.

1.8 Research assumption

Institutions that are fairly compliant with affirmative action are likely to have motivated employees and will position themselves as market leaders with increased throughput rate and improved performance.

1.9 Hypothesis

Brynard & Hanekom (1997:19) hold that “a hypothesis is a suggested, preliminary, yet specific answer to a problem, which has to be tested empirically before it can be accepted as a concrete answer and incorporated into a theory. A hypothesis is actually what one wants to know”. According to Marshall (2002:27) “hypothesis proceeds from a statement of the research problem. It serves as point of departure and as a directive for the planned research. It also serves as an instrument, which the researcher can use to determine whether she is collecting relevant data”.

Will proper application of affirmative action programmes ensure equality and improve motivation and performance of all employees, improve throughput rate, quality of teaching, learning, research and development at Durban University of Technology? This study will also answer the above question.

1.10 Format of the study

This part of the study shows how this research will be conducted and provides a chapter overview.

- The introductory chapter (**chapter one**) of this dissertation will provide an overview of the research problem, the aims and objectives related to this study.
- **Chapter two** will review and shed light on the literature revolving around the effects of AA on the motivation of the employees not benefiting from the policy.
- **Chapter three** provides a detailed discussion of research methodology employed in the primary investigation. It will present the stages that were undertaken in the preparation of the study. It indicates the types of research, data collection, and analysis processes employed.

- **Chapter four** provides a plan of factual reporting of the results of the primary study. This is done mainly through graphs and percentages.
- **Chapter five** presents the findings of the research and links it to the literature review to check whether the literature supports the findings or not. In this chapter, the study seeks to establish whether the findings of the study are consistent with popular literature on the subject implementing affirmative action measure and employee motivation. The aim and objectives will be reconciled with the results.
- **Chapter six** provides a detailed account of the findings of the research and offers constructive recommendations and conclusion of the study as a whole.

1.11 Conclusion

A problem statement preceded by a brief introduction and background of the proposed study has been reflected in this chapter. The significance, aim, objectives, questions have been identified. The purpose of this research is to assist the management and staff in becoming aware of the effects of Affirmative Action on the motivation of employees at Durban University of Technology. An overview of the dissertation chapters is also done. The next chapter focuses on a study of various secondary sources based on affirmative action and motivation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Before one identifies the arguments against affirmative action it is important to describe that which caused the country to adopt affirmative action programme. In order to understand those arguments against affirmative action, the study explained affirmative action and its significance. Since affirmative action had been initiated there are some objections that rose from different people that might hinder its implementation at some stage.

2.1.1 The origins of Durban University of Technology

“Durban University of Technology is the product of a merger of ML Sultan Technikon and Technikon Natal. The merged institution took on the name of Durban Institute of Technology on 1st April 2002. It was a merger of two “unequals” in many respects with different cultures, histories, throughput, resources etc. The merger, as in most mergers, occupied the time and energies of the new institution for many years. The process was finally consolidated and brought to a close at the end of 2007. What made this merger more difficult than those in other higher education institutions is that this was the first merger of universities in the history of higher education in South Africa, and the first in the reconfiguration process of the sector which began in earnest in 2004. There was therefore no precedent and examples to look at when engaging in the process. In the midst of this process the institution also experienced a governance crisis (2006-2007) with the dismissal by the Minister of Education of the University Council. An administrator was appointed from July 2006 to July 2007. During this time the university was also short of a number of senior managers. The Vice-Chancellor also retired in December 2006. In August 2007, a new Council and New Vice-Chancellor took office.

Durban University of Technology (DUT) had been a functioning technikon with technikon policies, procedures, processes, staff qualifications, and academic workload right up to the end of 2007. The Minister of Education redesignated all technikons as universities of technology in October 2003. At that time, DUT was in the midst of a merger process and was not able to deal with the redesignation, even though they used the name. All other technikons which had to merge only did so in January 2004 (Tshwane) and January 2005 (Cape Peninsula) while Vaal and Central did not have to merge. These institutions were therefore able to build into their future planning (whether merging or not) the development and structure in order to meet the benchmarks and criteria of a university of technology. DUT is only now able to address the matter and begin the process of planning and structuring itself along the lines of a university of technology. It is at least three years behind the sector and will have to move apace to meet the Department of Education (DoE) goals for a university of technology (UoT) within the next five years” (Du Pre, 2006:7).

2.2 Developments that led to affirmative action in South Africa

When industrialisation began in South Africa, White people were given skilled jobs to do, management positions, higher wages, and good accommodation on the mining sites and being promoted. On the other hand Black people were only allowed to do unskilled degrading jobs, paid extremely low wages, with poor accommodation in the closed compounds, without promotions and had a poor quality of life. The mine owners employed Black migrant labour to keep their costs down and increase their profit margins. The Pact Government under General JBM Hertzog made every effort to protect the interests of White labour. Govender, Pillay & Pillay (2000:191) contend that “the discrimination against Blacks had become so intense that they were not even allowed the opportunity to free education. The underlying motive behind this was a fear that if Blacks were educated they would not submit to the discriminatory laws imposed by the government. Milner and his government were very insensitive to needs of Blacks. The life of Blacks was characterized by exploitation, repression, and

oppression since the arrival of Jan van Riebeeck in 1652, surfacing of industrialisation until 1994 when South Africa became a democratic state. Women always have been deprived the opportunities to advance not only by the government but also but also by tradition, it is only now that the Government of National Unity led by ANC is giving them opportunities. Similarly, people with disability also have been regarded as people who were incapable of nothing”.

2.3 What affirmative action is and its purpose

One of the post-1994 Government's foremost tasks has been to transform the country. However, its ability to do so has been severely limited by its legacy of ineffectiveness, unfair discrimination and division on the basis of race and gender, virtually excluded people with disabilities. "Affirmative action policies were introduced for the first time in 1994 to bring into the administrative heart of government, people from those groups who had been marginalised and systematically discriminated against in the former area" (Skweyiya, 1998:2).

“Definitions of affirmative action generally reflect labour market policy aimed at redressing past imbalances that are a direct result of discrimination. Affirmative action only makes sense against a backdrop of prolonged injustices where discrimination has disadvantaged certain specific groups of people. As a result of such discrimination, large-scale inequalities between those who reaped the benefits of discrimination and those who were deprived by discrimination. Affirmative action is an intervention intended to overcome this legacy of inequality as it manifests itself in the workplace. An equal opportunities dispensation closed the book on the past injustices. After 1994 every citizen of South Africa was given the same access to opportunities. Without any further discrimination, opportunities and jobs are awarded to the person best qualified for a specific job. All members of society compete on an equal footing for available opportunities. The job is awarded to the best candidate”. (Bernardin, 2004:44).

Advocates of affirmative action are not convinced by the claim that an equal opportunity strategy is fair to all. They believe that it is only appropriate for situations where relative equality prevails. They feel that it serves to perpetuate inequality rather than to break it down. Those who benefited from the previous discrimination will be the best-qualified people for the better jobs. In order to overcome present inequality, special attention needs to be given to those who were victims of prejudice in the past. Thus, according to Shaw (2002:323) “affirmative action is seen as a mechanism that can bridge the gap between the situation of inequality caused by discrimination and the ideal of equal opportunities. Affirmative action is a temporary intervention intended to facilitate the transition from a severe and unfair inequality to a situation where such inequalities have been redressed so that everyone competes on equal footing”.

These groups who benefited from the initial discrimination now become the victims and the previous victims become the beneficiaries. Rossouw & van Vuuren (2005:115) define “affirmative action as a temporary intervention of preferential treatment to rectify the consequences of discrimination in order to enable people to compete as equals for opportunities”.

2.3.1 Temporary intervention

“Affirmative action is a mechanism intended to bridge the gap between an unfair past and a future dispensation of fair employment. Once the major deficits have been eradicated, affirmative action should be phased out in favour of an equal opportunities dispensation. The main aim of affirmative action is to achieve equity in the workplace by promoting equal opportunities and fair treatment in employment through the elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups (Africans, Coloureds, Asians, women and people with disabilities) to ensure their equitable representation in all occupational categories and levels in the workplace” (Grobler, Warnich, Carrell, Elbert & Hatfield, 2002:54).

2.3.2 Preferential treatment

The purpose of affirmative action is to redress imbalances caused by prolonged discrimination. The constructive action is needed to redress these imbalances. Shaw (2002:324) contends that this includes targeting the most disadvantaged groups for preferential treatment. Special attention is paid to them so as to assist them in overcoming the constraints of the past. With aggressive and temporary affirmative action it is intended to accelerate the process of access to opportunities for members of previously disadvantaged groups.

2.3.3 Rectify the consequences of discrimination

As affirmative action is an attempt to rectify the imbalances caused by discrimination, it is important to identify those had been adversely affected by discrimination. Statistical analysis can reveal discrepancies in employment patterns. Bernardin (2004:45) contends that “profile comparisons can reveal discrepancies in terms of education, experience, opportunities, financial resources, and psychological aptness. Enabling and empowering the victims of discrimination can rectify these results of discrimination. In order to alleviate the results of discrimination those who were affected need to be given special opportunities. This will mean education and training. But such opportunities should not be restricted to education and training alone. Special opportunities also need to be created to ensure that, once appointed, people are able to cope with the demands and pressures of new and sometimes hostile working environments. Structural changes may also be required to ensure that the previously powerful no longer dominate an organisation and perpetuate discrimination”.

2.4 Employment legislation

According to Labour Relations Act, No. 66 of 1995, the purpose of employment legislation is to advance economic development, social justice, labour peace and the democratization of the work place. Employment Legislation gives staff a number of statutory rights and protection. The employment legislations discussed below will explain in detail the context of these acts for this study.

2.4.1 The Labour Relations Act No. 66 of 1995

This Act came into effect in 11 November 1996. According to Gerber, Nel & Van Dyk, (1998:157) “this Act seeks to balance the demands of international competitiveness and the protection of the fundamental rights of workers, so as to give effect to the stated goals and principle of the Reconstruction and Development Programme of the Government of National Unity”. These include the achievement of high productivity, improved efficiency, social justice, the inclusion of all sectors under the new Act and the establishment of collective bargaining at national, industrial and workplace levels. This Act was passed to address the unfair labour practice between an employer and an employee. (Swanepoel et al 2000:135):

- unfair conduct on the part of the employer relating to the promotion, demotion or training of an employee or relating to the provision of benefits to an employee;
- unfair suspension of an employee or any other disciplinary action short of dismissal in respect of an employee;
- Failure or refusal of an employer to reinstate or re-employ a former employee in terms of an agreement.

2.4.2 Basic Conditions of Employment Act No. 75 of 1997

This Act was tabled in Parliament on October 1997 and came into effect on 1 December 1998. Its overall purpose is to advance economic development and social justice. Its objective is to ensure that working conditions of unorganised and vulnerable workers

meet minimum standards that are socially acceptable in relation to the level of development of the country. Another objective of this Act is to remove rigidities and inefficiencies from the regulation of minimum conditions of employment and to promote flexibility.

This Act aims at addressing the following (Swanepoel et al., 2000:137):

- “inadequate protection of vulnerable workers, such as farm, domestic and part-time workers;
- poverty in employment;
- child labour;
- excessive working hours, particularly in sectors such as security and transport; and
- gender discrimination, particularly in relation to maternity leave”.

“It is hoped that this approach permits sufficient flexibility for the variation of basic conditions of employment while at the same time creating appropriate safeguards to avoid extremes of exploitation” (Grobler et al., 2002:132).

2.4.3 Employment Equity Act No. 55 of 1998

“South Africa has a legacy of discrimination in relation to race, gender and disability that has denied access to opportunities for education, employment, promotion and wealth creation for most South Africans. The objective of this Act is to ensure that the workplace is free from discrimination and that employers take active steps to promote employment equity”. Another objective of this Act is to achieve equity in the workplace. (Nel, van Dyk, Haasbroek, Schultz Sono & Werner, 2004:161):

- “Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination.
- Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups in order to ensure their equitable representation in all occupational categories and levels in the workforce”.

2.4.4 Occupational Health and Safety Act No. 85 of 1993 (OHSA)

The Occupational Health and Safety Act came into operation on 1 January 1994. Swanepoel et al. (1998:133) contend that the objectives of the OHSA are to provide for the health and safety of persons at work and for the health and safety of persons in connection with the use of plant and machinery; the protection of persons who are exposed to hazards to health and safety arising out of or in connection with the activities of persons at work; as well as to establish an advisory council for occupational health and safety.

2.4.5 Compensation for Occupational Injuries and Diseases Act No. 130 of 1993

The Compensation for Occupational Injuries and Diseases Act came into operation on 1 March 1994. The purpose of this Act is to “provide for compensation for disablement caused by occupational injuries or diseases sustained or contracted by employees in the course of their employment, or for death resulting from such injuries or diseases”. Should an employee die because of an accident, injury or disease, the compensation will be paid to his/her dependants. Grobler et al. (1998:222) assert that “the rationale of this Act is to provide employees with compensation without their having to prove fault on the part of their employer and to create a fund from which such compensatory payments can be financed”.

2.4.6 Unemployment Insurance Act No. 4 of 2002

The main purpose of this Act is to provide for the payment of benefits to contributors and to combat unemployment. "Employees who qualify as contributors contribute 1% of their earnings to the UIF, while their employers contribute an equal amount" (Nel et al. 2004:164). "When such contributors become unemployed, fall ill for lengthy periods, or give birth to or adopt a child, they may apply for UIF benefits. The dependants of deceased contributors may also apply for benefits. Only persons who are contributors are covered by this Act. Contributors or their dependants are paid benefits at a rate of 45% of the total weekly or monthly earnings, based on the average earnings at the time they became unemployed, fell ill or died. The contributor receives one week's benefits for every 6 weeks of unemployment, up to a maximum of 26 weeks in any 52-week period" (Nel et al. 2004:164)..

The Durban University of Technology has to make it a point that these acts are being implemented fairly. When implementing these Acts, Durban University of Technology must make sure that they are in line with affirmative action law and principles to promote employment equity as it is encouraged by the Government. Durban University of Technology will have to ensure that unfair discrimination is avoided, otherwise the institution will be liable to legal action.

2.5 Employment Equity

According to Gerber et al. (1998:156) "Employment equity centres on the eradication of unfair discrimination of any kind in hiring, promoting, training, pay benefits and retrenchment in line with constitutional requirements". Durban University of Technology is required to prepare and implement an equity plan that complies with the new regulations published by the Department of Labour in 1999. By so doing companies will be undertaking organisational transformation to remove unjustified barriers to employment for all South Africans and to accelerate training and promotion for individuals from historically disadvantaged groups.

To achieve employment equity, every designated employer must implement affirmative action measures for people from designated groups. Companies have to implement the following measures:

- “Measures to identify and eliminate employment barriers, including unfair discrimination” (Gomez-Mejia, Balkin & Cardy, 2001:109).
- “Measures designed to promote diversity in the workplace based on the equal dignity and respect of all people” Nel et al. (2004:172).
- Making reasonable accommodation for Blacks, women and people with disabilities.

According to Labour Relations Act, No. 66 of 1995, a company has to compile a profile of the workforce in terms of designated groups, non-designated groups, occupational categories, occupational levels, and permanent and non-permanent employees; compile a report for the skills development of employees; analyse the organisation's employment policies, practices, procedures, and the working environment; compile the organisation's equity plan; and benchmark itself against similar organisations.

An organisation needs to take into consideration the five steps of employment equity to ensure employment equity.

2.5.1 Five Steps to employment equity

- “Consult with employees,
- Conduct an analysis,
- Prepare an employment equity plan,
- Implement the plan, and
- Report to the Director-General of the Department of Labour on progress made” (Nel et al. 2004:172).

2.6 Challenges facing South African organisations regarding the implementation of Affirmative Action Programme

- South African organisations are facing a challenge of developing and implementing affirmative action programmes that will achieve the joint goals of employment equity and wealth creation. A company needs to tailor its affirmative action programme so that it meets the needs of the organisation.
- “Central to the challenge facing an organisation wishing to implement affirmative action policy is the need to identify the various stakeholders and to address most of their fears and aspirations” (Swanepoel et al., 1998:178). The important stakeholders are: the intended beneficiaries of the programme; the previously advantaged members of staff; the shareholders and the community within which the organisation is situated.
- Turning to the interests of the advantaged group, it must be appreciated that their fears cannot simply be disregarded.

Companies' affirmative action plan will only succeed if all the groups affected by the measure are involved and their interests and concerns addressed and balanced to pre-empt these challenges. Only then will they take ownership of and endorse the process.

Bohlander & Snell (2004:82) hold that affirmative action has been challenged for the following reasons:

- “Affirmative action has not consistently resulted in improvement of the employment status of protected groups.
- Individuals hired under affirmative action programmes sometimes feel prejudged, assumed capable only of inferior performance, and, in fact, these individuals are viewed by others as “tokens”.

- Affirmative action programmes of either voluntary or forced compliance have failed to effectively assimilate protected classes into an organisation's workforce".
- "Preferences shown toward one protected class may create conflicts between other designated groups" (Gomez-Mejia et al., 2001:93).

2.7 Failures of affirmative action programmes

"Companies that try a quick-fix route to affirmative action find that their efforts are stymied by the following obstacles:-

- Strategic planning for affirmative action does not get implemented effectively. While commitment to affirmative action from the CEO is vital, the process requires support from all employees at all levels.
- People do not know how to implement affirmative action initiatives.
- Human resource planning is not carried out.
- Attitudes remain negative and rooted in the status quo. Control remains with White managers and Black employees are regarded as incapable of taking responsibility and accountability.
- Concerns are not clarified and problems surrounding the programme are not addressed because of failure to foster two-way communication" (Swanepoel et al., 1998:181).
- "Formal training methods continue to be used although they are obsolete and do not equip people with the necessary skills to handle the challenges of affirmative action. Only to find that trainers are not equipped with the required skills and understanding of the issues to provide the necessary training" (Gomez-Mejia et al., 2001:93).
- "Line management eschews ownership of and responsibility for the programme.
- There is a lack of personal commitment by top management to invest sufficient time, effort and public support in the programme. This behaviour communicates the message that the failure to reach departmental targets in terms of the

programme will be condoned because management itself is only going through the motions out of necessity” ” (Swanepoel et al., 1998:71).

