

**The Impact of Employment Equity Legislation on  
Employee Engagement within Generation Y**

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*A research project submitted to the Gordon Institute of Business Science,  
University of Pretoria, in partial fulfilment of the requirements for the degree  
of Master of Business Administration.*

10 November 2014

# ABSTRACT

This research focuses on three elements i.e. employment equity, employee engagement and generation theory and specifically where these elements intersect. The literature found that there were different perceptions of employment equity legislation. In addition, the literature found generational differences with respect to some elements of employee engagement. Limited empirical evidence was found on whether employment equity legislation had an impact on employee engagement. Consequently, three research questions were drawn from the literature reviewed.

The research is a quantitative study based on a sample drawn from South African individuals who have completed grade 12 and are currently employed or have an employment history. The sample included employees of a financial services company based in Gauteng and GIBS MBA students.

The results showed that there were differing perceptions of employment equity legislation and that the majority of respondents perceived the legislation to be affirmative action. There were no differences in the perception of employment equity legislation between generations. Additional findings were that the perception of employment equity legislation did not enhance employee engagement neither did the perception of the organisations implementation of employment equity legislation enhance employee engagement. Limited generational differences were found in terms of these findings.

**KEY WORDS:** Employee engagement, Employment Equity, Generation Y

# DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other university. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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Date: 10 November 2014

# ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Almighty for giving me the strength and perseverance to complete this MBA. I would also like to acknowledge the following individuals who have enabled the successful completion of this research project:

- My spiritual master Sheikh Sayed Ali Chopdat.
- My husband Jameel for his unwavering support and patience.
- My son Muhammad Saabir for unknowingly sacrificing time with his mummy.
- My mother Sajida for her encouragement and grace and for always believing in me.
- My family and friends for helping me persevere.
- Asif Alekar for always being available for the smallest questions.
- My supervisor Jabu Maphalala for his comprehensive feedback.

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# CHAPTER ONE – INTRODUCTION

## 1.1 INTRODUCTION

A quote from Henry Ford reads as follows: “*Coming together is a beginning; keeping together is progress; working together is success*” (Anderson, 2013). This quote encapsulates the business problems presented by the three elements of this research paper that are introduced below i.e. employee engagement; generation theory and employment equity legislation.

## 1.2. THE CASE FOR EXPLORING EMPLOYMENT EQUITY

Employment equity in South Africa seeks to encourage “*coming together*” by redressing historical unfair discrimination and promoting equality of opportunity (Horwitz and Jain, 2011). The Employment Equity Act in South Africa recognizes that the history of apartheid has created disparities in employment, occupation and income within the national labour market and that these disparities cannot be reversed simply by the abolishment of apartheid (South African Department of Labour, 1998). It therefore states that its purpose is to “*achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and the implementation of affirmative action measures to redress the disadvantages in employment experienced by designated groups...*” (South African Department of Labour, 1998).

The establishment of employment equity legislation is a government intervention directed at achieving employment equity. Its enforcement has enjoyed a home in many countries globally. In India the legislation is known as reservation, in Canada it is known as employment equity, in the USA it takes the form of affirmative action and in the United Kingdom it is known as positive action. The common theme of these statutes is that the legislation is directed at affirming minority groups (Thomas, 2002). South Africa is the youngest enforcer of employment equity from amongst these countries. The difference in South Africa is that the legislation is directed at affirming majority groups. Employment Equity Acts are a significant regulative force and firms face penalties for not complying with the law (Jain, Horwitz and Wilkin, 2012). To this end compliance requires target setting, recruitment, training development and retention of people from designated groups (Thomas, 2002). A designated group is defined in the Employment Equity Act as Black people, women and people with disabilities (South African Department of Labour, 1998). Regulative forces therefore play an especially important part in shaping how organisations respond to employment equity (Jain et al, 2012).

The legislation of employment equity in South Africa has been both supported and criticised. Business has raised concerns of over-regulation of the labour market (Thomas, 2002). Wocke and Sutherland (2008) submit that these acts have caused an “imperfection, or disruption on the labour market” (p. 532) and “artificially increased the demand for skilled Black employees” (Wocke and Sutherland, 2008, p. 532). Additional concerns of high financial costs for taxpayers and businesses, high administration costs in terms of enforcement and monitoring, accusations of reshuffling the current workforce instead of job creation, indirect and opportunity costs from poor hiring decisions, heightening race classification, and creating a sense of entitlement for qualifying employees, have also been raised (Thomas, 2002). Perceptions of employment equity have been described as it being unfair (as it overlooks whether someone is deserving of a desired outcome) and reverse discrimination (Seijts and Jackson, 2001). Conversely, Curran and Quinn (2012) found that it is generally accepted that there is a need for race equality in employment and society. Guillaume, Dawson, Woods, Sacramento and West (2013) also suggest benefits in the form of enhanced performance due to access to a broader range of task-relevant knowledge, skills and abilities, which in return might lead to more creativity, learning and better decision-making.