- “The programme lacks a clearly communicated objective and targets with timetables, which undermines its implementation and makes measurement of progress haphazard” (Gomez-Mejia et al., 2001:109).
- “Recruitment and selection methods are not adapted to attract and screen suitable black people who can contribute to the success of the programme.
- Assumptions about the abilities and qualifications necessary to do a specific task are presumed to remain valid” (Gomez-Mejia et al., 2001:72).

From the above it should be evident that the removal of substantive employment inequalities is one problem that cannot be resolved by "throwing money" at it or hoping that it will go away. Companies should know that programmes that are implemented without proper prior planning would prove to be costly, unproductive and will entrench negative stereotypes between groups. These might also amount to a lose-lose outcome for any organisation, the supposed beneficiaries of the programme, as well as for the non-beneficiaries

2.8 Affirmative action and human resource functions

2.8.1 Affirmative action and recruitment

Carrell et al. (1998:138) define recruitment “as the process of acquiring applicants who are available and qualified to fill positions in the organisations. A Company should have an effective recruitment programme to ensure that suitable and qualified applicants are attracted”. A recruitment policy should also be formulated in any organisation. Companies should also bear in mind that when formulating a recruitment policy, affirmative action must be taken into account (Rothwell & Kazanas, 2005:288). Formulation of the recruitment policy should stimulate questions such as: Can someone from within the organisation be promoted? Will family members of existing employees be employed?; Will handicapped people be employed?; Will people over 65 be

employed?; Will there be co-operation with the other employers?; Will affirmative action be taken into account?. Organisations will also need to project the timeframe as to when the affirmative action programme should be fully implemented, for example changing the managerial structure in five years time. Where top management should be representative of all population group, or to increase women and disabled people in organisation or in management within five years.

Care should be taken that information regarding employment opportunities reaches all sectors of society (Gerber et al., 1998:91). Like for instance, advertising in a newspaper that has a predominantly White readership will be unfair. Advertisements should be purged of any racial or gender barriers. For example, an advertisement requiring fluency in English and Afrikaans may well fall foul of discriminatory laws, except if it can be shown that these are genuinely needed for the particular job like Language practitioner or interpreter in Afrikaans. "It should be noted that the recruitment process can easily give rise to unfair discriminatory practices. Like for instance, the language used in an advertisement can convey gender bias, while the probable readership of the newspapers in which advertisements are placed can also indicate preferences" (Noe, Hollenbeck, Gerhart & Wright, 2003:201).

If companies could do what is required to be done as it is stated above and avoid what should not be done, its recruitment programme and policy could be effective and efficient (Cascio, 2003:208). With the implementation of the Labour Relations Act, No. 66 of 1995, the Basic Conditions of Employment Act, No. 75 of 1997 and the Employment Equity Act, No. 55 of 1998, employers will have to carefully scrutinise their recruitment policies and procedures and, where necessary, compile new recruitment and selection procedures to be applied consistently and fairly to all job applicants.

2.8.2 Affirmative action and selection

Selection is the process of choosing from a group of applicants the individuals best suited for a particular position (Grobler et al., 2002:174). A company needs to develop a selection policy.

To select is to discriminate, be it the selection from a group of applicants of a suitable candidate for appointment to the organisation, the selection from a group of employees of a suitable candidate for promotion or a choice of a person to perform the specific task. The issue is how to discriminate fairly. According to Rothwell & Kazanas (2005:289) for discrimination to be fair, the criterion used to differentiate must be relevant to the business objectives of an organisation and to their achievement.

With the implementation of the Employment Equity Act, No. 55 of 1998. The selection process itself has become of critical importance to companies in South Africa (Gerber et al. 1998:108). Section 6 (2) of the Act states that it is not unfair discrimination to take affirmative action measures consistent with the purposes of this Act; or distinguish, exclude or prefer any person on the basis of an inherent requirement of a job. This clause suggests that companies may treat an employee or job applicant from the designated group on a preferential basis; e.g., where two candidates have the same qualifications / experience the candidate from previously disadvantaged group should be given preference.

2.8.3 Affirmative action and training and skills development

According to Carrell et al. (1998:309) one of the greatest inequities of the past and a major cause of the skewed distribution of income and of senior jobs on the basis of race and gender is the fact that selection for training and the resources allocated to different forms of training were biased in favour of white males. This had the effect of disqualifying blacks, disabled people and females from competing on an equal footing with white males. Mello (2002:273) asserts that everyone benefits from effective

training and development programmes, provided unfair discrimination is eliminated in the process. It will be necessary for companies to redirect greater resources to those previously neglected sectors of its workforce. It will also be necessary for any organisation, when selecting employees for training to, to reassess the set of entrance qualifications, placing greater emphasis on competencies, potential and experience gained informally, and less on formal qualifications (Decenzo & Robbins, 2004:224).

2.8.4 Affirmative action and placement

A placement strategy is a technique that can be used to regulate the interaction between the internal and external labour market to place the right employee in the right job. Swanepoel et al. (1998) contend that it is also advisable to review placement practices so as to ensure that these do not give rise to allegations of discrimination. For instance, an over-concentration of employees from disadvantaged groups in departments or branches that are less sought after or are regarded as dead ends may be construed as discriminatory. Thus, any affirmative action return will in all probability also take into account the dispersion of employees by race and gender throughout the organisational hierarchy.

2.8.5 Affirmative action and compensation

Compensation schemes are an attempt to link rewards to superior performance in a direct and prompt way. The following aspects of industrial relations are relevant to compensation, and in particular to salary scales (Nel et al. 2004:320):

- “Whether there is a common pay structure, based on an accredited job evaluation system, which applies throughout the organisation” (Nel et al. 2004:320);
- “A corollary to the above is whether employees are paid according to the value of the job performed” (Cascio, 2003:412);

- “Whether salaries of the lowest remunerated employees are pegged at the minimum living level or the supplementary living level; that an employee's race or sex is no factor determining that employee's salary. Issues such as the cost of living, productivity, the skills gap, seniority and minimum wages also relate to the salary scales applied by employers and are likely to be raised during negotiations with unions” (Decenzo & Robbins, 2004:316).

One of the most heated issues in any discussion of human resource management is salary. Hartman (2002: 374) states that one of the most sensitive areas in connection with salary and fairness is gender discrimination. Thus men and women must be paid equal pay for equal work. Accordingly, failure to fairly compensate workers may constitute both a legal and an ethical breach of contract.

2.8.6 Affirmative action and motivation

Motivation can be defined in many different ways, some definitions are found below. According to Nieman & Bennett (2002:115) & Hellriegel, Jackson, Slocum, Staude, Amos, Kloppe, Louw & Oosthuizen, (2004:263) motivation is any influence that causes, channels and sustains goal-directed behaviour. Motivation is the willingness to do something, and is conditioned by this action's ability to satisfy some need of the individual (Swanepeol, Erasmus, Van Wyk & Schenk, 2003:404). Smit, Cronje', Brevis & Vrba (2007:338) assert that motivation is the willingness of an employee to achieve organizational goals. Basically motivation is what makes people to behave in a certain way. Thus there is a motivation process one could look at. The above different definitions emphasize the importance of motivation in the workplace and also reveal that if Durban University of Technology management can motivate employees effectively, in turn the employees can work tirelessly to achieve organizational goals.

For a manager is to improve the work of the organisation, attention must be given to the level of motivation of its members. According to Pattanayak (2005:194) the manager must also encourage staff to direct their efforts (their driving force) towards the

successful attainment of the goals and objectives of the organisation. No single theory will address all motivational problems. A manager should thus attempt to meet the employee's important needs, or basic requirements for working productively. As the workforce becomes more diverse, recognising the individuality of needs becomes quite a challenge. A great deal of time talking with employees and observing their behaviour is required (Nel et al., 2003:326). The manager could also consider Maslow's extrinsic (tangible rewards such as salary, fringe benefits, security, promotion, contract of service, work environment and conditions of work) and intrinsic (psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated as human being in one's own right) motivation, but in conjunction with other motivational theories. Thus companies should always consider affirmative action principles and legislation in motivating the employees to avoid unfair discrimination.

2.8.6.1 Why motivate employees

One reason managers find motivation is so difficult to achieve is that, there are different purposes for motivating people, each of which requires different incentives. Usually managers use motivation to attract potential employees, improve performance, and retain good employees. **Attracting potential employees:** If organizations want to encourage potential employees to work for them, they must find and use incentives that appeal to a person needing a job (Megginson, Byrd & Megginson, 2006:278). These incentives include a good income, pleasant working conditions, promotional possibilities, and sometimes a signing bonus.

Improving performance: Durban University of Technology can also use motivation to improve performance and efficiency on the part of present employees. Durban University of Technology can do this by praising good work, giving employees more responsibility, publicly recognizing a job well done, and awarding merit salary increases.

Retaining good employees: Motivation can also be used to retain present employees. This is accomplished through the use of employees benefits, most of which are designed to reward employees who stay with the company (Davies, 1997:101). Many other incentives can help explain today's work force retention, many of them individual and personal e.g. promotion and high salary.

2.8.6.2How to motivate employees

Herzberg's theory of motivation simply states that an employee has a need or needs, and managers apply some kind of incentive that promises to satisfy that need. According to Megginson et al. (2006:279) "one of the problems in motivating employees is to know them well enough to know what they need and what incentives will stimulate them to perform. Thus Durban University of Technology management needs to know its employees properly so that it will know their needs and the kind of incentives which will stimulate and satisfy their needs".

2.8.6.3Motivation and morale

Good motivation leads to better morale. Michael (2002:376) contends that "if morale is high, employees are satisfied and contented about their tasks, working conditions, compensation and work environment. Greater the motivation, the greater would be the job satisfaction and the greater would be the morale. Morale and productivity have a positive correlation. Good employee morale is the mental attitude of the individual or the group, which enables the employee to realize that the maximum satisfaction of his drives coincides with the fulfillment of the objectives of the company".

In other words, the employee identifies his objectives with those of the company, not merely subordinates his own desires to those of the company. It is the possession of a feeling on the part of an employee or a group of employees of being accepted and belonging to the work group and the organization, identifying himself or themselves with

the common goals and having confidence in the desirability of these goals (Gomez-Mejia, Balkin & Cardy, 2001:366).

Higher morale keeps the people in high spirit concerning the given task. The following characteristics can be associated with high morale (Michael, 2002:376):

- “A higher team spirit; and concerted efforts;
- Staying a high quality of efforts;
- A zest enthusiasm and a high spirit;
- A general resistance to frustration;
- A sincere involvement in the task; and
- A higher achievement motivation”.

It may mean that group with high morale accomplish things with a minimum of bickering, and that they do things because they want to do them. According to Bateman & Snell (2002:427) it is then evident that people with low morale can be characterized by apathy, bickering, jealousy, disjointed effort and pessimism. In the situation of high morale, members of a group think in a “we” spirit rather than “I” spirit. Kreitner (2002:389) asserts that members help one another rather than trying to grab or win from one another; and the success of one is understood as a gain for all. Thus, one would be able to notice that morale and cohesiveness are positively related. Job satisfaction and job involvement will be greater when the morale is high. This is the reason why morale is related to productivity.

Durban University of Technology managers should know that good motivation leads to better morale. It should also be understood by Durban University of Technology that higher morale keeps the people in the higher spirit concerning the given task. Durban University of Technology managers should assist their employees achieve their objectives in order for the organization's goals to be achieved. Durban University of Technology managers need to be aware that people with low morale can be characterized by apathy, bickering, jealousy, disjointed effort and pessimism. Thus they

need to avoid this at all cost by trying to motivate their workforce so that they will have high morale. They also need to know that job satisfaction and job involvement will be greater when the morale is high.

2.8.7 Affirmative action and disciplinary procedures

Regular audits should be undertaken to ensure that an organisation's disciplinary code and procedures do not discriminate between different classes of people (Gerber et al., 1998:191). For example, if a disproportionate number of employees in a company from a particular group (blacks/women) are disciplined for particular types of misconduct e.g. timekeeping-related offences, it may lead the employer to investigate the underlying causes (e.g., distance from work, absence of proper public transport or family duties). "It may also be that the penalties imposed for misconduct are harsher when an employee has committed an offence from one particular group than is the case when exactly the same infraction is committed by an employee from another group" (Dessler, 2003:285). This will constitute unfair discrimination and must be monitored by way of an audit on a continuous basis.

2.8.8 Affirmative action and promotions

Gerber et al. (1998:362) assert that promotion - assigning an employee to a job of higher rank is an area of management where trade unions can actively promote the interests of their members since they now have the backing of the new Labour Relations Act to ensure that fair promotion procedures are followed for employees. Selecting employees for promotion involves the concept of merit. When a company makes the promotional decisions, these factors are of great importance:

- "All employees should be provided with information regarding promotional opportunities.
- The standards that will apply in promotions must be clearly communicated to all employees.

- Unsuccessful candidates must be provided with feedback regarding the reasons for their failure to be promoted.
- Employees from disadvantaged groups must be groomed for promotion” (Swanepoel, 1998:194).

Selection must be made on the basis of actual skills and potential rather than on paper qualifications. Job specifications must be reassessed to determine whether these are really essential for the job. The use of selection panel representative of all important decision-makers must be considered to make the promotional decision. The organisation’s affirmative action programme and goals must be taken into account in the final selection of candidates from the list of those who satisfy the minimum job specifications.

It is suggested that these guidelines should be adopted regarding promotional issues (Noe et al. 2003:393):

- “In “same merit” situations, Blacks or females must be promoted over equally qualified White males;
- Unqualified Blacks/females may not be promoted over qualified White males;
- If Blacks females are qualified, they may be promoted over better-qualified White males.
- A reassessment of the importance of past experience as a consideration in making promotional decisions is necessary.
- A company needs to follow and adopt these guidelines when considering promoting some individuals to ensure compliance with affirmative action” (Noe et al. 2003:393).

2.9 Objections to affirmative action

"If the implementation of affirmative action is not managed with care it can easily turn into a moral minefield that can destroy precisely that which it intends to cure" (Velasquez, 2002:155). Affirmative action intended to achieve the following: redress imbalances and inequalities caused by discrimination; break down all remaining discriminatory practices and stereotypes and enable members of previously disadvantaged groups to compete with competence in the employment market.

2.9.1 The injury done by affirmative action

An argument against affirmative action is that it injures those it is designed to help. "The effect of hiring and promoting Blacks and women because of their race or sex is draw attention to their lack of qualifications and create an impression that they could not succeed on their own" (Boatright, 2003:211). Another effect of affirmative action is to reduce the respect of society for the many hard-won achievements of Blacks and women and to undermine their own confidence and self-esteem. The stigma attached by preferential treatment may have the unintended result of hindering racial integration if qualified minority applicants avoid jobs where race is a factor in selection. "Success in life is often unearned, but there is a little evidence that the beneficiaries of good fortune are psychologically damaged by it" (Gerber, 1998:212).

2.9.2 Affirmative action can generate negative feelings

"Affirmative action can cause feelings of envy, hatred, and resentment among the previously advantaged group. They may feel affirmative action is an injustice, because they stand no chance to be promoted or rewarded for their performance" (Nel et al., 2004:174). Such negative feelings can translate into sabotage of the working environment. The unhappy employees can make life difficult for newly appointed affirmative action appointees and can undermine their confidence and motivation. Thus

affirmative action can affect both the previously advantaged group and affirmative action appointees negatively.

2.9.3 It can harm those it supposed to help

Rossouw & van Vuuren (2005:118) assert that “affirmative action may not only be detrimental to those whom it excludes, but it can also hurt those who are supposed to be its beneficiaries. Those who have been targeted for preferential treatment will always know in their heart of hearts that they have been not promoted on merit. Thus, they will suffer psychological damage and will feel inferior to their colleagues. Studies on affirmative action indicate that affirmative action appointees experience more problems than their colleagues who were appointed on a non-affirmative action basis. It is stated that they reveal less organisational commitment and job satisfaction, and a greater sense of role conflict and ambiguity. So affirmative action is beneficial neither to the psychological health of affirmative action appointees, nor to the company”.

2.9.4 The consideration of social background before qualifications

This criticism is based on the consideration of social background before qualifications. "Instead of using this type of policy, it has been suggested by critics that a policy of qualification equality could be provided by allowing businesses to focus on employing the person with the highest qualifications, the most experience and the best recommendations"(http://wikipedia.org/wiki/black_economic_empowerment//Jul09/07.html). To allow the previously disadvantaged to achieve these qualifications, critics of Black Economic Empowerment & Affirmative Action say that the government could put more money into secondary and tertiary education, perhaps subsidising High Schools and Universities to provide the required resources such as textbooks for the students. And to allow for the previously disadvantaged to gain the experience, they suggest that the government could subsidise companies wishing to employ entry level applications

The manner in which affirmative action is being applied is leading to undisguised racial discrimination (http://www.news24.com/news24/south_africa/June09/05.html).

2.9.5 Affirmative action appointees can be stigmatised

Another objection is that those promoted through affirmative action might have difficulty in gaining respect from co-workers. They will always be regarded as token appointments Bohlander & Snell (2004:82). They stand little chance of becoming role models for others. The experience of being stigmatised is likely to have a negative effect on their work performance. This does not benefit the employee or the company (Noe et al. 2003:218).

2.9.6 It can cause standards to drop

The other objection is that affirmative action can cause standards to drop. Given the educational and training deficits associated with discrimination, combined with the pressure to promote members of previously disadvantaged groups, affirmative action might result in the appointment of people who are not fit for their new jobs (Velasquez, 2002:156). This could mean lower standards of product or service quality, a decline in safety, and a decrease in productivity.

2.9.7 The quality argument

The most qualified person for a position has no need for a special consideration. Therefore, a person who is given preference on the basis of race or gender or disability cannot be the most qualified person and cannot perform as well in a job as someone who is more qualified. Boatright (2003:211) asserts that the result is a decline in the quality of goods and services, which has an adverse affect on the whole of society.