What does this mean for South African firms? They are presented with the challenge of recruiting and retaining competent employees from designated groups while creating a uniquely South African working environment that also attains business imperatives, is self-sustaining, and achieves organisational objectives (Booyesen, 2007). It can be argued that attaining business imperatives, being self-sustaining, and achieving organisational objectives are characteristics of a successful high performing organisation as Blanchard (2009) found that the definition of a high performing organisation is one that continues to produce outstanding results with the highest level of human satisfaction and commitment to success. Therefore in the quest for successful high performing organisations, Robertson and Cooper (2010) suggests that high levels of psychological well-being and employee engagement are central in delivering the outcomes associated with such organisations. Therefore South African firms need to assess and improve the level of engagement among their employees, particularly employment equity candidates in order to achieve the dual goals of transformation and performance management (i.e. both employee and organisational performance).

### **1.3. THE CASE FOR EXPLORING EMPLOYEE ENGAGEMENT**

According to Dash (2013) employee engagement is an umbrella term that consists of a mix of factors like organisational commitment, belongingness, job satisfaction, employee involvement, and organisational citizenship. The concept derived from these factors is expressed physically, cognitively and emotionally by employees and is popularly defined as an attachment to, or harnessing oneself to a work role (Kular, Gatenby, Rees, Soane and Truss, 2008). Seijts and Crim (2006) define an engaged employee as a “person who is fully involved in, and enthusiastic about, his or her work” (Seijts and Crim, 2006, p. 1).

Takawira, Coetzee and Schreuder (2014) suggest that an organisations human capital is increasingly becoming the key source of competitive advantage. This has resulted in the need for organisations to be more focused on retaining skilled employees and keeping employees fully engaged and embedded in their jobs (Takawira et al, 2014). The ripple effect of the growing awareness of the shifts in the characteristics of the workforce is focused on employee engagement (Takawira et al, 2014).

Seijts and Crim (2006) provide that organisations that better engage their employees outperform their competition and set themselves apart as great organisations. Bhalla, Caye, Dyer, Dymond, Morieux and Orlander (2011) conducted an analysis of high performing organisations and identified five broad dimensions of high performing organisations. One of the dimensions is culture and engagement (Bhalla et al, 2011). To this end Bhalla et al. (2011) provide that high performing organisations have a “culture that is shaped to achieve strategic goals and its employees are motivated to go beyond the call of duty in pursuit of corporate objectives” (Bhalla et al, 2011, p. 3)

The Gallup Organisation, who consults in the area of employee engagement, conducted its eighth meta-analysis in 2012 on employee engagement which reconfirmed the correlation between employee engagement and organisational performance (Sorenson, 2013). Furthermore, the importance for organisations to create an environment for employees to be engaged is unquestionable and obstacles against the establishment of an environment that is conducive to engagement need to be investigated. It is not evident in the available literature whether employment equity legislation is one such obstacle to employee engagement.

The focus on employment equity legislation within the context of employee engagement is specifically due to employment equity legislation being a government initiative aimed at

changing the composition of the workforce. This is because non compliance with the legislation may result in significant penalties and reputational damage for the organisation. While the research shows that employees with high levels of commitment accept change more easily, there is no research to test the converse (Janse van Rensburg and Roodt, 2005) i.e. does change impact the level of commitment? *“Keeping together”*, in the face of change is therefore necessary for South African firms to be successful (Janse van Rensburg and Roodt, 2005).

#### **1.4. THE CASE FOR EXPLORING GENERATION THEORY**

Generational differences further enhance the intricacies of managing an already diverse workforce consisting of different races, genders and ethnicities thus making *“working together”* even more challenging.

The multi-generational workforce can become a psychological battlefield if not acknowledged and addressed (Kowske, Rasch and Wiley, 2010). According to the literature, generational differences usually arise due to differences in values and attitudes brought about by shared events and experiences (Parry and Urwin, 2011). Consequently, most references categorize the different generations according to birth years i.e. Baby Boomers (1946 to 1964), Generation X (1965 to 1979) and Generation Y (1980 onwards).

Although the generations may display similarities in some areas, the areas of difference is where management needs to pay close attention as a lack of understanding of generation differences leads to intergenerational conflict and detrimental effects on communication and working relationships, which in turn keeps plans, products and ideas from progressing (Sessa, Kabacoff, Deal and Brown, 2007). Differences in generation work values also have an impact on their attitude towards leadership which manifests into different preferred leadership styles (Seesa et al, 2007). This indicates that the existence of generational differences provides that one management style for all employees would not be effective.

Of particular importance are the unique characteristics that are attributable to the Generation Y worker as evidence suggests that this generation is different from any previous generation due to their early exposure to technology (Flowers, Jones and Hogan, 2010). Generation Y is the most recent entrant into the workforce and therefore represents a new sphere of research. Considering that as time progresses, the changing proportion of workers will favour this generation, it is essential for organisations to understand the needs of this new generation and to have a strategic plan as they develop through the organisation (Flowers et al, 2010). A further challenge is retention of these employees as

Tokar (2013) suggests that they display very limited corporate loyalty. Tokar (2013) estimates that it takes 50 percent to 150 percent of a departing employee's base pay to successfully recruit a new employee. The financial implications of not retaining Generation Y employees are therefore unsustainable. Management needs to understand these unique characteristics or face elevated amounts of turnover (Flowers et al, 2010). Notwithstanding this, it could be argued that retention of a non-performing employee is penny wise but pound foolish.

With regards to generational differences and employee engagement, the researcher found differences in some elements of employee engagement between generations. McCafferty (2014) conducted a survey on 1000 full-time employees in the United States of America and found that Generation Y employees are more engaged than their Boomer counterparts. Notwithstanding this, they displayed higher turnover intentions than Baby Boomers. Pace (2013) reviewed a survey conducted by SilkRoad on 781 human resource professionals in the United States of America. The survey revealed that employers view that a diverse and remote workforce and generational differences are some of the barriers to employee engagement (Pace, 2013). The survey also found that Millennials as being the least engaged followed by Baby Boomers and Generation X (Pace, 2013). The focus on Generation Y should therefore reveal methods in which to engage these employees, and particularly where employment equity legislation affects such engagement.

### **1.5. RESEARCH PROBLEM**

The literature repeatedly associates business success with employee engagement (Johnson, 2014; Xu and Thomas, 2011; Takawira et al, 2014; Robertson and Cooper, 2010), yet establishing an engaged workforce continues to be a challenge as it is dependant on the psychological state of the employee. Add to this the complexities of employment equity legislation and generational differences, and the task of establishing an engaged workforce seems far reaching. It is therefore imperative for businesses to understand the impact of the complexities of employment equity legislation, on employee engagement in order to understand where employee engagement is augmented and where it is depressed. In addition, considering the composition of the current workforce and that of the future, it is even more important to identify and understand these occurrences within Generation Y.

In summary, the research problem is therefore aimed at identifying whether labour legislation that influences the recruitment, training and retention decisions taken by

organisation would have an impact on the very workforce that the legislation is imposed upon. The impact (if any) is concentrated on the level of the employees engagement and is further concentrated within Generation Y as they represent the newest entrants into the workforce. The resolution of the research problem will assist businesses to reinforce any actions that are identified as augmenting employee engagement and to take corrective measures to address any actions that are depressing employee engagement.

## **1.6. RESEARCH OBJECTIVES**

The purpose of this research was to establish the role played by legislation on employee engagement. The study focused on Generation Y which is the youngest entrants into the workforce.

Employee engagement which is defined as an attachment to ones work (Kular et al, 2008), has shown to result in various benefits to the organisation (Sorenson, 2013). The research was intended to establish whether legislation that directly affects employees, in this case, employment equity legislation, has any impact on employee engagement, particularly with respect to Generation Y.

## **1.7. SCOPE OF THE STUDY**

The study was conducted on South African individuals that are currently employed or have an employment history. Data was collected mainly from individuals in the Gauteng region of South Africa and included employees of a financial services company based in Gauteng. The focus on the Gauteng region is that this is area wherein the researcher resides. The data was sourced by means of a questionnaire that was completed by the sample of participants. The nature of the study is based on individual perceptions which are subject to influence. One of the limitations therefore lies in the accuracy of the feedback received.

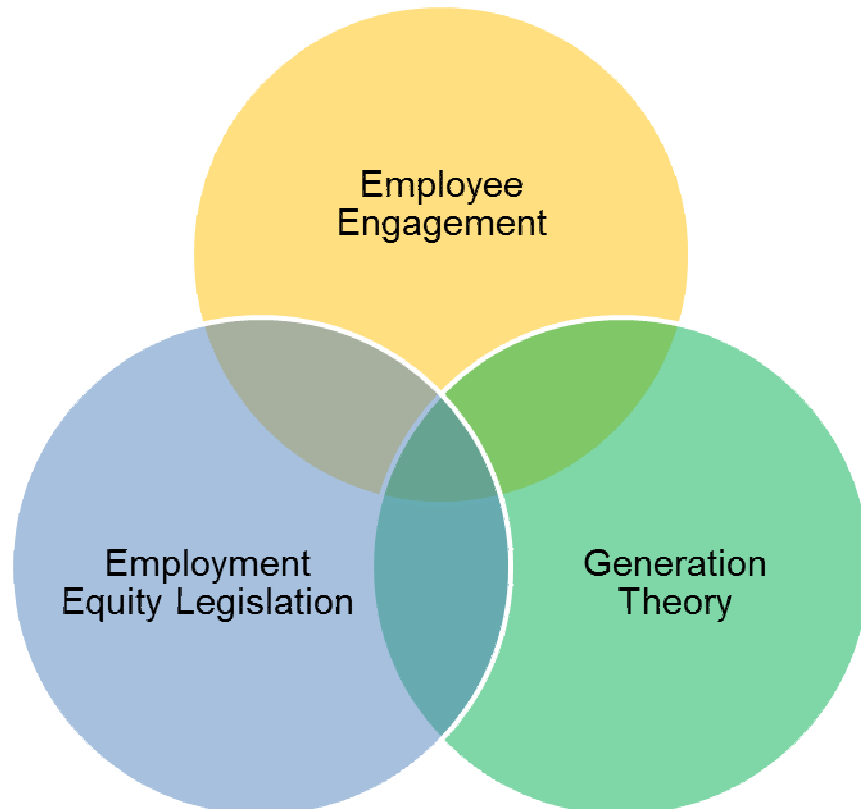
# CHAPTER TWO – LITERATURE REVIEW

## 2.1 INTRODUCTION

The purpose of this chapter is to examine existing literature in order to understand generation theory; employee engagement and employment equity with the objective being to determine the impact (if any) on where all three areas intercept. Figure 1 below illustrates the three constructs of the report that will be addressed in the literature review. It highlights the area of intersection which is what the study attempts to identify and examine. The literature review will provide support for the three research questions:

1. Does Generation Y have a different perception of employment equity legislation to other Generations?
2. Does the perception of employment equity legislation affect employee engagement in Generation Y?
3. Does the perception of the organisations implementation of employment equity legislation affect employee engagement in Generation Y?