2.9.8 Affirmative Action can aggravate negative stereotypes

Another argument against affirmative action is that, whilst it may change the demographic profile of companies, it will not succeed in stamping out the underlying prejudices that live in the hearts and minds of people. Policies and rules can change practices, but they cannot change attitudes. Affirmative action causes resentment and frustration among non-designated group. The designated groups also resent being advanced on grounds other than merit. Shaw (2002:324) asserts that if companies hire and promote people faster and further than they do merit, the companies are asking for problems. "The resentment and envy experienced by those excluded from it, coupled with the feelings of disrespect experienced by its beneficiaries, may aggravate prejudice and reinforce negative racial and gender stereotypes." (Rossouw & van Vuuren, 2005:119). Working conditions characterised by prejudice are not conducive to productivity.

2.9.9 The importance of race

The argument against preferential treatment programmes are that they increase rather than decrease the importance of race and other factors in the society. If the ideal of an equal society is one in which no one is treated differently because of colour, ethnic origin, religion, or any other irrelevant factor, then preferential treatment defeats this ideal by heightening our consciousness of these differences. "To some critics of affirmative action, all uses of racial, ethnic and religious classifications are abhorrent and ultimately destructive of the fabric of a society" (Boatright, 2003:212).

2.9.10 Undisguised racial discrimination

The Freedom Front Plus (FF+) called on the government to stop subjecting White matriculants to affirmative action when they applied for their first jobs. "Today's school leavers have had equal access to the education system for the past years, and it would be unfair to whites to continue taking race into account when considering job

application, says FF+" (http://www.news24.com/news24/south_africa/June09/05.html). The FF+ further says that this year's matric had just entered the education system when schools were opened to children of other races in 1992. Over the same period, the number of indigent White pupils had increased dramatically, partly because many of their parents lost their jobs to affirmative action. Under these circumstances, to continue applying race as selection criteria to new labour market entrants is unfair and leads to racial polarisation said Corne Mulder (FF+ MP). He even warned the government to refrain from replacing the "previously disadvantaged" with a new group of disadvantaged South Africans.

The manner in which affirmative action is being applied is leading to undisguised racial discrimination (http://www.news24.com/news24/south_africa/June09/05.html). This party also called on the government to announce a cut-off point for affirmative action. If the government's intentions with the affirmative action were truly to correct wrongs of the past, it was obvious that the process have to come to an end at some point, said Mulder. If the government is prepared to declare a deadline, nobody could be blamed for deducing that it is merely busy discriminating indefinitely against Whites.

2.9.11 Affirmative action as reverse discrimination

Reverse discrimination is alleged to occur when an equally qualified woman or a member of designated group is given preference over a white male for a job or less qualified members of a designated group are given hiring preference over white males (Weiss, 2003:237). To have a diverse workforce in terms of race and gender is a desirable goal, if all individuals have the necessary qualifications. Fisher, Schoenfeldt & Shaw (1999:140) contend that many organisations today are concerned with developing and managing diversity. To eliminate discrimination in the workplace, many organisations have affirmative action programs. Affirmative action was conceived as a way of taking extra effort to attract and retain the previously disadvantaged groups (Dessler, 2003:57). This was done by recruiting previously disadvantaged groups on college campuses, advertising in their publications, and providing educational and

training opportunities to them. But many organisations have resorted to allocation like hiring to ensure that their workforce composition mirrors that of the labour market.

The state or courts compel sometimes proportions. Whatever the impetus for these hiring practices, many White and/ or male individuals have fought against them, alleging what is called reverse discrimination (Noe et al. 2003:118). According to Neo et al. (2003:118) people favour affirmative action when it is operationalised as recruitment, training, and attention to applicant qualifications but opposes to it when it consists of discrimination, quotas, and preferential treatment (Noe et al. 2003:118). According to Nel et al. (2004:174) it legitimises negative stigmas and panders to the darker instincts of racial animosity. It discriminates against one group and prefers another group (Mello, 2002:189). It is an employment discrimination law. Reverse discrimination is alleged to occur when an equally qualified person from designated group is given preference over a White male for a job.

2.9.12 Affirmative action as a counter-productive

Affirmative action is regarded as a racially discriminatory practice against Whites and other non-favoured ethnic groups. It favours the less qualified over the more qualified, and it is therefore a systematic attack upon objective merit selection criteria. Zelnick (cited in Nel et al. 2004:174) contends that while it increases Black enrolment in selective universities and also expands the pool of black entrepreneurs, it has brought little employment, educational or income benefits to those in need of help. It has distracted attention from the real cause of misery among Blacks. Affirmative action is seen more as an ideology than as a programme. Affirmative action is also seen as counter-productive (Fisher et al., 1999:169).

2.9.13 Affirmative action is based on political empowerment not on economic empowerment

Affirmative action has broadened for political purposes to include beneficiaries who lack the historical claim of Blacks for relief. Every employee is now a representative of a group. Affirmative action is a contrived programme of preferential policies based on membership of a specific group. According to Boatright (2003:213) “specific individuals are conferred the rights of groups. Thus seem to be no more specific individual rights, but only group rights”. Boatright (2003:213) asserts that affirmative action is based on political empowerment and not on economic empowerment.

2.9.14 Affirmative action's expiry date

Affirmative action has no expiry date. It is without a cut-off date (Grobler et al. 1998:239). It adopts the doctrine that the end justifies the means. It argues that if the intentions are noble, then the means to attain those ends must also be noble. It fails to accommodate the least privileged of Blacks and women. It tends to increase the economic status among Blacks and women of those already relatively advanced in comparison to the poorest of the poor. All forms of affirmative action violate the principles of equal opportunity before the law and thus contravene the rule of law (Nel et al., 2004:174).

2.9.15 Affirmative Action injures Whites and violates their rights

Even moderate affirmative action programmes injure the White men who are made to bear their brunt. Such programmes violate the right of White people to be treated as individuals and to have racial or gender considerations not affect employment decisions (Bernardin, 2004:47). With Affirmative action programmes White people do not have as many advantages as they did before.

2.9.16 Affirmative action itself violates the principle of equality

Affirmative programmes are intended to enhance racial and gender equality, but companies can't do that by treating people unequally. If equality is the goal, it must be the means too. With the affirmative action programmes, organisations use racial and gender considerations- but that is the very thing that has caused so much harm in the past and that affirmative action itself is hoping to get rid of (Shaw, 2002:325).

2.9.17 Non-discrimination will achieve will achieve our social goals; stronger affirmative action is unnecessary

The Human Rights Act outlaws job discrimination. Thus, organisations need to insist on enforcement of the law. Employers should continue to recruit in a way that attracts the designated groups and to make sure that their screening and review practices do not involve any discriminatory behaviour. Rossouw & van Vuuren (2005:118) contend that stronger affirmative action measures that are, in particular taking into race and gender into account in employment matters, are unnecessary. They only bring undesirable results.

2.9.18 Affirmative action is racially and sexually discriminatory

Affirmative action programmes have become racially and sexually discriminatory. By showing preference to Blacks and women the programmes institute a form of reverse discrimination against White males. Affirmative action programmes are said to discriminate against White males by using a non-relevant characteristic - race or gender to make employment decisions, and this violates justice by violating the principles of equality and equal opportunity. According to Velasquez (2002:417) the compensation arguments for affirmative action are backward insofar as they focus on the wrongness of the past, the instrumentalist arguments are forward looking insofar as they focus on

the goodness of a future state (and the wrongness of what happened in the past is irrelevant).

2.9.19 Affirmative action programmes force employers to perpetuate discrimination

Affirmative action policies are at best controversial. Employers, who discriminate actively in favour of certain groups, may be accused of perpetrating the very kind of discrimination to which they are supposedly opposed (Chryssides & Kaler, 2004:297). It may be argued that affirmative action does not ultimately serve the cause of the disadvantaged groups, who, if they are the objects of affirmative action, leave themselves open to the charge, that they obtained their jobs, not because they are the best candidates, but because they come from disadvantaged groups. It may even become apparent that they perform worse than those who would have been appointed by traditional methods.

2.9.20 Affirmative action is a bankrupt policy

Milkovich & Boudreau (2004:75) assert that affirmative action with its goals and preferences is a bankrupt policy. It has not provided opportunity for those whom it was intended to help. It has delegitimised designated groups achievement because it is unknown who really makes affirmative action without designated groups involvement. Designated members who have worked harder than many Whites in similar positions are looked at with jaundiced eyes because it is believed that they received their position because of preference rather than achievement.

2.10 Conclusion

This chapter focused on a literature review on affirmative action and objections to it. The literature review defines affirmative action and its importance in the corporate industry as well as its challenges and failures. Most important human resource aspects such as recruitment, selection, compensation, placement, disciplinary procedure motivation, promotion, including the employment legislation have been explored as to how they should be implemented in Durban University of Technology in conjunction with affirmative action. The next chapter sheds the light on the research methodology that will be used for the collection and analysis of data.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Saunders, Lewis & Thornhill (2003:2) the term “research” is used very loosely and that the research is used wrongly in the following ways:

- When facts and information are collected without having a clear purpose;
- When facts and information are reassembled and reordered without attaching any interpretation to them;
- When the term research is used to obtain respect for your product or idea.

This study investigates the effects of affirmative action on the motivation of employees in Durban University of Technology. Thus this research sheds light on the methodologies adopted to obtain relevant data. It has been carried out by collecting data in a systematic and objective manner by using multiple methods. This chapter focuses on a description of the research design, the sampling method and process as well as the research instruments. The data collection and data analysis relating to the research will also be discussed. The methodology adopted meets the needs and objectives of this study.

3.2 Rationale of the study

According to Saunders, Lewis & Thornhill (2000:3), “business research needs to address business issues and to provide a process for solving managerial problems”. The purpose of this study is to assess to what extent the employees are motivated in Durban University of Technology as affirmative action is being implemented. Thus the rationale behind this research is to evaluate the effects of affirmative action on the motivation of Durban University of Technology employees.

3.3 Research design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. It is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2003:40). Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible. The research design provides information on proposed design for tasks such as sample selection and size, data collection method, instrumentation, procedures, and ethical requirements (Cooper & Schindler, 1998:102).

3.4 Research paradigms

The two basic research paradigms are the quantitative and qualitative research paradigms. According to Best & Kahn (2002:185) there are two research paradigms incorporating the fundamental philosophical concepts, which are positivist (quantitative) research paradigm and phenomenological (qualitative) research paradigm.

3.4.1 Quantitative research paradigm

Babbie (2004:26) holds that research carried out within the quantitative paradigm involves the use of numerical measurement and statistical analyses measurements to examine social phenomena. Polonsky & Waller (2005:112) contend that quantitative research methods are techniques involving relatively large numbers of respondents designed to generate information that can be projected to the whole population. It views reality as consisting of phenomena that can be observed and measured. It requires methods such as experiments and surveys to describe and explain phenomena (Brynard & Hanekom, 1997:29). This method could include techniques such as observation, pilot studies, quantitative analysis and questionnaires. The three advantages of this positivist approach are that it place great premium on the objectivity,

reliability and replication of the studies by other researchers. One disadvantage with this approach is that not all social phenomena cannot be accurately and reliably measured.

3.4.2 Qualitative research paradigm

Research within the qualitative paradigm, in contrast, is socially constructed. It is driven by human interests and that the researcher, as a subjective entity, is part of the world she/ he is observing (Best & Kahn, 2002: 186). The key advantages of qualitative research are that the findings have greater validity and less artificiality as the process of observing phenomena in natural, real life settings often allows researcher to develop a more accurate understanding of those phenomena. However, the disadvantage of the phenomenological research is weakened by the subjectivity of the researcher and the poor reliability of the findings as two researchers may arrive at different conclusions based on their observations of the same phenomena at the same time.

3.4.3 Mixed approach

A combined or mixed research approach comprises of quantitative (positivist) and qualitative (phenomenological) paradigms. Hussey & Hussey (1997:72) state that this allows one to take a broader, and often a corresponding view of the research problem. Noting the strengths and weaknesses that flow from purely positivistic and phenomenological bias in research, researchers sometimes adopt a mixed approach that draws on both positivism and phenomenology. But the main focus of this research will be on the quantitative research because it also applies to business research and it places great premium on reliability. According to Struwig & Stead (2001:7) the use of multiple research methods enables the researcher to increase the reliability and validity of the findings. The weaknesses of one method are balanced by the strengths of the other methods incorporated in the same study.

This research is quantitative in nature since data gathered will be quantified to help answer the research questions and to meet the research objectives. The quantitative method is chosen because data generated can be projected to represent the population of Durban University of Technology using a representative sample. It is chosen because it is relevant to this research.

3.5 Research strategy

According to Saunders et al. (2003:92) the research strategy is a general plan of how research questions set will be answered. There are different research strategies that the researcher may use, depending on the aims and objectives of the research. The researcher may adopt one of the following strategies or else a combination of them as mentioned: an experimental design; survey; case study; grounded theory and ethnography strategy. For the purpose of this study, the survey method is employed.

3.5.1 Surveys

A survey is a structured questionnaire given to a sample of the population and designed to elicit specific information from respondents. The survey is a positivist research in which a sample is selected from a population and studied to make inferences about the population (Saunders et al, 2003:279). Zikmund (2003:175) contends that surveys use questionnaires and interviews in order to determine the opinions, attitudes, preferences and perceptions of persons of interest to the researcher. Surveys provide quick, inexpensive, efficient, and accurate means of assessing information about the population (Dooley, 2003:123). The survey was conducted in Durban University of Technology using a questionnaire. This strategy is chosen because it is relevant for the study and efficient, and it is also felt that survey will be appropriate for this study, as it is quantitative in nature.

3.5.2 Target population

The purpose of this study is to investigate the effects of affirmative action on the motivation of the employees at Durban University of Technology. It is crucial to identify

the research population that was targeted in this study. According to Saunders et al. (2007:205) a population is a full set of items or people under investigation. It is the full group of potential participants to whom the researcher wants to generalise the findings of this study. The target population was the staff and management of Durban University of Technology because they all affected by affirmative action programme. The population frame is a listing of all the elements in the population from which the sample is drawn (Sekaran, 2003:265). Managers who are responsible for implementing affirmative action within the company, board members as well as all staff members are expected to participate in this study. Out of 100 percent, which is prepared to participate in this study, 30% of the population is from the management and thus 70% is from the ordinary employees.

3.5.3 Sampling

Sampling is the process of selecting a fractional part of the whole relevant group or population. The researcher may determine who and how many people to interview, what and how many events to observe (Cooper & Schindler, 1998:84). By selecting some of the elements in a population and focusing research attention on this finite group, the study may apply the findings of the study to the whole population of interest. There are two types of sampling, which are probability and non-probability. Probability sampling is based on the concept of random selection. With probability sampling, the likelihood of any one member of the population being selected is known. Best & Kahn (2002:18) assert that non-probability samples are those that use whatever subjects that are available, rather than following a specific subject selection process. Non-probability sampling is non-random, subjective and purposive in that the researcher may select the sample using criteria other than those associated with randomness of selection.

In this study non-probability sampling is adopted because it is useful in achieving the objectives and meeting the demands of this study. Non-probability sampling is chosen, as it is a technique that does not use chance selection procedures to identify those who will participate; it relies on the personal judgement of the researcher to decide who will

be included in the sample. Under non-probability sampling convenience sampling is chosen. According to Polonsky & Waller (2005:116) convenience sampling attempts to obtain a sample of convenient respondents. In this type of sampling, the researcher has the freedom to choose whoever is available for inclusion in the sample. Convenience sampling is chosen because it is often the easiest to compose and effect. According to Saunders et al. (2007:234) convenience sampling involves selecting haphazardly those cases that are easiest to obtain from population. Convenience sampling is chosen because the researcher has limited money and especially limited time at her disposal. For the purpose of this study, convenient sampling was regarded as the most appropriate due to budgetary and time constraints.

There are some reasons as to why this study is going to sample the population of Durban University of Technology. Firstly, it is a cost-efficient procedure for quality control. It is physically impossible to check all items in the population of Durban University of Technology. Then the cost of studying all the items of Durban University of Technology population is prohibitive. It is to make sure that the results are adequate. Lastly, to contact the whole Durban University of Technology population would be time-consuming.

3.6 Data collection

Best and Kahn (2002:240) list questionnaires and surveys among the nine categories of secondary data collection techniques. This study used the questionnaires and survey technique to gather quantitative data together with the literature review to address the problem statement, objectives and hypotheses. The procedure for the data collection method was as follows:

- The questionnaire was initially piloted at Ritson Campus DUT using 10 staff members. A number of changes were made as a result of the pilot study.

- Questionnaires were either placed in the respondent's internal mail box/pigeon hole, if the respondent could not be reached personally, or else questionnaires were hand delivered to individuals.
- Once completed, questionnaires were placed in the researcher's internal box, which is located at the entrance of the Department of Information and Corporate management.
- E-mails were sent to remind respondents to complete and return the completed questionnaires.

3.6.1 Research instrument

Deciding on the data collection instruments and procedures is one of the most important aspects of practical research design. The following are some of the research instruments, which can be used to collect primary data e.g. questionnaires, interviews and observations (Bryman and Bell 2007:208). A questionnaire is the most appropriate instrument for collecting primary data (Bryman and Bell 2007:208).

Questionnaires can appropriately be used for a quantitative analysis (Saunders et al., 2003:281). Standardised and predetermined questions will be addressed to ensure that all Durban University of Technology employees interpreted them in the same manner. The questionnaire approach helped to collect data associated with attitude in order to meet these research objectives. The questionnaire was initially piloted at Ritson Campus DUT using 10 staff members. A number of changes were made as a result of the pilot study. The questions on the questionnaire were used to test the validity of the theoretical assumptions of the literature review chapter. It was expected that the responses to these questions should either confirm or disagree with the theoretical assumptions.

3.6.2 Questionnaire construction

Lancaster (2005:137) states that questionnaires are most widely used in surveys with descriptive or exploratory purposes. They can also be used in studies with experiment and case study research strategies. Saunders et al. (2000:280) maintain that it is generally a good practice not to rely solely on questionnaire data but to use the questionnaire in conjunction with at least one other data collection instrument. The first issue that requires attention when designing the questionnaire is the categories of questions. Bhattacharyya (2003:57) holds that the questions included in the questionnaire should provide the data required for successful achievement of the research objectives. A well-constructed questionnaire has a range of question categories, each consisting of a small number of related questions, intended to elicit information of a particular type relating to the research topic.

There are four categories of questions such as socio-demographic items, orientation items, behavioural questions as well as content-related questions. Thus in this study socio-demographic items, behavioural questions and content-related questions is going to be utilised. Socio-demographic is used to develop a profile of the respondents by asking questions about gender, marital status, age group, occupation, income and related personal information. According to Trochim (2006:108) behavioural questions are used to measure attitudes, beliefs, opinions, motives, behaviours. Attitude questions record how respondents feel about something; belief and opinion questions record what respondents believe or think is true or false. Denscombe (2005:145) contends that items that focus on motives and behavioural variables elicit data on what individuals did in the past, do now or will do in the future and the motives for these behaviours. Kothari (2003:128) maintains that content-related questions are used to elicit data on the major purpose and content area of the research topic.

The second issue is the number and content of questions. There is no need to include too many questions on the questionnaire. Therefore researchers should have absolute clarity about their research objectives and keep these in mind during the planning and

design stage so that all the items on the questionnaire are relevant, concise and efficient. Shajan (2005:135) asserts that every question must be relevant and have a clear purpose. Clear, concise and well-constructed questionnaires result in a better participant response rate.

The third one is the structure and the layout of the questionnaire. The actual structure and layout of the questionnaire-on the component and the sequence of the questions must be taken into account. Fourthly, the researcher must decide on the types of questions to be used in the questionnaire. Lastly, is the wording of questions. Researchers must avoid wording that gives rise to misunderstanding, suggests researcher bias, or gives offence. According to Sekaran (2003:239) open-ended questions must be avoided at all cost. The researcher must keep answers mutually exclusive. "Replies must be ranked; dual questions should be avoided; asking questions involving negatives must be avoided and getting maximum response is necessary (Lancaster, 2005:142).

- Kothari (2003:124); Bhattacharyya (2003:53); (Shajan, 2005:146); (Denscombe, 2005:159); and (Brynard & Hanekom, 1997:38) agree with the below mentioned disadvantages and advantages of the questionnaire method of collecting data:

3.6.2.1 Disadvantages of the questionnaire

- "There is a low rate of the duly filled in questionnaires; bias due to non-response is indeterminate.
- It can be used only when respondents are educated and co-operating.
- The control over questionnaire may be lost once it is sent.
- There is inbuilt inflexibility because of the difficulty of amending the approach once questionnaires have been dispatched
- There is also a possibility of ambiguous replies or omission of replies altogether to certain questions; interpretation of omissions is difficult.

- It is difficult to know whether willing respondents are truly represented” (Kothari (2003:124).

3.6.2.2 Advantages of the questionnaire

- “There is low cost even when the universe is large and is widely spread geographically.
- It is free from the bias of the interviewer; answers are in respondent's own words” (Denscombe, 2005:159).
- “Respondents have adequate time to give well thought out answers” (Bhattacharyya, 2003:53).
- “Respondents, who are not easily approachable, can also be reached conveniently.
- Large samples can be made use of and thus the results can be made more dependable and reliable” (Bhattacharyya, 2003:53).

3.6.3 The questionnaire Items

The questionnaire consists of 38 simple and straightforward questions grouped into 5 sections. Each section is specific and aimed at meeting the needs of the research.

Section A	Respondent's biography
Section B	Objectives of affirmative action
Section C	Challenges on implementing affirmative action
Section D	Characteristics of effective implementation of affirmative action
Section E	Objections to affirmative action

The questionnaire is divided into five sections. Section A is designed to collect biographic information from respondents. The questions in this section are related to the status of the respondent and it comprises of 12 questions e.g. the respondent's gender, age, qualifications and position and their anonymity were guaranteed. Section B is based on objectives, which has 3 questions. Section C designed to reveal

challenges of affirmative action and it has 10 questions. Section D has 13 questions and is useful in explaining how affirmative action should be effectively implemented. Section E is based on objections to affirmative action and it consists of 12 questions. Items on sections B, C, D and E use a five point Likert measurement scale. A specimen of the accompanying letter and the questions is appended.

3.6.4 Pilot study

Lancaster (2005:137) asserts that the pilot study is conducted to detect weaknesses in the design and research instrument. A pilot study is an informal investigation, which serves as a guide for a larger study (Ahuja, 2002:136). The questionnaire to be used at Durban University of Technology will undergo a pilot test so that respondents will be comfortable and clearly understand the questions set and know how to respond. The pilot test also enables the refinement of the questionnaire and establishes content validity. According to Saunders et al. (2000:306) the pilot test is used to ensure that the data collected will enable the investigative questions to be answered.

Before administering the questionnaire, all the questions were tested on a sample of 10 respondents in order to identify the flaws in some questions and suggest possible improvements. The purposes of the pilot study according to Ahuja (2002:150) are:

- “to estimate the costs and duration of the main study and test the effectiveness of its organisation;
- to test the research methods and research tools and their suitability;
- to show whether the sampling frame is adequate;
- to estimate the level of response; to determine how homogenous the survey population is;
- to familiarize investigators with the research environment in which the research is to take place; and
- finally to test the responses of the respondents to the method of data collection”.

The questionnaire has been pre-tested on 10 respondents from the target population in Durban University of Technology. It will be in the light of the response and advice that the questionnaire has to be redesigned. The pilot survey has given an indication on the response rate to be expected while also enabling the adequacy and suitability of the questions set.

The pilot study was conducted at Ritson Campus Durban University of Technology because it enabled the researcher to maximise returns and minimise error rate on answers and evaluate the adequacy of the data for the research question.

3.6.5 Research process

3.6.5.1 Administration of questionnaires

According to Saunders et al. (2003:5) a research process is a multi-stage process to be followed in order to successfully complete the research project. For the purpose of this study, the following processes were undertaken:

- “Formulation and fine tuning the research topic;
- Literature review;
- Choosing a strategy for the research methodology;
- Data Collection;
- Data Analysis; and
- Discussions of the findings” (Saunders et. al 2003:5)

Since the questionnaire had already been designed, the pilot study followed, and amendments were required on the questionnaire. The questionnaires were distributed to the selected sample to collect required data. The anonymity technique was used to promote response rate since the perceptions of respondents were captured. A delivery and collection questionnaire method was used. Under this technique, the researcher was required to deliver and collect the questionnaires (Salkind, 2000:139).

3.6.5.2 Collection of questionnaires

To ensure a high rate response and given the sample size to use, the questionnaire was administered by the researcher and data collection was made by same person. Bell (2004:128) contends that there are distinct advantages in being able to give questionnaires to subjects personally. The questionnaires can be completed on the spot if time allows that. A covering letter will be attached to each and every questionnaire, as there are 100 questionnaires, and will be distributed to respondents at Durban University of Technology. Follow ups will be made so that an early collection could be made. The respondents will be given one week to complete the questionnaires and return them, and the questionnaires were collected by the researcher.

3.7 Data analysis

Various graphical methods were used to present the data. These included graphs. The analysis was performed using the following statistical software package: SPSS (version 15). Both descriptive and inferential statistical analyses are covered in this research, in order to test the hypotheses outlined above. Saunders et al. (2003:361) maintain that descriptive statistics describe the organising and summarising of quantitative data. According to Saunders et. al (2003:365) "Univariate and bivariate analysis is most appropriate for descriptive statistics. Univariate analysis is concerned with measures of central tendency and measures of dispersion". "The most appropriate measure of central tendency for interval data is the mean and the most appropriate measure of dispersion for interval data is the standard deviation. Bivariate analysis concerns the measurement of two variables at a time" (Saunders et. al 2003:365). Hence, linear correlation are therefore used to determine the relationship between the role player perceptions. Linear correlation is an associated degree of measure between two interval variable. The level and the direction of any relationship between the perception and expectation variables are therefore described by the correlation coefficient

calculated by correlating the two means of the variables. (Bryman & Bell, 2007:375). Primary data was collated and analysed and comments and concluding discussions are, thereafter, based on the results obtained.

Data analysis is the application of reasoning to understand and interpret the data that have been collected (Sekaran, 2003:306). In order to analyse data for this research, inferential statistics are going to be utilised, since it was used to infer something about the population from which the sample was drawn. It was chosen because it is felt that this method is relevant for this study, which is based on Durban University of Technology, as it enables the study to generalise to the population from which the sample is selected.

3.8 Validity and reliability

3.8.1 Validity

Babbie (2004:391) asserts that validity addresses the issue of whether the researcher is measuring what she has set out to do. Face validity has been used in this study, as it requires the research instrument to be relevant to participants in the study. It is believed that this validity method is relevant for this Durban University of Technology study and will bring valid findings, which will be instrumental to Durban University of Technology.

3.8.2 Reliability

Reliability is concerned with the estimates of the degree to which a measurement is free of random or unstable error. Reliability of a research instrument refers to the consistency or repeatability of the measurement of some phenomena (Saunders et al. 2003:299). Test-retest reliability has been used as it is efficient and relevant for this study. Reliability is more concerned with the data collection instrument than the results.

A pilot study was conducted at Durban University of Technology was to ensure the reliability of the data collection instrument and thereby enhance the validity of the study.

3.9 Ethical considerations

According to Lancaster (2005:31) the study should be guided by fundamental ethical considerations that relate to responsible research in human sciences. In this study it was ensured that no one was harmed or suffered adverse consequences from research activities. The rights of the respondents were respected and protected. This study was designed to ensure that the respondents did not suffer physical harm, discomfort, pain, embarrassment, or loss of privacy (Cooper & Schindler, 1998:121). Furthermore the study was scientifically sound and validated. The respondents whom were recruited from Durban University of Technology included both management and ordinary employees. No one was forced to participate in this study out of his/ her will, but the participants were appropriately asked for their permission. This study was conducted according to the norms and standards of the research since Collins (1999:44) contends that the value and quality of the research must outweigh any potential discomfort, inconvenience or risk experienced by participants and other people from whom data are to be collected.

3.10 Informed consent

According to Hussey & Hussey (1997:38) in any research project it is ethical to inform potential participants of the purpose of the research and to obtain their agreement to their participation. This could help to avoid the problems of gaining access and obtaining valid responses. Marshall (2002:99) maintains that where there is some risk, participants should be asked for their informed consent. Informed consent was sought from the intended participants in an attached letter attached to the questionnaire. Information presented in the letter included the purpose of the study, the potential benefits and assurances of anonymity and confidentiality and promises made in that direction were observed and maintained throughout the study.

3.11 Study limitations

The limitations of the study included the conceptual and methodological shortcomings for example:

- The researcher was unable to gain access to certain staff members because of their reluctance to participate in the study.
- The other factor was time as it takes too long for respondents to return their questionnaires and financial resources.

3.12 Elimination of bias

According to Mathison (1998:13) triangulation has given rise to an important methodological issue in the neutralistic and qualitative approaches in order to control bias and establish valid proportions because the traditional scientific techniques are incompatible with this alternative epistemology. This research has used neutralistic and qualitative approaches to triangulate and corroborate the result of each method.

The researcher has eliminated bias by using the assistance of objective and independent persons to carry out a thorough research in Durban University of Technology through the use questionnaires, thorough data analysis, data processing for survey method and verification of hypothesis testing.

3.13 Conclusion

This chapter has outlined the various research methodologies used in this study. Emphasis was placed on the research design, choice of samples, selection of research instruments, construction of the questionnaire, pilot test and research process. The next chapter has considered the research methodology that was used for the analysis of data.

CHAPTER FOUR

STATEMENT OF FINDINGS AND ANALYSIS OF DATA

4.1 Introduction

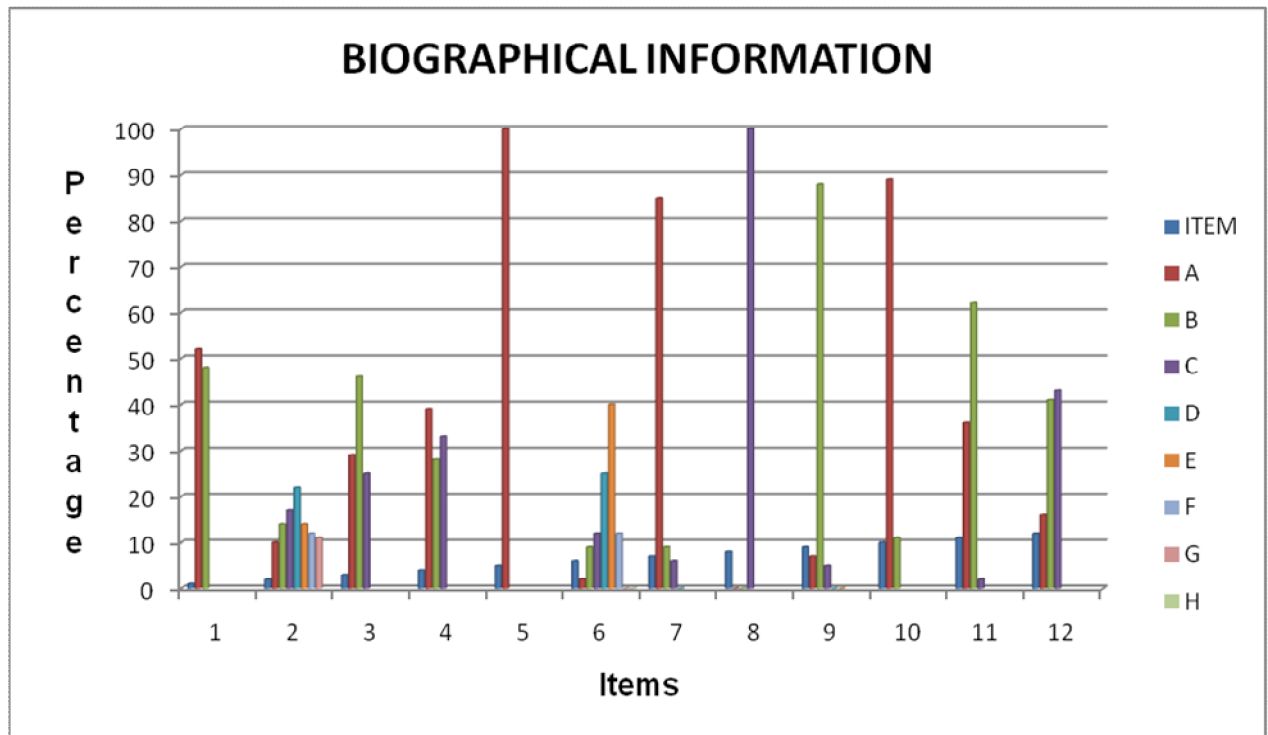
The research findings are presented in this chapter. These findings are based on the data collected from the survey questionnaire. For the purpose of this study the opinions and experiences of a representative portion of the employees at Durban University of Technology were sought. The results obtained were an expression of individual opinions at a point in time. A survey was conducted to assess the effects of affirmative action on the motivation of employees at Durban University of Technology. The main objective of the survey was to collect information on motivation and affirmative action and to get the opinions of the employees at various levels at Durban University of Technology. As opinions are not quantifiable, results are expressed as a percentage of the responding population. The population of the survey comprises directors, managers, supervisors, clerks and cashiers and ordinary employees. This chapter presents the main findings and analysis of the survey based on the responses of 100 respondents. Thus the main aim of this chapter is to interpret and analyse the findings

4.2 Analysis of questionnaires returned

A sample of 100 respondents was chosen for this study. The questionnaire was administered to these 100 chosen respondents. The respondents were given a week to complete the questionnaires, fortunately all the respondents returned the questionnaires fully completed. Thus this represents a return rate of 100 percent.

4.2.1 Biographical information of the respondents (Section A of the questionnaire)

Figure 4.1 Biographical information of the respondents



In a table above, item 1 represents the breakdown of respondents by gender. Out of 100 respondents that participated in the survey, 52% were females and 48% were males.

From the biographical information item 2 indicates the distribution of respondents according to their age. The majority of the respondents (22%) are between the ages of 35-39.

From the biographical information item 3 indicates the distribution of the respondents according to the number of years of service that they have with Durban University of Technology. The majority of the respondents (46%) have been with the institution for

years ranging between 5 and 10 years, 29% had spent 1-5 working for DUT and 33% had worked for more than ten years. This represents a fair distribution of employees in terms of their experience in the institution to be able to give a balanced perspective on the motivation

Item 4 in the table indicates that 39% of the respondents have been in this position that they are in from 1 to 5 years. 28% of the respondents have been in the same position from 5 to 10 years whereas 33% of the respondents have been in the same position for over 10 years.

To find out the language that is mostly used for communication at work in item 5, 100% of the respondents use English to communicate at work as DUT is a multi racial institution.

Item 6 in the table indicates the qualification level of the respondents in the survey. 40% of the respondents revealed that they have Masters Degree. 2% with Certificates, 9% with Diplomas, 12% with Junior degrees, 25% with Honours, and 12% with Doctorate degrees respectively. This is significant because it represents all levels from teaching to non-teaching staff members.

Item 7 indicates that the majority of 85% of the respondents has received the highest qualification between 1 to 5 years, 9% between 5 to 10 years, 6% had had it for more than 10 years.

Item 8 wanted to find out if the company employs females or males or both, but it was discovered that it employs both genders, as 100% agreed.

Item 9 illustrates the distribution of the respondents according to the age groups, as respondents had to comment on the age group of employees who are usually employed at Durban University of Technology. Out of 100 respondents 88% of the respondents felt that DUT is employing staff ranging between 20 and 30 years.