**Figure 1: Structure of literature review**





## **2.2 COMMON CONCEPTS RELATING TO EMPLOYMENT**

There were three common concepts that emerged from the review of the literature around employment and these were employment equity; affirmative action and equal employment opportunities. While these concepts may appear to be similar in nature, they imply very different labour policies and it is therefore important to understand their differences and similarities as the perception of one concept may have an impact on the perception of another concept if the differences are not clearly understood. The case in Australia contributes to the misconception as the labour legislation enforced in this country is called Affirmative Action (Equal Opportunity for Women) Act 1986 (Strachan, Burgess and Henderson, 2002). To this end, the concepts are presented and discussed below.

## **2.3 EMPLOYMENT EQUITY**

### **2.3.1 THE CONCEPT OF EQUAL EMPLOYMENT OPPORTUNITIES**

Raghavi and Gopinathan (2013) state that equal employment opportunities is “the principle of non-discrimination which emphasizes that opportunities in education, employment, advancement, benefits and resource distribution, and other areas should be freely available to all citizens irrespective of their age, race, gender, gender-reassignment, religion, political association, colour, ethnic origin, civil partnership status, disability, nationality, pregnancy and maternity, parental responsibilities or any other individual or group characteristic unrelated to ability, performance and qualification” (Raghavi and Gopinathan, 2013, p. 306). This is supported by Van Jaarsveld (2000) who states that equal employment opportunities is based on merit and that those with similar abilities should have similar chances.

The dimensions of equal employment opportunities dictate that its policies should emphasize the promotion of equality of opportunity for all persons, encouraging a harmonious working environment in which all persons are treated with respect and preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimization (Raghavi and Gopinathan, 2013).

In the United States, employment discrimination law takes the form of equal employment opportunity and means “eradicating the disadvantages of excluded and subordinated groups in acquiring and retaining jobs” (Suk, 2007, p. 77). Specifically, it prohibits discrimination on the basis of sex, race national origin and religion in education and employment (Suk, 2007). France imposes the Labour code which Suk (2007) believes is

not about group-based disadvantage but is “part of a general protection of employees rights against arbitrary treatment by the employer” (Suk, 2007, p. 76)

In summary, equal employment opportunities can be described as the absence of discrimination (Sugden, 2004).

### **2.3.2 THE CONCEPT OF AFFIRMATIVE ACTION**

According to Van Jaarsveld (2000), affirmative action refers to “programs that lift the discriminated into higher participation with the effect of a reversal of earlier discrimination” (Van Jaarsveld, 2000, p. 6). Mangum (2008) refers to affirmative action as a set of programs used to redress racial and gender based discrimination.

Myers (2007) states that affirmative action requires proactive steps that are undertaken to remedy inequalities produced by past discrimination. Sing (2011) found that affirmative action are positive and supportive measures designed to ensure that suitably qualified people from designated groups have equal opportunities and are equitably represented in the workforce.

Saha, O'Donnell, Patel and Heneghan (2008) distinguished affirmative action from employment equity and found affirmative action to be “programs designed to ensure proportional representation of employees to undo the results of past discrimination” (Saha et al, 2008, p. 630). This is supported by Strachan et al. (2002) who found that affirmative action is “is based on recognition and acceptance of the fact that it is not sufficient to make specific acts of discrimination unlawful” (p. 529) and that “further steps are needed to relieve the effects of past discrimination, to eliminate present discrimination and to ensure that future discrimination does not occur’ (Strachan et al, 2002, p. 529).

Based on the above, it appears that affirmative action is a legalised manner of enforcing the representation of designated groups in the workforce. It can be said that affirmative action has its grounds in equal employment opportunities; however, the fundamental difference is that affirmative action is a legalised form of discrimination, while equal employment opportunities removes any form of discrimination.

### **2.3.3 THE CONCEPT OF EMPLOYMENT EQUITY**

In South Africa, the preamble to the Employment Equity Act states that objectives of the act are to: *‘promote the constitutional right of equality and the exercise of true democracy; eliminate unfair discrimination in employment; ensure the implementation of employment*

*equity to redress the effects of discrimination; achieve a diverse workforce broadly representative of our people; promote economic development and efficiency in the workforce; and give effect to the obligations of the Republic as a member of the International Labour Organisation'* (South African Department of Labour, 1998).

It appears therefore, that employment equity is a combination of both equal employment opportunities and affirmative action. In the United States of America, labour legislation was first established to make discrimination illegal and established equal employment opportunity for all Americans regardless of race, cultural background, colour, or religion (Wilkins and Wenger, 2014). Subsequent legislation mandated affirmative action goals and enforcement of affirmative action programs (Wilkins and Wenger, 2014).