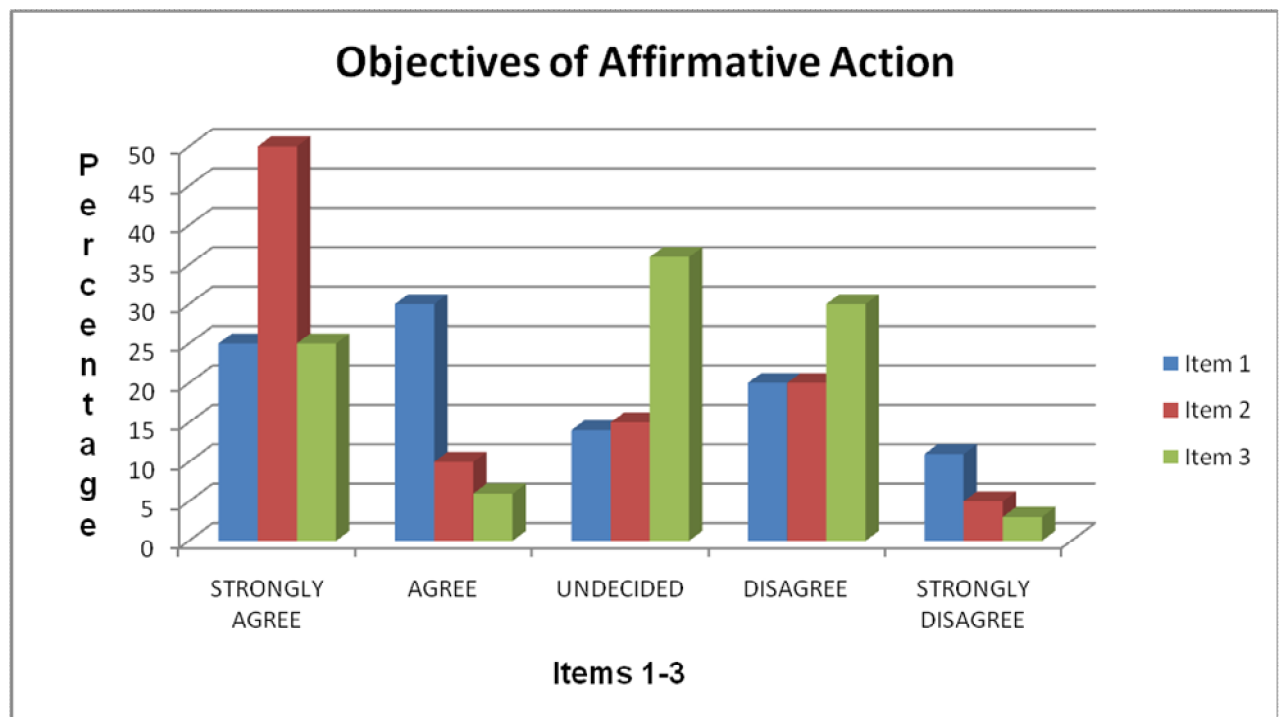
Item 10 indicates that the majority of respondents (89%) were teaching (academic) staff whereas 11% of the respondents were non-teaching/administrative staff (non-academic).

This table (item 11) shows that 62% of the respondents disagreed that DUT offers advancement chances to employees, but 36% of them said it does and 2% did not want to comment.

Item 12 was the follow up question as it asked if DUT pays the costs if it offers advancement chances, but 07% said it does not whereas 46% did not comment, only 16% said that it does.

4.2.2 Objectives of Affirmative Action

Figure 4.2 Objectives of Affirmative Action



- 1: The non-designated groups, which benefited from the initial discrimination now become the victims and the previous victims become the beneficiaries.

A total of 55% of the respondents agreed with item 1, while 31% disagreed. And 14% of the respondents were undecided.

2. Affirmative action is there to achieve equity in the workplace.

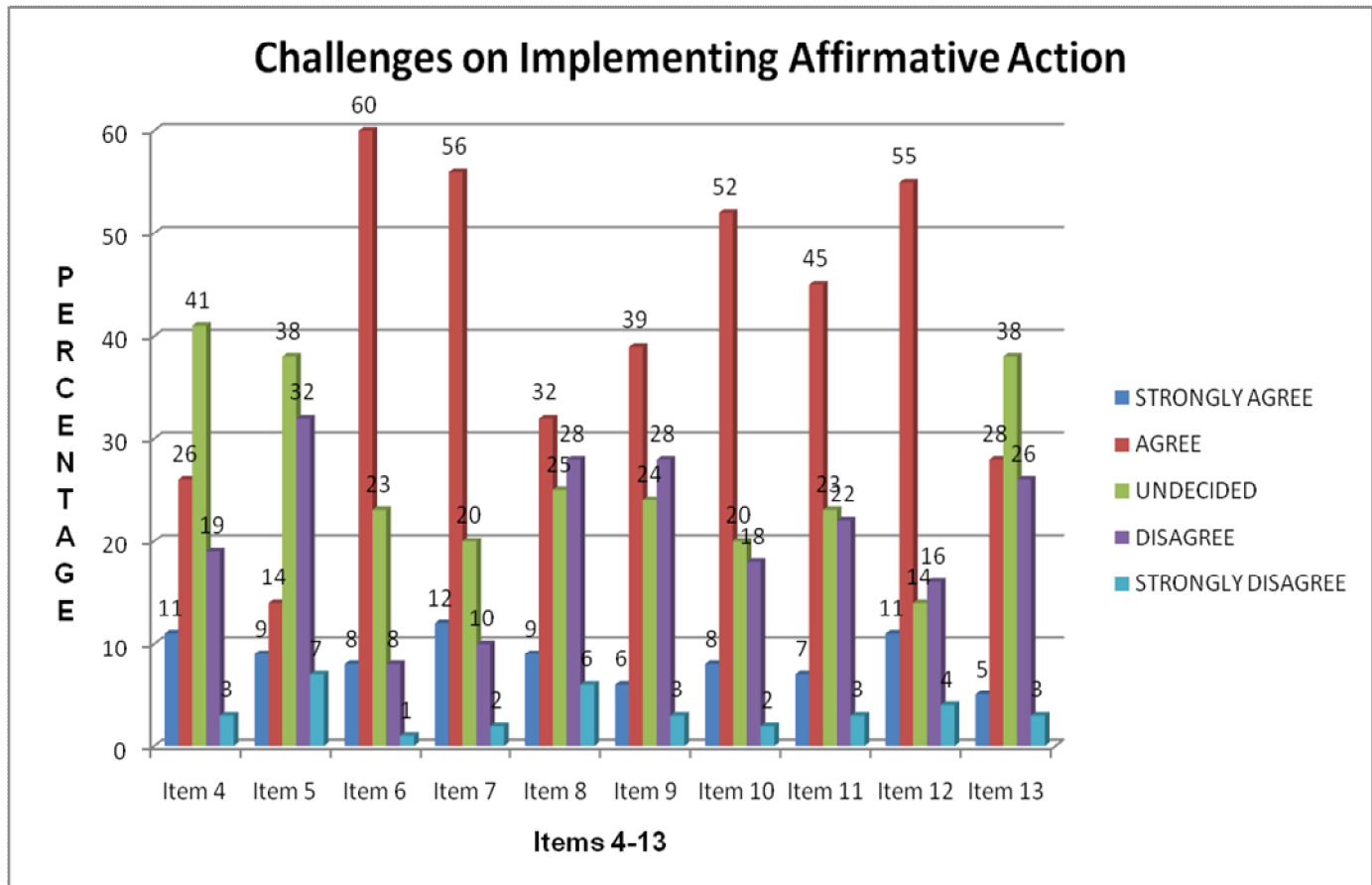
A total of 60% of the respondents agreed that affirmative action is meant to achieve equity in the workplace, but 15% disagreed and 25% was undecided.

3. When implementing affirmative action measures designated groups enjoy preferential treatment whilst non-designated groups did not enjoy preferential treatment.

Looking at this item, 31% agreed that non-designated groups did not enjoy preferential treatment when the affirmative action programme is being implemented, whereas 36% disagreed. But 33% of the respondents were undecided.

4.2.3 Challenges on implementing affirmative action

Figure 4.3 Challenges on Implementing Affirmative Action



4. Failure to identify the various stakeholders and to address most of their fears and aspirations.

About 37% of the respondents felt that DUT fails to identify the stakeholders and to address their fears and aspirations, but 22% of them disagreed and 41% of the respondents were undecided.

5. Failure to take into consideration the fears of previously advantaged groups.

A total of 23% agreed that DUT should consider the fears of the non-designated groups, while 39% totally disagreed with that and 38% was undecided.

6. Affirmative action plan will only succeed if all the groups affected by the measure are involved.

As item 6 states that affirmative action will succeed if all groups are involved, 68% agreed with the statement. But 9% disagreed and 23% disagreed.

7. Strategic planning for affirmative action does not get implemented effectively.

This table shows that 68% of the respondents agreed to item 7, 12% disagreed and 20% was undecided

8. People do not know how to implement affirmative action initiatives.

Responding to this item, 41% agreed that people within the company do not know how to implement affirmative action initiatives, whereas 34% disagreed and 25% were undecided.

9. Human resource planning is not carried out.

Item 9 asked the respondents if human resource planning is carried out within the company when affirmative action is implemented to ensure motivated employees, 45% agreed, while 31% disagreed and 24% were undecided.

10. Attitudes remain negative and rooted in the status quo.

The overwhelming majority of 60% agreed that attitudes of those who are not benefiting from the policy in their company remain negative and rooted in the status quo, but 20% disagreed and another 20% were undecided.

11. Concerns are not clarified and problems surrounding the programme are not addressed because of failure to foster two-way communication.

The response to item 11, 52% of the respondents agreed that concerns and problems surrounding the programme remain un-addressed because of failure to foster two-way communication and this might hinder the motivation of employees, while 25% disagreed and 23% were undecided.

12. Formal training methods should continue to be used.

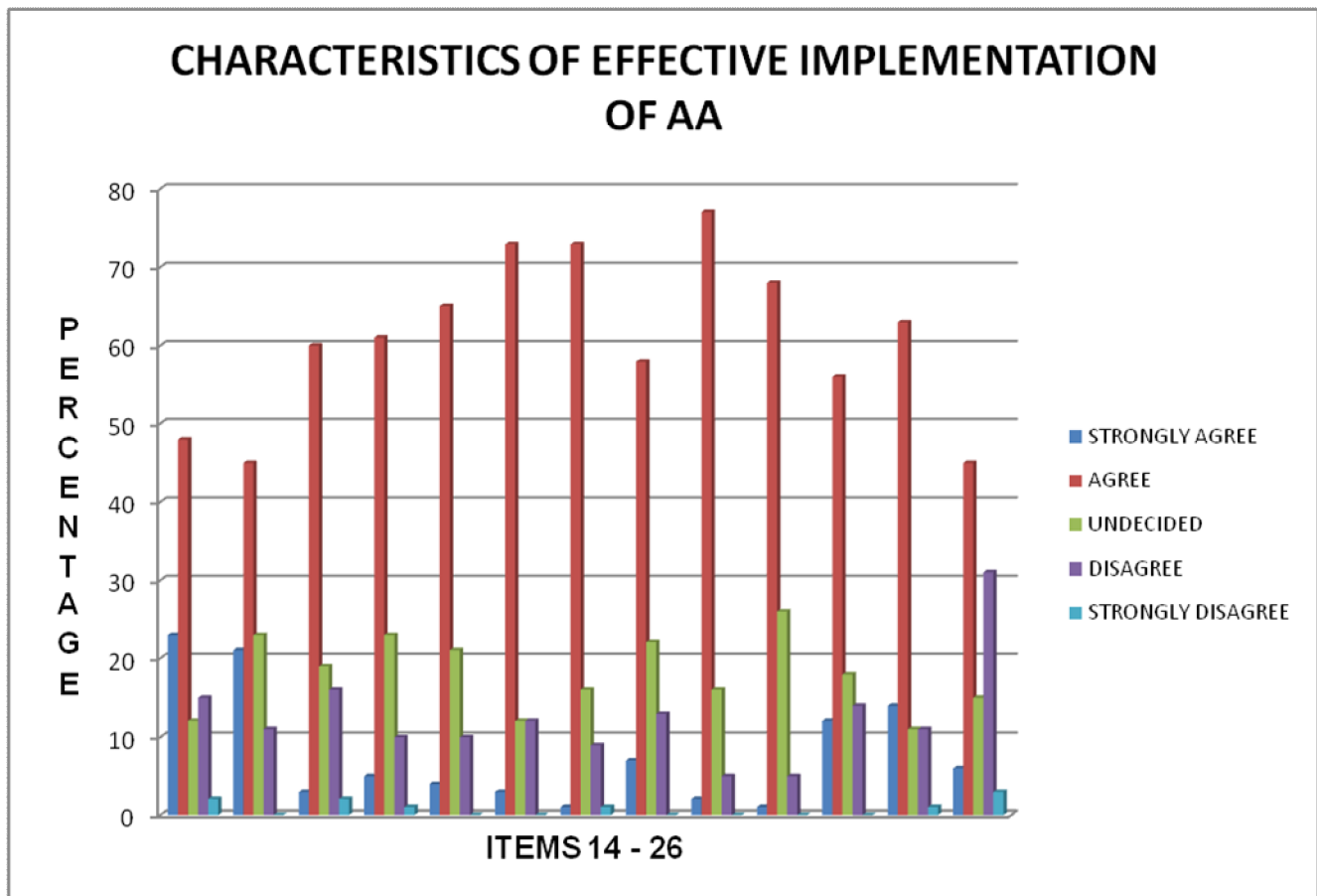
Responding to item 12, 66% of the respondents that participated in the survey agreed, whereas 29% disagreed and 14% were undecided.

13. The programme lacks a clearly communicated objective and targets with timetables.

This table shows that 33% of the respondents agreed that the programme lacks a clearly communicated objective and targets with timetables, but 29% disagreed with this notion and 38% was undecided.

4.2.4 Characteristics of effective implementation of affirmative action

Figure 4.4 Characteristics of effective implementation of affirmative action



14. Advertisement should be purged of any racial or gender or disability barriers.

The overwhelming majority of 71% agreed that advertisement should be purged of any racial or gender or disability barriers in order to ensure effective implementation of the programme and highly motivated employees, while only 17% disagreed and 12% were not sure.

15. For discrimination to be fair, the criterion used to differentiate must be relevant to the business objectives.

Looking at the response of respondents to item 15, 66% agreed with the statement, whereas 11% disagreed and 23% was not certain.

16. When selecting employees for training to reassess the set of entrance qualifications.

Most respondents agreed that DUT when selecting employees for training must reassess the employees' entrance qualifications, as 63% agreed but 18% disagreed and 19% remained undecided.

17. Placement practices should be reviewed so as to ensure that these do not give rise to allegations of discrimination.

Item 17 asked if placement practices should be reviewed so as to ensure that these do not give rise to allegations of discrimination or not, 66% agreed, while 11% disagreed and 23% were not certain.

18. An employee's race or gender is no factor in determining employee's salary.

In response to item 18, the majority of 69% was of the notion that employees' race or gender should be no factor in determining employees' salary, 10% disagreed with this statement and 21% were undecided.

19. There should be a common pay structure based on an accredited job evaluation system.

The overwhelming majority of 76% of the respondents that participated in the survey agreed that there should be a common pay structure based on an accredited job evaluation system, but 12% disagreed and another 12% remained undecided.

20.As the workforce becomes more diverse, recognising the individuality of needs becomes quite a challenge. A great deal of time talking with employees and observing their behaviour is required.

Out of 100 respondents that participated in the survey, the majority of 74% agreed with item 20, while only 10% disagreed and 16% were not sure.

21.Regular audits should be undertaken to ensure that an organisation's disciplinary code and procedures do not discriminate between different classes of people.

Looking at this table the majority of 65% agreed with the statement, while 13% disagreed and 22% were undecided.

22.All employees should be provided with information regarding promotional opportunities for affirmative action to be effective.

The overwhelming majority of 79% agreed that all employees should be provided with information regarding promotional opportunities for affirmative action to be effective, but only 5% disagreed and 16% were not certain.

23.The standards that will apply in promotions must be clearly communicated to all employees.

Out of 100 respondents who participated in the survey, 69% is of the notion that the standards that will apply in promotions must be clearly communicated to all employees, whereas 5% disagreed and 26% were undecided.

24.Unsuccessful candidates must be provided with feedback regarding the reasons for their failure to be promoted.

Item 24 stated that unsuccessful candidates must be provided with feedback regarding the reasons for their failure to be promoted, 68% agree, while 14% did not agree and 18% were undecided.

25. All employees must be provided with career paths and with supplementary training, experience and skills.

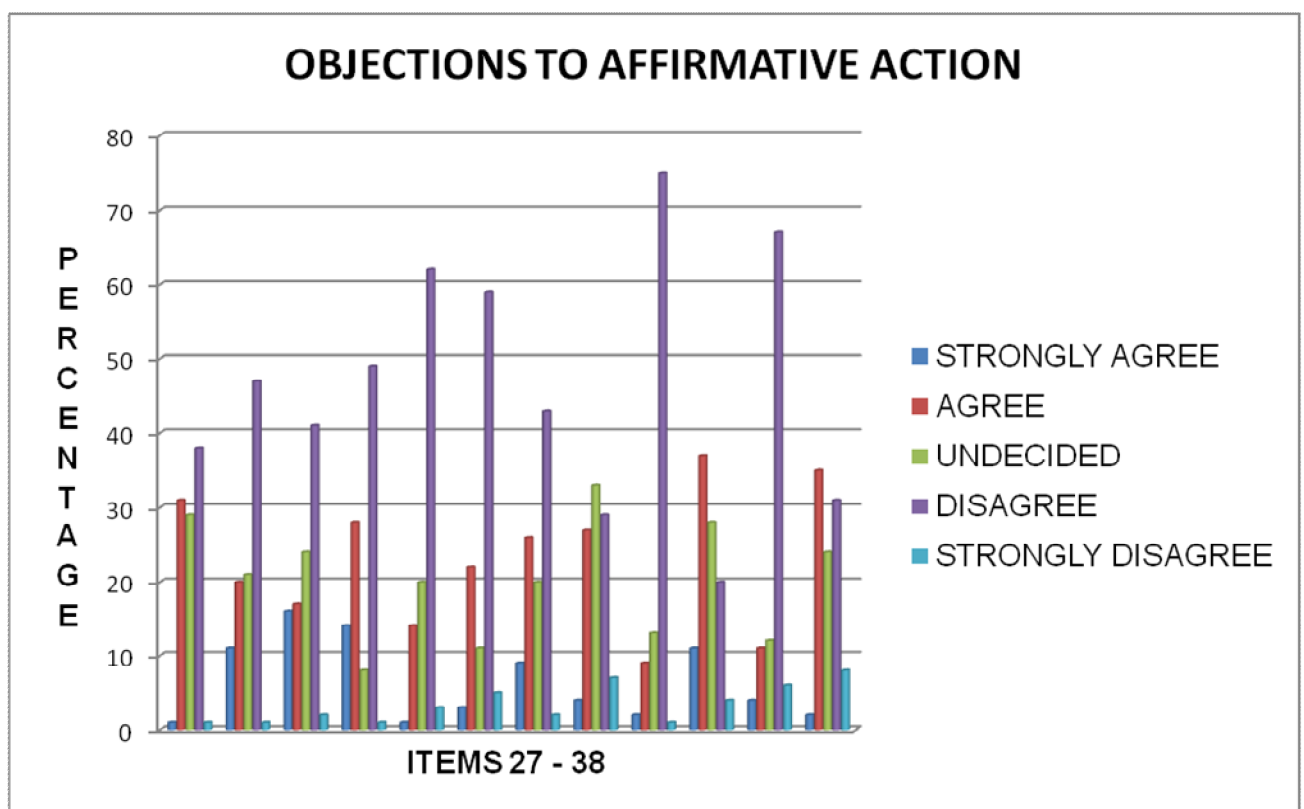
This table revealed that 77% of the respondents agreed with the above notion, but 12% did not agree and 11% were undecided whether to agree or disagree.

26. Unqualified Blacks/females may not be promoted over qualified White males.

Item 26 of the table states that unqualified blacks or females may not be promoted over qualified males, 51% agreed with this, but 34% disagreed and 15% were not sure.

4.2.5 Objections to affirmative action

Figure 4.5 Objections to affirmative action



27. The stigma attached by preferential treatment may have the unintended result of hindering racial integration.

The minority of 32% agreed with this statement, 39% disagreed and 29% were undecided.

28. Affirmative action can cause feelings of envy, hatred, and resentment among the previously advantaged group.

This table revealed that only 31% agreed with the statement, while 48% totally disagreed and 21% was not certain whether to agree or to disagree.

29. Those who have been targeted for preferential treatment will always know in their heart of hearts that they have been not promoted on merit.

Few respondents (33%) agreed that those who have been targeted for preferential treatment will always know in their heart of hearts that they have been not promoted on merit, but the majority of 43% disagreed and 24% was not certain.

30. Those promoted through affirmative action might have difficulty in gaining support from co-workers.

Item 30 states that those promoted through affirmative action might have a difficulty in gaining support from co-workers, 42% agreed but 50% disagreed and 8% were undecided.

31. Affirmative action can cause standards to drop.

This table shows that only 15% of the respondents agreed that affirmative action can cause standards to drop, but the majority of 65% totally disagreed and 20% was undecided.

32. Affirmative action might result in the appointment of people who are not fit for their new jobs.

Responding to this statement 25% agreed and 64% disagreed that affirmative action might result in the appointment of people who are not fit for their new jobs and 11% was not certain.

33. A person who is given preference on the basis of race or gender or disability cannot be the most qualified person.

Out of 100 respondents who participated in this survey, 35% agreed with the above statement but 45% disagreed and 20% were undecided.

34. The resentment and envy experienced by those excluded from it, coupled with the feelings of disrespect experienced by its beneficiaries, may aggravate prejudice and reinforce negative racial and gender stereotypes.

This table reveals that 31% of the respondents agreed with item 34 but 36% disagreed and 33% were undecided.

35. It favours the less qualified over the more qualified.

Item 35 states that affirmative action favours the less qualified over the more qualified, and it is therefore a systematic attack upon objective merit selection criteria, only 11% agreed while the overwhelming majority of 76% disagreed and 13% was undecided.

36. It fails to accommodate the least privileged of blacks and women.

This table shows that 48% respondents agreed with the statement but 24% disagreed and 28% were undecided.

37. Such programmes violate the right of white people to be treated as individuals.

Item 37 had only 15% agreeing with it, as sad as it is the majority of 73% disagreed with this statement and 12% was not certain.

38. With the affirmative action programmes, you use racial and sexual considerations.

This table revealed that 37% of the respondents agreed with item 38 while 39% disagreed and 24% were undecided.

4.3 Conclusion

This chapter has presented the findings of this study. In this chapter questionnaire items were summarised to enable the reader to see to what extent the aims and objectives of the study may have been tackled by the data analysis method used. The next chapter will link the findings of the literature review and the data collected for this study and attempt to compare and contrast the findings of this study with the existing literature.

CHAPTER FIVE

DISCUSSION OF FINDINGS

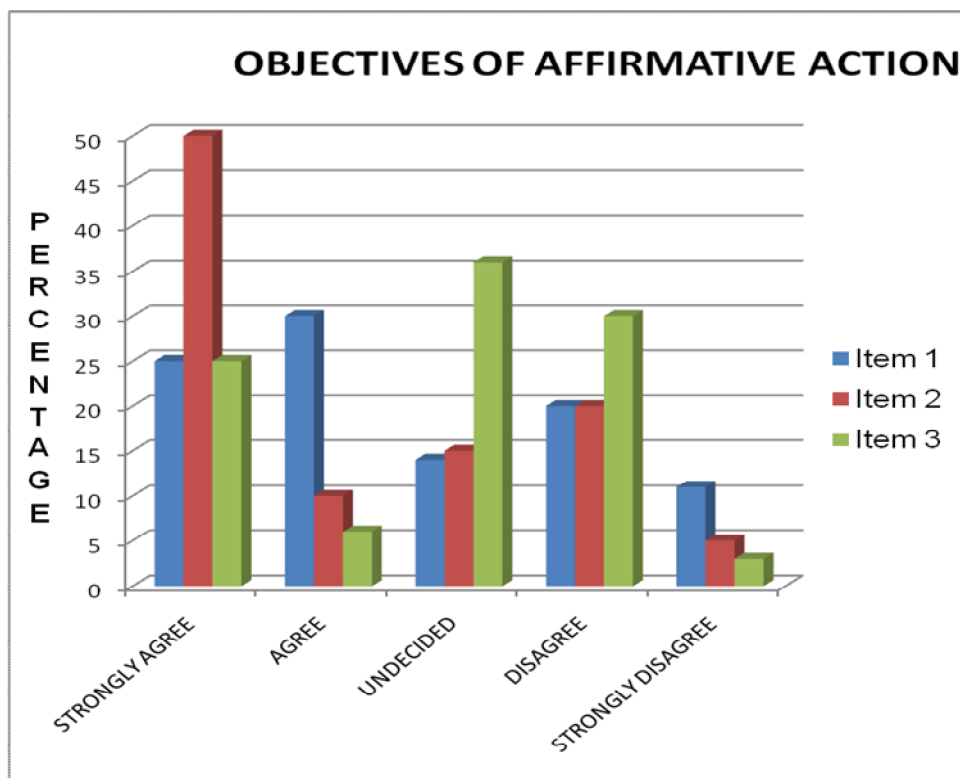
5.1 Introduction

The main aim of this chapter is to interpret, analyse and discuss the findings highlighted in the previous chapter. The focus of this chapter is to link the results of the survey outlined in chapter four to the literature review presented in chapter two in order to assess how the study objectives have been achieved.

5.2 Interpretation, analysis and discussion of findings

5.2.1 Objectives of affirmative action

Figure 5.1 Objective of affirmative action



Item 1 (which says that the non-designated groups, which benefited from the initial discrimination now, become the victims) of section B indicates that the majority of the respondents agreed with the literature reviewed in chapter two, which means that Durban University of Technology needs to avoid being selective against the non-designated groups when implementing affirmative action measures to appease the previously disadvantaged groups. It is important to note that 14% were undecided, which means that they don't even know about affirmative action. This challenges the institution to educate employees about affirmative action measures. But 31% of the respondents disagreed with the non-designated group has become the victim.

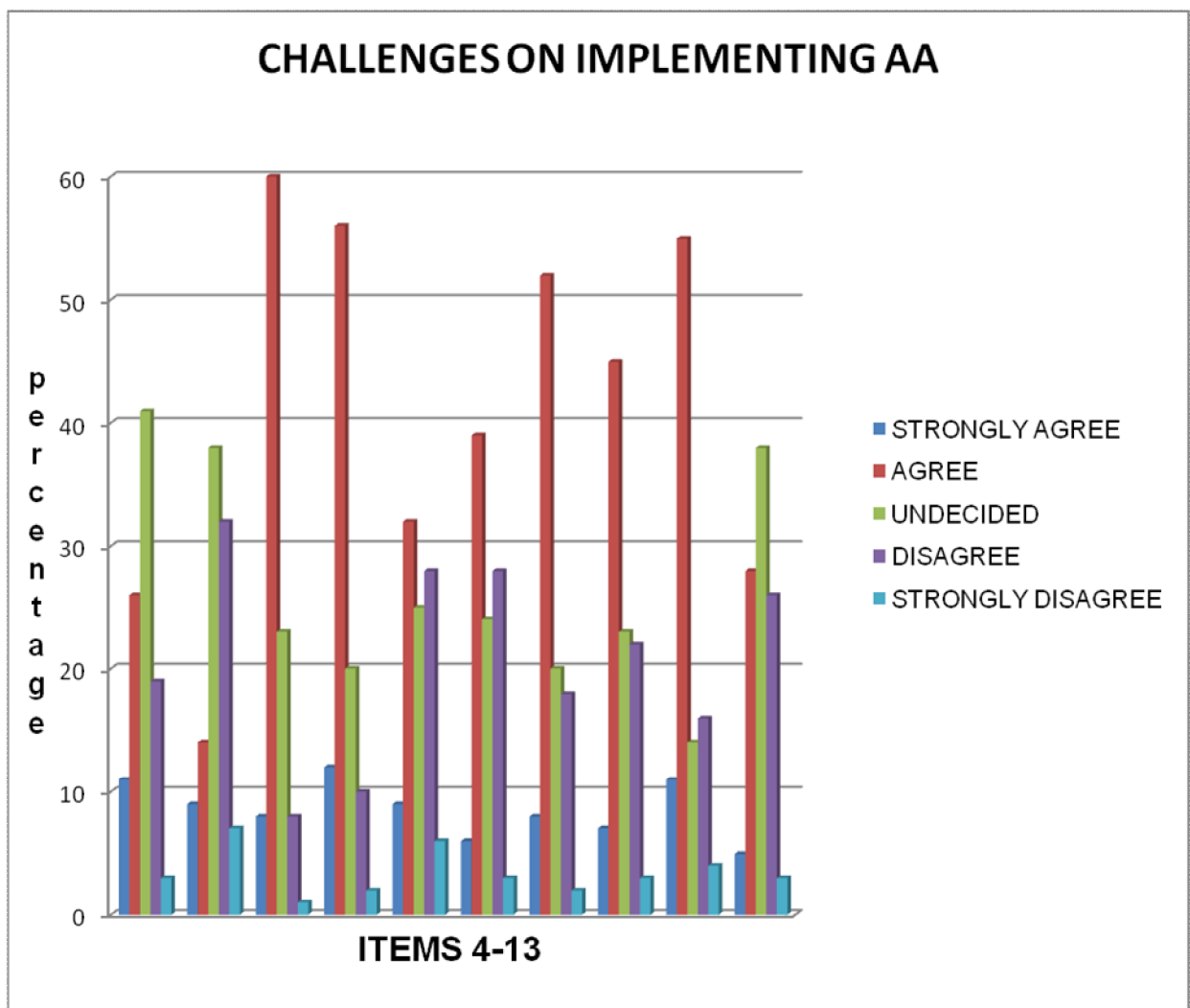
Item 2 (which states that affirmative action is there to achieve equity in the workplace) shows that 60% agreed meaning that they understand the reason of implementing affirmative action, 15% disagreed because they are unhappy about affirmative action and 25% were undecided. It is worth noting that the number of undecided respondents kept on growing (from 14 to 25) in section B. Item 3 (which says when implementing affirmative action measures designated groups enjoy preferential treatment) reveals that (33%) disagreed because they do not believe that designated groups were enjoying preferential treatment rather they see the opposite, (36%) respondents were undecided and (31%) respondents agreed.

Rossouw & van Vuuren (2005:115) are of the opinion that affirmative action is a temporary intervention of preferential treatment to rectify the consequences in order to enable people to compete as equals for opportunities. This means that affirmative action is not permanent, but when it is felt that all employees at Durban University of Technology are on equal footing in South Africa, it will be definitely abolished. Shaw (2002:323) confirms what is said by Rossouw & van Vuuren (2005:117) by indicating that affirmative action is a mechanism that meant to bridge the gap between the situations of inequality caused by discrimination and the ideal of equal opportunities.

Thus affirmative action was not introduced with an intention of discriminating against others.

5.2.2 Challenges on implementing affirmative action

Figure 5.2 Challenges on implementing affirmative action



It is of concern that the majority (41%) of the respondents were undecided. This could mean that the institution is not implementing affirmative action. The objectives of Durban University of Technology should be in line with the constitution of the country. The institution should know current measures, which affect its existence. Durban

University of Technology needs to know various stakeholders and address their fears and aspirations when implementing affirmative action. According to Swanepoel et al. (1998:178) the important stakeholders are: the intended beneficiaries of affirmative action programme, the previously advantaged members of staff, the shareholders and the community within which the organisation is situated. Then Durban University of Technology needs to know all these different categories of stakeholders and try by all means to address their fears and aspirations as well as satisfy their needs to ensure motivated employees.

Only 23% of item 5, which says failure to take into consideration the fears of previously advantaged groups) agreed that Durban University of Technology fails to take into consideration the fears of previously advantaged groups, 39% disagreed and 38% remained undecided. When follow up was made, it was discovered that more respondents are undecided because they feel that affirmative action is not implemented. They did not even want to comment. This poses a serious challenge to Durban University of Technology of effectively implementing the measure. When Durban University of Technology implements the affirmative action measure it needs to address the fears of previously advantaged group so that the institution will retain motivated employees. If employees are not motivated they might look for better opportunities to the competitors or just leave the country and go abroad. Swanepoel, et al. (1998:178) confirms that this by saying that it must be appreciated that the fears of previously advantaged groups are not disregarded.

It is significant to note that 68% (of item 6, which says affirmative action plan will only succeed if all the groups affected by the measure are involved) agreed that affirmative action would only succeed if all groups affected by the measure are involved, but 9% disagreed and 23% remained undecided. When employees are motivated they will take ownership of and endorse the process.

The majority (68) of the respondents agreed with item 7 (saying that strategic planning for affirmative action does not get implemented effectively). All employees at all levels

at Durban University of Technology should be taught thoroughly about affirmative action so that they could embrace it when it is implemented. Gomez-Mejia et al. (2001:93) has a notion that companies fail to come up with the strategic planning for implementing affirmative action, commitment is required from all employees from bottom level to management level.

According to item 8 (which says people do not know how to implement affirmative action initiatives), 41% agreed, 34% disagreed and 25% was undecided. It is true some companies do not know how to implement affirmative action but other companies know very well, it's only that they do not want to comply as 34% of the respondents stated. According to Swanepoel et al. (1998:181) companies that try a quick-fix route to affirmative action their efforts are stymied by the by some obstacles. They don't even carry out human resource planning.

Item 10 states that attitudes remain negative and rooted in the status quo, the majority of 60% of respondents agreed. Gomez-Mejia et al. (2001:93) explains this by saying control remains with the white managers and black employees are regarded as incapable of taking responsibility and accountability.

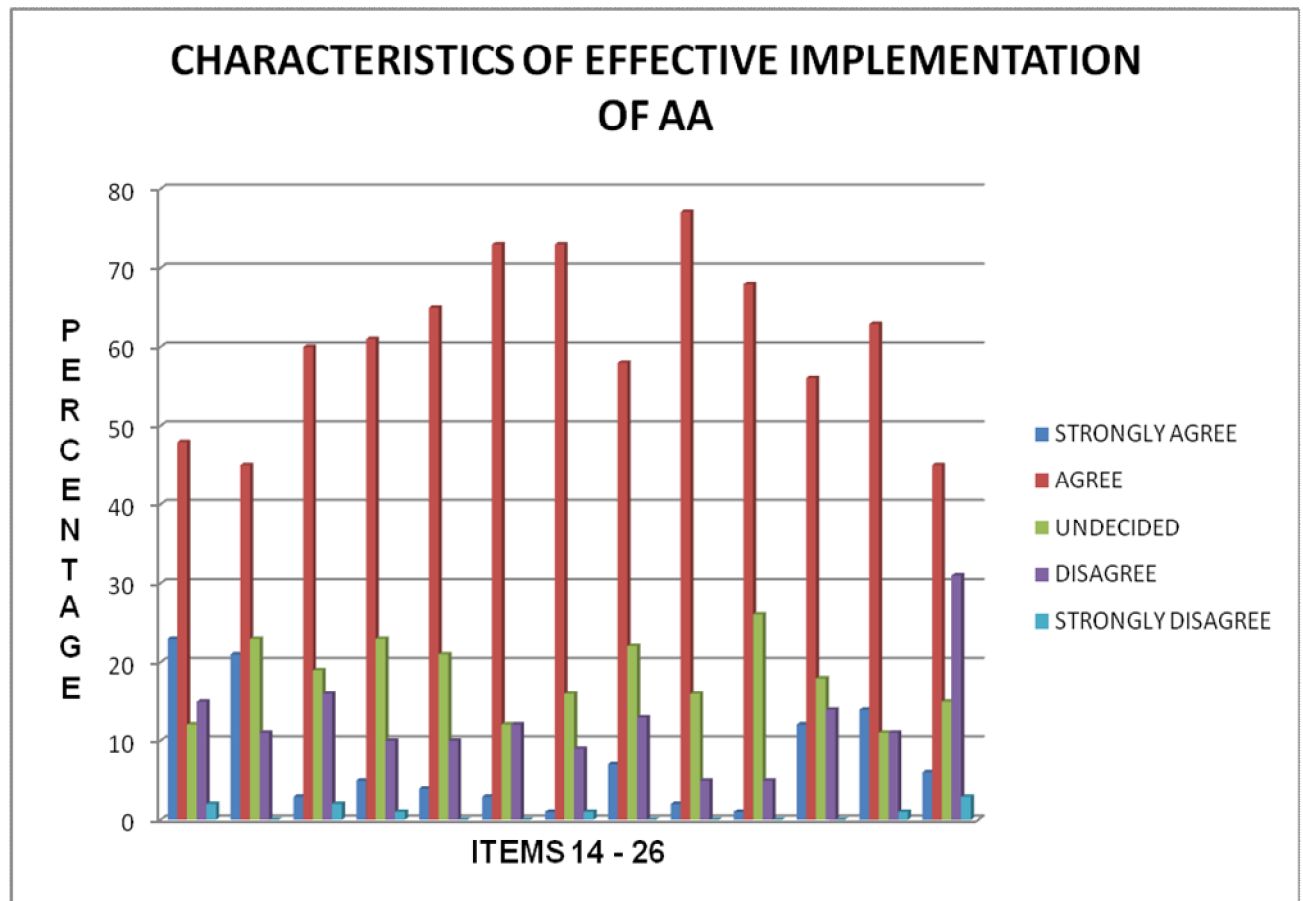
Responding to item 11 (which says concerns are not clarified and problems surrounding the programme are not addressed because of failure to foster two-way communication), 52% of the respondents agreed while 25% disagreed and 23% was undecided. About 66% of respondents agreed with item 12 (which states that formal training methods should continue to be used) while 20% disagreed and 14% was undecided. The trainers need to be equipped with the required skills and also to be provided with the necessary training.