Particularly within the South African context, affirmative action provisions are contained within the employment equity legislation. This is supported by Sing (2011) who provides that the employment equity legislation has two aims:

- 1) to correct the demographic imbalances of the country's workforce by removing all barriers to the advancement and progression of Black people (which is defined in the Broad-Based Black Economic Empowerment Act of 2003 to mean a generic term for African, Coloureds and Indians (South African Department of Labour, 2003); women and people with disabilities and;
- 2) to actively facilitate the advancement and progression of the designated groups by mandatory affirmative action measures.

Employment equity legislation has been implemented in countries like the United States of America, whose legislation is over 40 years old (Nzukuma and Bussin, 2011), Canada, whose statutes date back to the 1960's (Jain et al, 2012), Australia, who legislation has been applicable to the private sector, workplaces above a certain size and tertiary institutions since 1986 (Peetz, Gardner, Brown and Berns, 2008), and in South Africa, with the introduction of the Employment Equity Act of 1998 and the Broad-Based Black Economic Empowerment Act of 2003 (West, 2006). These countries introduced employment equity legislation in an attempt to transform their workforce in order to correct any legacies of discrimination and promote equality of opportunity (Horwitz and Jain, 2011).

### **2.3.5 REACTIONS TO ORGANISATIONAL IMPLEMENTATION OF EMPLOYMENT EQUITY LEGISLATION**

Perceptions of organisational implementation of employment equity have shown to effect labour turnover, employees' intentions to leave, perceptions of their obligation to the employer, and a sense of job satisfaction (Wocke and Sutherland, 2008). This is due to the submission that the perception may influence the expectations between the employer and the employee through the psychological contract concluded between these parties (Maharaj, Ortlepp and Stacey, 2008). Positive perceptions of the organisation have shown to create more positive worker attitudes thus improving employee retention (Wolfson, Kraiger and Finkelstein, 2011). In a study conducted by Jongens (2006), it was found that employees perceived that the organisation is more concerned with complying with the legislation than achieving the objective of the legislation which is transformation of the workforce, and that despite employment equity initiatives; the organisation lacks managerial commitment to employment equity. Furthermore, employees perceived that the some 'White' managers suffered from job insecurity and that the organisational culture is not aligned with the 'Black' culture (Jongens, 2006).

One of the objectives of employment equity is to achieve a diverse workforce. To this end, Buttner, Louw and Billings-Harris (2012) refer to a diversity climate which is an employee's behaviour and attitude that is grounded in perceptions of the organisational context. Their study into the responses from 'people of colour' found that where the diversity climate is low, it resulted in negative employment outcomes such as lower organisational commitment, job satisfaction and higher levels of cynicism and turnover intentions.

Furthermore Singh, Winkel and Selvarajan (2013) suggest that an employee's psychological safety is negatively affected in organisations where diversity is not valued, as employees limit their behaviours and restrict self-expression. Conversely, where there is a perception that an organisation effectively manages diversity; its employees are more likely to feel valued and fulfilled in their jobs, are more loyal and attached to the organisation and have improved interactions with co-workers (Wolfson et al, 2011). In organisations where the perception is that diversity management initiatives are perceived to provide preferential treatment, it can negatively impact the self-perceptions of the beneficiaries, thus impacting the employees' commitment and effort (Niemann and Dovidio, 2005).

The above demonstrates that employment equity legislation, as a means of diversity management, has an impact on the behaviours of employees. While the literature has focused on the impact from the perspective of the psychological contract, there appears to be limited research into whether employment equity legislation has an impact on employee engagement. Considering the importance of employee engagement put across at the beginning of this chapter, such research is necessary in order for organisations to ensure and influence the highest level of employee engagement while achieving the objectives that employment equity intends to achieve (Seijts and Jackson, 2001). This report will therefore bridge the gap in the research in analysing the impact of employment equity legislation on employee engagement.

## **2.4 EMPLOYEE ENGAGEMENT**

### **2.4.1 DEFINITION OF EMPLOYEE ENGAGEMENT**

Brunetto, Teo, Shacklock and Farr-Wharton (2012) defined employee engagement to be a work situation in which employees found their work meaningful, and are consequently energetic and passionate about, and willing and able to invest in, their work to achieve personal and career benefits. This is supported in Rothmann and Welsh (2013) who found that employee engagement is when employees harness or attach themselves to their work roles. Further research by Rothmann and Welsh (2013) found that engagement is when an employee is psychologically present when executing an organisational role and this is supported by AbuKhalifeh and Som (2013) who submit that employee engagement is about the passion, commitment and the willingness to invest oneself and expand one's discretionary effort to help the employer succeed displayed through basic loyalty to the employer.

In Mone, Eisinger, Guggenheim, Price and Stine (2011), the concept of employee engagement is referred to as "the employee's sense of purpose and focused energy that is evident to others through the display of personal initiative, adaptability, effort, and persistence directed toward the organisation's goals" (Mone et al, 2011, p. 206).

According to Xu and Thomas (2011), employee engagement is psychologically based on safety, availability and meaningfulness. To this end Xu and Thomas (2011) state that "consistent and supportive co-worker interactions and organisational norms" (p. 401), allow employees to feel psychologically safe to apply themselves in their role performances. Employees have "sufficient personal resources available to devote to such performances and work challenges and the ability to work autonomously results in employees perceiving

that such personal investment is worthwhile” (Xu and Thomas, 2011, p. 401). Lin (2010) provides that the components of job involvement are portrayed when employees show high levels of energy and mental resilience; a strong identification with work, feelings of enthusiasm, inspiration, pride, work challenge and work concentration to the extent that employees are happily engrossed in their work and find it difficult to detach themselves from their work. Robertson and Cooper (2010) categorise the above characteristics of employee engagement into three core concepts i.e. attachment, commitment and organisational citizenship. This categorisation is also found in AbuKhalifeh and Som (2013) who submit that employee commitment and organisational citizenship behaviour are important parts and predictors of employee engagement; however they cannot independently act a replacement for employee engagement. They further submit that full employee engagement is obtained by aligning maximum job satisfaction and maximum job contribution (AbuKhalifeh and Som, 2013).

More popularly, the characteristics of employee engagement are categorised into areas of physical, cognitive and emotional employee engagement (Kular et al, 2008). The cognitive aspect refers to employees’ beliefs about the organisation, its leaders and working conditions; the emotional aspect refers to whether employees have positive or negative attitudes toward the organisation and its leaders and the physical aspect of employee engagement relates to the physical energies exerted by individuals to accomplish their roles (Kular et al, 2008).

The benefits of an employed workforce are that employees are highly motivated, are likely to remain persistent when encountering difficulties and show a lower propensity to leave the organisation (Takawira et al, 2014).

#### **2.4.2 OUTCOMES OF EMPLOYEE ENGAGEMENT**

According to the research conducted by Johnson (2014) on the U.S. 2013 Glassdoor Best Places to Work Employee Choice Award leaders, high levels of employee engagement allowed organisations to improve their financial results by 2% to 4% and has been linked to increased productivity and profitability, improved levels of customer service, reduced safety problems, increased levels of organisational pride and employee retention (Johnson, 2014). This is further supported by Xu and Thomas (2011), who’s study of a large New Zealand insurance organisation found an association between high levels of employee engagement and increased return on assets, higher earning per employee, higher performance, greater sales growth, lower absenteeism, decreased costs, reduced turnover, lower cost of goods sold, and fewer quality errors (Xu and Thomas, 2011).

The benefits of increased performance due to an engaged workforce is four-fold:

- a) Engaged employees have positive sentiments towards their jobs which increases productivity (Takawira et al, 2014);
- b) Engaged employees are more optimistic, confident and open to work opportunities (Takawira et al, 2014);
- c) Engaged employees have higher levels of well-being and therefore higher levels of performance (Takawira et al, 2014);
- d) Engaged employees are able to create their own resources and are therefore more productive (Takawira et al, 2014).

### **2.4.3 THE ORGANISATIONS INFLUENCE ON EMPLOYEE ENGAGEMENT**

Hussain, Yunus, Ishak and Daud (2013) submit that the concept of employee engagement involves both the employee and the employer. This is evident in the definitions above as there is a consistent focus on the psychological and emotional state of the employee as it is displayed in their behaviour, within the context of the organisation.

Shuck, Rocco and Albornoz (2011) provide that organisational culture drives employee engagement. It would therefore be useful to examine the organisations culture in order to understand the direction in which the culture is driving employee engagement. Shuck et al. (2011) define organisational culture as an employee's perception of the policies, procedures and behaviours that support the organisation. As employment equity is a government initiated labour legislation and organisations face penalties for non-compliance, it can be said that employment equity legislation directs the recruitment, training and development and retention decisions taken by organisations and therefore such organisational policies are influenced by the requirements of the legislation. Therefore given Shuck et al (2011) definition of organisational culture, the employee's perceptions of the organisations policies that are influence by employment equity legislation may influence the culture of an organisation. And given Shuck et al (2011) observation of employee engagement, the perception of the organisation policies may impact employee engagement within an organisation.

Shuck et al. (2011) further submit that if the organisational culture drives engagement, a manager drives the organisational culture and as such, management has the ability to influence the development of engagement. The importance of management is supported by Soieb, Othman and D'Silva (2013) who provide that effective leadership influences employees. Little and Little (2006) also provide that the level of employee engagement can be influenced by management. Parry and Urwin (2011) submit that generational