The response to item 13 (which says the programme lacks a clearly communicated objective and targets with timetables), 33% of the respondents agreed while 29% disagreed and 38% was undecided. Gomez-Mejia et al. (2001:109) confirm that by maintaining that companies should know that programmes that are implemented without

proper planning will prove to be costly, unproductive and will entrench negative stereotypes between groups.

5.2.3 Characteristics of effective implementation of affirmative action

Figure 5.3 Characteristics of effective implementation of affirmative action



Advertisements should be purged of any racial or gender barriers (item 14). The response was: 71% agreed 17% disagreed and 12% was undecided. Redressing the imbalances of the past is the key but discriminating against others will make DUT lacks motivated workforce. Durban University of Technology should have an effective recruitment programme to ensure that suitable and qualified applicants are attracted. Durban University of Technology should also revisit its recruitment policy. Rothwell & Kazanas (2005:288) and Carrell, et al. (1998:138) confirms that companies should also

bear in mind that when formulating a recruitment policy affirmative action must be taken into consideration. Durban University of Technology will have to carefully scrutinise its recruitment policy and, if necessary, compile new recruitment and selection procedures to be applied consistently and fairly to all job applicants. Affirmative action programme set forth specific goals for hiring, training, compensating, and promoting members of designated group. It helps ensure that discrimination does not occur, building in goals to guide and control human resource planning efforts.

Responding to item 15 (For discrimination to be fair, the criterion used to differentiate must be relevant to the business objectives of the institution), 66% of respondents agreed while 11% disagreed and 23% was undecided. As the majority of respondents agreed to it because they know that the institution will never be able to employ all the applicants. It chooses the best applicant/s from the pool of applicants. That is discrimination but a fair one because when the applicants apply the applicants definitely know that there might be many people who are interested in this job. Even Rothwell & Kazanas (2005:289) and Grobler et al. (2002:174) agree as they contend that selection is a process of choosing from a group of applicants the individual best suited for a particular position. In other words to select is to discriminate. The issue is how to discriminate fairly.

It is clear that the majority of respondents agreed with item 16 (When selecting employees for training, to reassess the set of entrance qualifications). During the previous dispensation there were some laws which governed employment that were followed by companies, so in this era Durban University of Technology and other academic institutions need to adhere with current laws when selecting employees for training. According to Carrell, et al. (1998:309) one of the greatest inequities of the past and a major cause of the skewed distribution of income and of senior jobs on the basis of race and gender is the fact that selection for training and resources allocated to different forms of training were biased in favour of White males. As a result this had the effect of disqualifying Blacks, disabled people and females from competing on an equal footing with the white males.

The majority of respondents agreed with item 17 (Placement practices should be reviewed so as to ensure that these do not give rise to allegations of discrimination). When placing employees Durban University of Technology should avoid discrimination at all cost to ensure motivated workforce, but at the same time should also take into account affirmative action measure to be in line with the new constitution. Swanepoel et al. (1998) assert that an over-concentration of employees from disadvantaged groups in departments or sections that, are less sought after or are regarded as a dead end may be construed as discriminatory.

As item 18 stated that an employee's race or gender is not a factor in determining employee's salary. Nel et al. (2004:320) and Hartman (2002:374) point that one of the most sensitive areas in connection with salary and fairness is gender discrimination. Durban University of Technology should have a common pay structure, based on an accredited job evaluation system, which applies throughout the institution. Thus men and women or Blacks and Whites must be paid equal pay for equal work. By so doing, Durban University of Technology will retain the highly motivated employees.

The overwhelming majority of 74% agreed with item 20 (As the workforce becomes more diverse, recognising the individuality of needs becomes quite a challenge. A great deal of time talking with employees and observing their behaviour is required) but 16% were undecided. According to Pattanayak (2005:194) the manager must also encourage staff to direct their efforts towards successful attainment of the goals and objectives of the institution. A manager should also attempt to meet the employee's important needs, or basic requirements for working productively.

Most respondents agreed that regular audits should be undertaken to ensure that an institution's disciplinary code and procedures do not discriminate while 22% was undecided. When follow up was made it was clear that they did not want to comment because they experienced and witnessed that within the institution. Others agreed because they feel that it should be like that but in their institution it's not. Gerber et al. (1998:191) and Dessler, (2003:194) confirm this as they say it may be that the penalties

imposed for misconduct are harsher when an employee has committed an offence from one particular group than is the case when the same infraction is committed by an employee from another group.

As item 22 states that all employees should be provided with information regarding promotional opportunities for affirmative action to be effective, 79% agreed. Such information is given to certain individuals from the non-designated group. If Durban University of Technology does not provide all employees with information for promotion, that will have negative impact on the institution. Because it will have the workforce that is not motivated, which might hinder productivity.

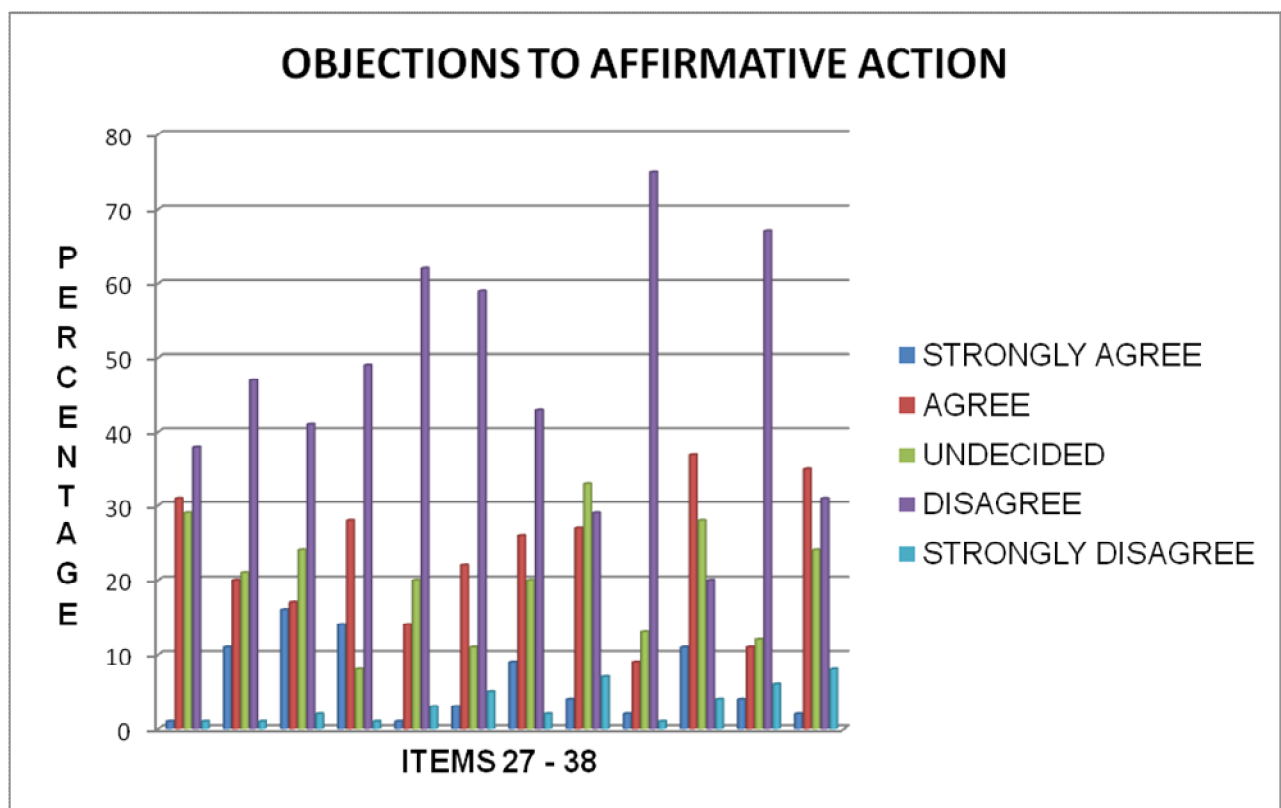
The standards that will apply in promotions must be clearly communicated to all employees, as item 23 stated, 69% agreed while 5% disagreed and 26% was undecided. This means that all workers from designated and non-designated groups must be treated fairly and equally to ensure motivated workforce. According to item 24 unsuccessful candidates must be provided with feedback regarding the reasons for their failure to be promoted, 68% agreed whereas 14% disagreed and 18% was undecided. This will help those candidates move with their plans and correct their mistakes in future rather than leaving them in a dark. According to Gerber et al. (1998:362) selection must be made on the basis of actual skills and potential rather than on paper qualifications.

Responding to item 25 (All employees must be provided with career paths and with the supplementary training, experience and skills), 77% agreed while 12% disagreed and 11% was undecided. Swanepoel (1998:194) and Noe et al. (2003:393) support that as they say the use of selection panel representative of all important decision makers must be considered to make promotional decision. Durban University of Technology will need to take into account of the organisation's affirmative action programme and goals in the final selection of candidates from the list of those who satisfy the minimum job specifications.

Item 26 revealed 51% agreed that unqualified Blacks/females may not be promoted over qualified White males but 34% disagreed and 15% was undecided. The main intention in this new dispensation is to have balanced society without discrimination. That is why transformation is required. As much as Whites practised unfairness for centuries while they were still in power but, eye for an eye will not help. Academic institutions need to play it fair in order to satisfy all South African citizens. Durban University of Technology needs to promote people on merit, considering their experience, qualifications, and the way applicants market themselves in the interview. Noe et al. (2003:393) confirms this by saying in same merit situations, Blacks/females must be promoted over equally qualified White males.

5.2.4 Objections to affirmative action

Figure 5.4 Objections to affirmative action



The non-designated group should understand that by implementing affirmative action measures, institutions are not trying to settle scores. In order to overcome present inequality, special attention needs to be given to those who were victims of past prejudice in the past. Nel et al. (2004:154) and Rossouw & van Vuuren (2005:115) contend that in situations scarred by deep inequalities the equal opportunities approach is unfair. It will serve to perpetuate inequality rather than to break it down. Those who benefited from the previous discrimination will be the best-qualified people for the better jobs. Opting for equal opportunities in situations of severe inequality amounts into preserving such inequality. Then when both groups are on equal footing, affirmative action can be abandoned and opt for equal opportunities.

As respondents responded to item 28 (affirmative action can cause feelings of envy, hatred and resentment among the previously advantaged group) 48% disagreed whereas 31% agreed and 21% was undecided. The group who benefited from the old dispensation will inevitably fill the majority of management positions at the start of an affirmative action programme Nel et al. (2004:172). Surely they will be frustrated by it. They are likely to take revenge on new appointees by reacting with behaviour that is intended to disempower affirmative action appointees. To counteract this, personal development initiatives within institutions including Durban University of Technology should not be restricted to affirmative action appointees, but should be extended to include members of the previously advantaged group.

It is important to note that 33% agreed with item 29 (those who have been targeted for preferential treatment will always know in their heart of hearts that they have been not promoted on merit) while 43% disagreed and 24% was undecided. The majority disagreed because employees apply for the job after seeing that they meet requirements. They also go for an interview. If they are selected they then undergo training. Rossouw & van Vuuren (2005:125) confirm that academic qualifications and extended specialized experience should not be the only considerations in setting minimum requirements for jobs. Succession planning coupled with a long-term training programme that prepares individuals for jobs or senior jobs before they are actually

required to take up these positions is a wise and far-sighted policy. Training is imperative.

Responding to item 30 (Those promoted through affirmative action might have difficulty in gaining support from co-workers), 42% agreed while 50% disagreed and 8% was undecided. It is evident that the majority disagreed. Institutions need to implement affirmative action simultaneously with participatory management to curb challenges. Those who are excluded from the benefits of affirmative action are nevertheless compensated to make meaningful contribution to their work environment. Participatory management allows colleagues the opportunity to support each other. New appointees will benefit from the expertise and experience of their colleagues (Swanepoel et al. 2003:59).

According to item 31 (affirmative action programme can cause standards to drop), the majority of 65% totally disagreed with this. The respondents who disagreed with this felt that this is the way of undermining the capability and potential of the designated groups. Rossouw & Van Vuuren (2005:126) suggested ways of preventing standards from dropping when implementing affirmative action programme. Investing in developing a work ethic built on effectiveness, quality, precision, productivity, and commitment can boost the performance levels of employees whilst preventing standards from dropping. Training is imperative for new appointees, where opportunities to acquire the knowledge, skills, and attitudes required preparing them to cope with the demands of their new jobs. To instil confidence and motivation on affirmative action appointees minimum requires for the position must be set that they have to meet. Durban University of Technology needs to prevent the dropping of standards by assisting affirmative action appointees with personal development.

As item 32 stated that affirmative action might result in the appointment of people who are not fit for their new jobs, 25% agreed while 64% disagreed and 11% was undecided. It is clear that the majority is against this notion. They disagreed because they know that everyone who is appointed for the new job needs training and time for adjustment.

Nel et al. (2004:173) confirms this by holding that successful affirmative action will offer members of previously disadvantaged groups opportunities they have been denied. New employees can hardly be expected to have immediate and perfect knowledge of their new working conditions. This means those employees need to get thorough training. It is evident that the majority of the respondents disagreed with item 33 (A person who is given preference on the basis of race or gender or disability cannot be the most qualified person), as 35% agreed whereas 45% disagreed and 20% was undecided. There is never been any job advertisement, which only required designated groups only, but usually it is stated that the affirmative action candidates are encouraged to apply. Even though members of designated groups were denied opportunities but they are educated. Thus they can be more suitable for the job. Swanepoel et al. (2006:130) contend that group stereotypes of personality and behaviour should be discarded in favour of an approach where the career and social needs of each individual are catered for. Personal growth and development of affirmative action appointees should not be considered a luxury, but should be an organisational goal that all managers take responsibility for.

It is significant to note that 31% agreed with item 34 (The resentment and envy experienced by those excluded from it, coupled with the feelings of disrespect experienced by its beneficiaries, may aggravate prejudice and reinforce negative racial and gender stereotypes) but 36% disagreed and 33% was undecided. The institution will need to come up with initiatives, which will benefit both groups to eliminate problems surrounding the programme. Personal development initiatives within the institution should not be restricted to affirmative action appointees, but should be extended to members of previously advantaged group. This will confront the prejudices, negative feelings, and stereotypes that might lie at the root of their disempowering behaviour.

The majority of 76% of respondents totally disagreed with item 35 (It favours the less qualified over the more qualified). It is not meant to favour the less qualified over the more qualified, but to make reasonable accommodation for designated groups so that they enjoy equal opportunities and are equitably represented in the workforce. A

person from the designated group cannot just apply for the position but will only apply after seeing that the minimum requirements are met.

The majority of 48% of respondents agreed with item 36 (It fails to accommodate the least privileged of Blacks and women). When follow up was made respondents maintained that the major problem is nepotism, which impedes the implementation of affirmative action. You will get a job or be promoted if you have contacts. A poor person is unlikely to have contacts in higher positions.

Responding to item 37 (Such programmes violate the right of White people to be treated as individuals), 73% of respondents totally disagreed. They stated that affirmative action is temporary intervention, which intends to redress the imbalances of the past. This programme is not meant to harm or victimize White people. Actually they should be grateful that the democratic government did not pay revenge or kick them out of the country after all what they did in the past for decades. According to Swanepoel et al. (2006:125) affirmative action programme was introduced to enable members of previously disadvantaged groups to compete with competence in the employment market.

The 37% of the respondents agreed with item 38 (With the affirmative action programmes, you use racial and gender considerations), while 39% disagreed and 24% were undecided. Respondents had different perceptions about the implementation of affirmative action. According to Nel et al. (2004:173) maintain that the first and the most legitimate justification of engaging affirmative action, is the need to compensate for specific instances of race and gender discrimination of the past. It has created diversity in certain organisations, which was not the case before. Affirmative action programmes have increased the labour force participation rate for women and blacks.

5.3 Conclusion

In this chapter the research findings were discussed linking the study primary findings with the literature review in order to answer research questions drafted in chapter one. The purpose was to establish if a relationship exists between the findings of the study and the literature reviewed. In the next chapter the conclusions and recommendations will be made by looking at the aims and objectives that were outlined in chapter one.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The main purpose of this study has been to gain insight into the perceptions of employees at Durban University of Technology regarding the implementation of affirmative action programme and to establish whether these perceptions would impact on the employee motivation. This study was conducted through a detailed literature review on implementation of affirmative action at Durban University of Technology and motivation of employees. The survey was conducted among employees at Durban University of Technology. The findings of the survey were presented and analysed in the preceding chapters. This chapter deals with the conclusions that are drawn from the literature review and the survey and also makes recommendations as to how Durban University of Technology should implement affirmative action and retain motivated employees.

The human resources has to be managed effectively in order to ensure the success and survival of DUT in a rapidly changing and dynamic environment brought about by internal and external factors (such as globalisation, rapid technological change, the social responsibility of the organisation and the exigencies of staff and students for quality teaching, learning and research). The key objective of management is to employ the best set of management techniques that motivate employees while implementing affirmative action measures.

Motivated employees are more productive and help the institution to survive. Motivation increases by allowing employees to participate in the goal setting activities. It has been shown that when the employees are motivated, that has a positive impact on the survival of the institution.