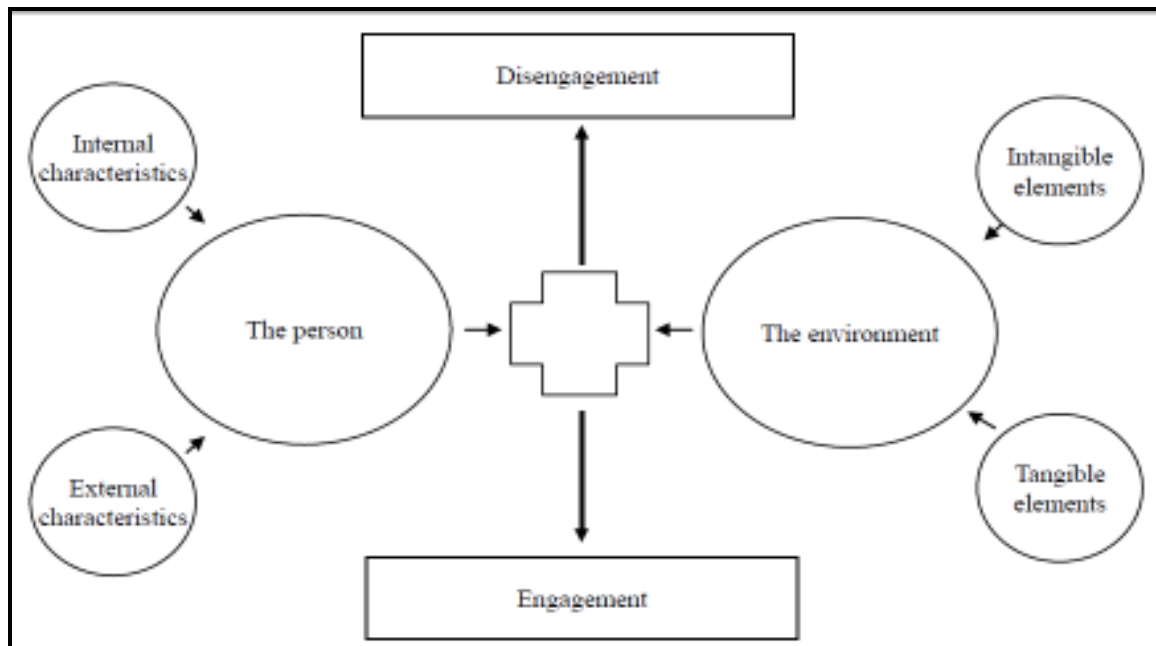
differences in work values (which is defined to be what people believe to be fundamentally right or wrong in a work setting) forms the basis that different generations need to be managed differently. A management style that enhances employee engagement for one generation may therefore decrease employee engagement in another generation. While organisations cannot draft policies to cater for different generations, management implementation of policies can differ. Therefore management's implementation of employment equity related labour policies should be customized for the multigenerational workforce to allow for the greatest enhancement of employee engagement within each generation.

To this end, it is therefore worthwhile to determine the areas that management can influence that will have a ripple effect on employee engagement. Mone et al. (2011) found that "building confidence, resiliency, and social support networks; renewing or restoring employee energy; and enhancing the motivation and freedom to engage" (p. 206), are areas in which management can intervene in order to enhance employee engagement.

Shuck et al. (2011) developed a model for determining the presence of employee engagement and disengagement. The model comprised of two factors i.e. the person, being the employee and the environment in which the employee worked. The person was further categorised into internal elements (e.g. feelings of confidence, trust, motivation, feeling valued, a desire to learn, ownership and the need for challenge) and external elements (e.g. family, health etc.). The environment was further categorised into tangible elements (e.g. the physical environment, relationships with co-workers and supervisors and organisational procedures and processes) and intangible elements (e.g. trust, cooperation, being free from fear, community, and attachment and learning). The model demonstrates that employee engagement or disengagement emerges from factors that influence the person and the environment. Figure 2 is an illustration of the model.



**Figure 2: Emerging model of engagement and disengagement**



**Source: Shuck et al. (2011)**

Cardus (2013) identified five levers that foster employee engagement. Cardus (2013) submits that employee engagement can be achieved and increased through these five inter-dependant levers i.e. competent managers; broad goals that are established within the proper context; objective measures of progress and regress; necessary resources to get the job done and sufficient autonomy. In this regard, autonomy refers to the level of independence that employees have within their work (Johnson, 2014). Johnson (2014) found that independence made employees feel like they were being treated professionally and that they had freedom within their work environments. Building on the lever of autonomy, the literature reviewed by Hussain et al. (2013) in their investigation of the influence of the intention to leave on employee engagement, found that employees born between the years 1980 and 2000 (referred to in the research as Generation Y) are motivated when they are “given the freedom to perform according to what and how they wished to do it” (Hussain et al, 2013, p. 90). By implication, it therefore appears that there are differences between generations with respect to the elements of employee engagement. The concept of generation theory will therefore be explored in the next section with the aim of trying to identify additional evidence of generational differences with respect to employee engagement and furthermore whether employment equity legislation has any influence on the generational differences (if any) identified.

## **2.5 GENERATION THEORY**

### **2.5.1 DEFINITION OF GENERATION THEORY**

The studies conducted by Benson and Brown (2011) and by Cogin (2012) found that a generation can be defined as a group of individuals born within a certain time period and due to defining events occurring within that time period (usually formative years), share a certain set of views, beliefs, values, attitudes and expectations that ultimately impact their behaviour. Parry and Urwin (2011) and Cennamo and Gardner (2008) both define generations as an “identifiable group that shares birth years, age location, and significant life events at critical developmental stages” (Parry and Urwin, 2011, p. 79; Cennamo and Gardner, 2008, p. 892). Kowske et al. (2010) define a generational cohort as “a group of individuals similar in age who have experienced the same historical events within the same time period” (Kowske et al, 2010, p. 266). From the above it appears that a generation is a social creation rather than a biological necessity (Seesa et al, 2007).