The aim of this study was to investigate and assess the effects of affirmative action on the motivation of Durban University of Technology employees

The objectives of the study were as follows:

- To assess how affirmative action is currently being implemented in Durban University of Technology.
- To determine the objections to affirmative action from the non-targeted groups in Durban University of Technology.
- To investigate if affirmative action is fairly implemented in Durban University of Technology.
- To analyse the factors affecting performance, motivation, productivity and profits in Durban University of Technology.
- To help the managerial personnel find new ways of dealing with employees who are demotivated.
- To recommend as to how affirmative action measures should be implemented at Durban University of Technology.

In order to achieve these objectives, the following questions have been addressed:

- What caused South African government to realize that companies need to implement affirmative action?
- What are the successes and challenges of this policy as it is put into practise?
- Is it able to redress the imbalances of the past in Durban University of Technology as it is meant for?
- Does the state check if academic institutions, such as Durban University of Technology implement this policy?
- Are White people discriminated against by this policy?
- Is affirmative action being implemented in Durban University of Technology?
- How do employees at Durban University of Technology appraise Affirmative Action?

- What does the institution do in order to make employees understand, that the policy has to be implemented?

6.2 Summary of findings

The data examined in chapter four suggests an underlying pattern that is similar to some findings reported in the literature reviewed in chapter two. The implementation of affirmative action measures and an improved motivation system are pivotal for the survival of the organisation. The key findings are summarized in the form of generalizations under heading related to the research questions referred to above.

The conclusions drawn are based on the analysis of the following areas:

- Objectives of affirmative action;
- Characteristics of effective implementation of affirmative action;
- Challenges on implementing affirmative action; and
- Objections to affirmative action.

6.2.1 Objectives of affirmative action

The major objective of affirmative action is to redress the imbalances of the past and achieve equity at the workplace by promoting equal opportunities and fair treatment. This will ensure elimination of unfair discrimination. But at Durban University of Technology this is not the case because employees did not want to participate in the survey, as they were scared of victimization. This implies that the institution is not adhering to the legislation of the country. The institution needs to comply with the laws of the country in order to have motivated employees. While trying to redress the imbalances of the past at the same time the fears of the non-designated group should be addressed (Swanepoel, 2007:325).

6.2.2 Characteristics of effective implementation of affirmative action

Respondents who participated in the survey feel that those who were previously advantaged are still advantaged at Durban University of Technology. Durban University of Technology has to do something about this as soon as possible. It is clear that employees that are not motivated are working because they want to sustain a living.

6.2.3 Challenges on implementing of affirmative action

As the survey was conducted at Durban University of Technology, the respondents felt that Durban University of Technology does not experience any challenge because affirmative action is not implemented properly. The institution is still suspected of racism and gender discrimination (address by Prof. Du Pre – Vice Chancellor at DUT).

6.2.4 Objections to affirmative action

Looking at the responses of the respondents who participated in the survey, the majority of the respondents were totally against the way affirmative action was implemented at DUT, about 90% of the objections.

6.3 Recommendations

This study highlights the effects of affirmative action on the motivation of employees. The conclusions drawn from the foundations of the following recommendations for retaining highly motivated employees whilst implementing affirmative action measures.

6.3.1 How to implement affirmative action measures effectively

The first things, which need to be taken into account by Durban University of Technology is the Employment Equity Act 55 of 1998 and Labour Relations Act 66 of 1995. Durban University of Technology needs to take into consideration the five steps

of Employment Equity Act 55 of 1998 to ensure employment equity at Durban University of Technology.

- “To consult with employees;
- To conduct an analysis;
- To prepare an employment equity plan;
- To implement the plan; and
- To report to the Director-General of the Department of Labour on progress made”.

Durban University of Technology also needs to fulfil all the levels of Maslow’s hierarchy of needs as well as intrinsic and extrinsic needs in order to retain motivated needs. All what is mentioned below will be instrumental to motivate employees at Durban University of Technology.

6.3.2 Communication

There needs to be a good communication between the employees and the management so as to set mutually agreed goals. Regular meetings should be organized at top management level at least once a quarter to discuss the activities, problems and new strategies. This information should be communicated to all staff members at all level at Durban University of Technology. Durban University of Technology should foster two-way communication.

6.3.3 Positive policies, practices and procedures

It is strongly recommended that the Department of Human Resources Management (Personnel Department) review all Human Resources policies and practices in order to identify and remove barriers to the representation of designated groups as a matter of urgency. The policies developed as a result of the review should be strictly adhered to by regularly monitored and reviewed.

6.3.4 Human resource planning

The Durban University of Technology management should monitor the functions of the Director of Employment Equity Department as a matter of urgency. It is recommended that the department of Human Resources Management staff attend workshops on the importance of human resource planning with specific reference to strategic affirmative action measures in order to encourage them to take human resource planning seriously. A human resource planning committees should meet often in order to ensure that all phases of the human resource planning process are executed properly. Durban University of Technology management should ensure that adequate resources are available for the implementation of the Employment Equity Plan, but avoiding at all costs dissatisfaction of the non-designated groups by considering their views.

6.3.5 Affirmative action and recruitment

To ensure motivated employees Durban University of Technology needs to have an effective recruitment programme to attract suitable and qualified applicants. A recruitment policy should be formulated in Durban University of Technology, and when formulating recruitment policy affirmative action must be taken into consideration. Advertisements should be purged of any racial, gender and disability barriers.

6.3.6 Affirmative action and selection

In order to select people, one cannot take everybody but you can surely discriminate against others in a process, which is why others perceive selection as discrimination. Thus for selection to be fair in Durban University of Technology, the criterion used to differentiate must be relevant to the business objectives of the institution and to its achievement.

6.3.7 Affirmative action and placement

It is recommended that Durban University of Technology review its placement practices to ensure that there are no allegations of discrimination in terms of race, gender and disability.

6.3.8 Affirmative action and training and skills development

It will be necessary for DUT to redirect greater resources to those previously neglected sectors of its workforce. It is advisable that everyone at Durban University of Technology benefits from effective training and development programmes and unfair discrimination should be eliminated in the process by implementing affirmative action and the employment equity plan to adhere with South Africa's constitution. This country's constitution encourages a rainbow nation, which is also diversified.

6.3.9 Career development

Durban University of Technology needs to support career development and stick to it. The major aim of career planning programmes is to ensure that the goals of the institution are smoothly achieved. To help employees with career planning, management should make information available about jobs and create career options. This may ensure motivated employees.

6.3.10 Performance management system

The Quality Assurance and Promotion Manager must facilitate the development of a clear, credible performance management system, in consultation with all stakeholders in order to benchmark skills audit against it. The outcome of the performance evaluation must be used to manage performance and to inform promotion processes. It should be part of the performance agreements of line managers that they should be responsible

for the implementation of employment equity and skills development in their respective departments.

6.3.11 Affirmative action and promotion

The following should happen in order to ensure promotion of people from designated group: The criterion for promotion should be developed and implemented. The budget for promotions should be allocated and maintained annually. An effective mentorship programme should be implemented for all employees who have been identified as having potential for advancement. Managers should be informed of their obligations in terms of Employment Equity Act 55 of 1998 and training should be provided.

6.3.12 Affirmative action and disciplinary procedure

Durban University of Technology should have the code of conduct, disciplinary code and committee to ensure the smooth running of the institution. Regular audits should be undertaken to ensure that DUT's disciplinary code and procedures do not discriminate between different classes of people.

6.3.13 Affirmative action and compensation

Durban University of Technology needs to have a pay structure, where employees of different race groups who do the same job get paid the same amount, which applies throughout the institution. Employees' race or gender should not be a factor in determining the salary. Thus, it is highly recommended that men, women and disabled people should be paid equal pay for equal work. By so doing, Durban University of Technology will have motivated employees.

6.3.14 Job rotation and job enrichment

In order to have motivated employees Durban University of Technology might need to consider job rotation as well. Job rotation is an attempt to offer more activities to the jobholders, since each job includes different tasks. It has some advantages such as increased employee satisfaction, reduced mental overload, decreased number of errors due to fatigue, improved production and efficiency and reduced on-the-job injuries. This will assist both designated and non-designated groups not to dwell on their problems but to focus on new challenges.

6.3.15 Retention

The following actions aimed at retaining employees from the designated groups must be undertaken:

- When a person from a designated group is appointed, a mentor should be assigned to that person to give both personal and professional advice and support.
- Middle, senior and top management must undergo motivation training in order to develop skills to manage and utilize motivation.

6.3.16 Development of motivation system

The study has shown that managers and employees do not perceive motivation in the same way. Then the perceptions of Durban University of Technology employees on motivation should be known before a new motivation system is being proposed. Thus Durban University of Technology should consider affirmative action principles and legislation in motivating the employees to avoid unfair discrimination.

6.3.17 Monitoring, reviewing and revising of the Employment Equity Plan

A representative employment equity monitoring committee must be established to evaluate and monitor the implementation of the Employment Equity Plan. Monitoring should include ensuring that employment policies, procedures and practices are aligned with the institution's values and principles and that these are reviewed and revised regularly. The implementation of the Employment Equity Plan should be monitored and evaluated very often. This will ensure motivated employees.

6.4 Guidelines for producing Durban University of Technology motivated employee behaviour

Although there is no magic formula for producing motivated employee behaviour, the Durban University of Technology management staff can use the following guidelines:-

- Know the basic human needs and motivation processes. Human needs arouse human behaviour. Insight into general and work-related needs and knowledge of the relation between the variables affecting motivation are the first steps towards understanding the complexity of motivation.
- Place the motivation process in the context of the Durban University of Technology. Motivation is more than human needs and personal characteristics. It is affected by job characteristics and organisational culture. Motivation is the result of numerous direct and indirect variables.
- Bear in mind that individuals differ from each other. No two people are the same. Something that motivates one person will not necessarily have the same effect on another, because the needs structures of people differ.
- Know your employees as unique individuals. Any person in a senior position spends time with subordinates, which affords him/her the opportunity to get to know their needs, aspirations and frustrations. Openness, mutual trust and two-way communication will enable any superior to discover which factors motivate subordinates.

- Be aware of things that threaten need satisfaction. Many institutions are continually changing their work flow, job structure, policies, procedures and so on. These changes may threaten people whose needs are at present satisfied. Sensitivity to these potential threats may lead to the development of alternatives that will eliminate negative effects.
- Promote changes conducive to the satisfaction of human needs. A manager may initiate changes that have the potential to satisfy human needs at the institution. This should be done with circumspection, however, as change may also cause resistance among some employees (Swanepoel, 2007:247).

6.5 Future research

The following recommendations are proposed as a follow-up to the current study.

- Motivation was identified as being a very important variable relating to the productivity of employees. Further research should be carried out to identify which method of motivation worked and to determine new methods of improving motivation levels so that productivity does not decrease but rather remains the same or accelerates.
- Further, this study could be viewed as a framework for a longitudinal study on the effects of motivation on the perceived productivity at Durban University of Technology.
- The findings from this study could be investigated in more depth by using a qualitative methodology to obtain a deeper understanding of the research problem.

- Another interesting area to be researched could be where the same sample in the study is followed-up and interviewed again focusing on different variables such as what the factors are that lead to staff being demotivated.

6.6 Conclusion

All in all, by paying attention to the fore stated recommendations and implementing them, all stakeholders at Durban University of Technology will ensure that the effects of affirmative action on the motivation of employees at DUT are handled accordingly.

This study has given an insight into the perceptions of employees at Durban University of Technology regarding the implementation of affirmative action and motivation of employees. These perceptions ranged from fear and concern to anxiety and demotivation. This study has also highlighted the effects of the affirmative action on the motivation of employees. Thus the study has come up with the diagnosis of a situation and it is envisaged that the above recommendations will be implemented in an attempt to improve motivation of employees.

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Appendix A: The Questionnaire

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS

MBA Research Project

Researcher: Knowledge Siyabonga Ngwane (031-373 5652)

Supervisor: Professor Will Akande (031-260 7927)

Research Office: Ms P Ximba 031-2603587

THE EFFECTS OF AFFIRMATIVE ACTION ON THE MOTIVATION OF EMPLOYEES AT DURBAN UNIVERSITY OF TECHNOLOGY

The purpose of this survey is to solicit information from staff regarding the effects of affirmative action on the motivation of employees at Durban University of Technology. The information and ratings you provide us will go a long way in helping me identify the effects of affirmative action on the motivation of employees at Durban University of Technology. The questionnaire should only take 15-20 minutes to complete. In this questionnaire, you are asked to indicate what is true for you, so there are no “right” or “wrong” answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself. Make sure not to skip any questions. Thank you for participating!

SECTION A

BACKGROUND INFORMATION

Please place a cross (X) in the appropriate box.

1. Indicate whether you are:	
a. Female	
b. Male	

2. Age	
20-24	
25-29	
30-34	
35-39	
40-44	
45-49	
50>	

3. Indicate the number of years you have been working at this company	
a. 1-5 years	
b. 5-10 years	
c. Over 10 years	

4. Indicate the number of years you have been in this position that you are in:	
a. 1-5 years	
b. 5-10 years	
c. Over 10 years	

5. Indicate the language/s you use to communicate at work:	
a. English	
b. IsiZulu	
c. Afrikaans	
d. Other (Please indicate)	

6. Indicate the highest management qualification you have obtained:	
a. Certificate	
b. Diploma	
c. Junior degree	
d. Honours	
e. Masters	
f. Doctorate	
g. None	
h. Other (Please Specify)	

7. Indicate when you received your highest qualification:	
a. 1-5 years ago	
b. 5-10 years ago	
c. More than 10 years ago	
d. Other (Please specify)	

8. Does DUT employ:	
a. Females only	
b. Males only	
c. Both	

9. Indicate the age of employees you employ:	
a. under 20	
b. 20-30	
c. 30-40	
d. 40-50	
e. over 50	

10. Indicate by a cross (X) whether you are a teaching or non-teaching staff at DUT:	
a. teaching	
b. Non-teaching	

11. Indicate whether DUT offers advancement chances (to do some courses) to employees or not.	
a. Yes	
b. No	
c. Other (Please specify)	

12. If it does, does it also pay the fees:						
a. Yes						
b. No						
c. Other (Please Specify)						
Section B: Objectives of AA	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. The non-designated groups, which benefited from the initial discrimination now become the victims.						
2. Affirmative action is there to achieve equity in the workplace.						
3. When implementing AA measures designated groups enjoy preferential treatment.						
Section C: Challenges on Implementing AA						
4. Failure to identify the various stakeholders and to address most of their fears and aspirations.						

5. Failure to take into consideration the fears of previously advantaged groups.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6. AA plan will only succeed if all the groups affected by the measure are involved.					
7. Strategic planning for AA does not get implemented effectively.					
8. People do not know how to implement AA initiatives.					
9. Human resource planning is not carried out.					
10. Attitudes remain negative and rooted in the status quo.					
11. Concerns are not clarified and problems surrounding the programme are not addressed because of failure to foster two-way communication.					
12. Formal training methods should continue to be used.					
13. The programme lacks a clearly communicated objective and targets with timetables.					
Section D: Characteristics of effective implementation of AA					
14. Advertisement should be purged of any racial or gender or disability barriers.					
15. For discrimination to be fair, the criterion used to differentiate must be relevant to the business objectives.					
16. When selecting employees for training to reassess the set of entrance qualifications.					

17. Placement practices should be reviewed so as to ensure that these do not give rise to allegations of discrimination.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. An employees' race or sex is no factor determining employees' salary					
19. There should be a common pay structure based on an accredited job evaluation system.					
20. As the workforce becomes more diverse, recognising the individuality of needs becomes quite a challenge. A great deal of time talking with employees and observing their behaviour is required.					
21. Regular audits should be undertaken to ensure that an organisation's disciplinary code and procedures do not discriminate between different classes of people					
22. All employees should be provided with information regarding promotional opportunities for AA to be effective.					
23. The standards that will apply in promotions must be clearly communicated to all employees.					
24. Unsuccessful candidates must be provided with feedback regarding the reasons for their failure to be promoted.					

25. All employees must be provided with career paths and with the supplementary training, experience and skills.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26. Unqualified blacks/females may not be promoted over qualified white males.					
Section E: Objections to AA					
27. The stigma attached by preferential treatment may have the unintended result of hindering racial integration.					
28. Affirmative action can cause feelings of envy, hatred, and resentment among the previously advantaged group.					
29. Those who have been targeted for preferential treatment will always know in their heart of hearts that they have been not promoted on merit.					
30. Those promoted through AA might have difficulty in gaining support from co-workers					
31. AA can cause standards to drop.					
32. AA might result in the appointment of people who are not fit for their new jobs					
33. A person who is given preference on the basis of race or sex or disability cannot be the most qualified person.					

34. The resentment and envy experienced by those excluded from it, coupled with the feelings of disrespect experienced by its beneficiaries, may aggravate prejudice and reinforce negative racial and gender stereotypes.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
35. It favours the less qualified over the more qualified.					
36. It fails to accommodate the least privileged of blacks and women.					
37. Such programmes violate the right of white people to be treated as individuals.					
38. With the affirmative action programmes, you use racial and sexual considerations.					

CONSENT FORM

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS**

MBA Research Project

Researcher: Knowledge Siyabonga Ngwane (031 373 5652)

Supervisor: Prof Akande (031 2607927)

Research Office: Ms P Ximba 031-2603587

CONSENT

I (full names of participant)
hereby confirm that I understand the contents of this document and the nature of the
research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so
desire.

SIGNATURE OF PARTICIPANT

DATE

.....

Sample Template Requesting Participation

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS**

Dear Respondent,

MBA Research Project

Researcher: Knowledge Siyabonga Ngwane (031 373 5652)

Supervisor: Prof Akande (031 2607927)

Research Office: Ms P Ximba 031-2603587

I Knowledge Siyabonga Ngwane an MBA student, at the Graduate School of Business, of the University of KwaZulu Natal. You are invited to participate in a research project entitled "The Effects of Affirmative Action on the Motivation of Employees at the Durban University of Technology". The aim of this study is to: investigate and assess the effects of affirmative action on the motivation of employees who do not benefit from the policy.

Through your participation I hope to understand effects of affirmative action on the motivation of employees at Durban University of Technology. The results of the survey are intended to contribute to bridge the gap between an unfair past and a future dispensation of fair employment.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about 15 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature__ksn_____

Date_ :2009-06-11