### **2.5.2 CRITICISM OF GENERATION THEORY**

Despite these and many other similar observations, the existence of generational differences has been criticised due to the apparent lack of empirical evidence to support it (Macky, Gardner and Forsyth, 2008). Furthermore, Twenge (2010) and Macky et al. (2008) suggest that one of the biggest research challenges regarding the generational differences is that most studies are conducted cross-sectionally and therefore some differences identified may not be due to generational cohorts, but due to age or career stage. Additional criticism arises from the classification of the different generations i.e. the point at which one generation ends and the next begins (Macky et al, 2008).

### **2.5.3 SUPPORT FOR GENERATION THEORY**

Conversely, Cogin (2012) found that supporters of generational differences argue “that people who grow up in different time periods have very different sets of beliefs, values, attitudes, and expectations, which in turn impact their behaviour generally and in the workplace” (Cogin, 2012, p. 2270). Kowske et al (2010) argues that “shared experiences at key developmental points contribute to the unique characteristics (e.g., values, attitudes, personality) that define and differentiate one generation from another” (Kowske et al, 2010, p. 266). The research conducted by Vanmeter, Grisaffe, Chonko and Roberts (2013) found that “ethical judgments, decisions, and behaviours tie back to the unique experiences that shape generational cohorts” (Vanmeter et al, 2013, p. 95). Both Benson and Brown (2011) and Cogin (2012) focused on the generational differences presented in a work environment. Benson and Brown (2011) submit that the generational differences that exist

present various management challenges as the generational interaction can be either positive or negative (Arsenault, 2004).

#### **2.5.4 CATEGORIES OF GENERATIONS**

Dries, Pepermans and De Kerpel (2008) refer to Traditionalists, Baby Boomers, Generation X and most recently Generation Y (also referred to as Millennial's in Vanmeter et al. (2013), as categories of the major generations making up the worlds current living population. These generations are typically defined according to birth years i.e. Traditionalists (born between 1922 and 1946), Baby Boomers (born between 1946 and 1964), Generation X (born between 1965 and 1979) and Generation Y (born in 1980 onwards). Various reports have summarised the common themes and characteristics for each generation. An adaptation of these summaries is provided in the table below:

**Table 1: Workplace Characteristics of the four generations**

| <b>CHARACTERISTICS</b>       |   |   |   |  |
|------------------------------|---|---|---|--|
|                              | <b>TRADITIONALISTS</b>  | <b>BABY BOOMERS</b>   | <b>GENERATION X</b>   | <b>GENERATION Y</b>  |
| <b>BIRTH YEARS</b>           | 1922-1945   | 1946-1964   | 1965-1979   | 1980 onwards   |
| <b>SALIENT FEATURES</b>      | <ul style="list-style-type: none"> <li>• Great Depression</li> <li>• World War II</li> </ul>  | <ul style="list-style-type: none"> <li>• Kennedy-King assassinations</li> <li>• Moon landing</li> <li>• Vietnam War</li> <li>• 1960's social revolution</li> </ul>  | <ul style="list-style-type: none"> <li>• AIDS</li> <li>• First oral contraceptive pills</li> <li>• 1973 oil crisis</li> <li>• Cold War</li> </ul>   | <ul style="list-style-type: none"> <li>• Fall of the Berlin Wall</li> <li>• MTV</li> <li>• Internet</li> <li>• 9/11</li> </ul>   |
| <b>GENERAL VALUES</b>        | <ul style="list-style-type: none"> <li>• Conformism</li> <li>• Maturity</li> <li>• Conscientiousness</li> <li>• Thrift</li> </ul>   | <ul style="list-style-type: none"> <li>• Idealism</li> <li>• Creativity</li> <li>• Tolerance</li> <li>• Freedom</li> <li>• Self-fulfilment</li> </ul>   | <ul style="list-style-type: none"> <li>• Individualism</li> <li>• Scepticism</li> <li>• Flexibility</li> <li>• Control</li> <li>• Fun</li> </ul>  | <ul style="list-style-type: none"> <li>• Collectivism</li> <li>• Positivity</li> <li>• Moralism</li> <li>• Confidence</li> <li>• Civic mindedness</li> </ul>   |
| <b>WORK ETHIC AND VALUES</b> | <ul style="list-style-type: none"> <li>• Hard Work</li> <li>• Respect Authority</li> <li>• Sacrifice</li> <li>• Duty before fun</li> <li>• Adhere to rules</li> <li>• Obedience</li> <li>• Loyalty</li> </ul> | <ul style="list-style-type: none"> <li>• Workaholics</li> <li>• Work efficiently</li> <li>• Crusading causes</li> <li>• Personal fulfilment</li> <li>• Desire quality</li> <li>• Question authority</li> <li>• Challenge</li> <li>• Criticism</li> <li>• Innovativeness</li> <li>• Advancement</li> </ul> | <ul style="list-style-type: none"> <li>• Eliminate the task</li> <li>• Self-reliance</li> <li>• Want structure and direction</li> <li>• Sceptical</li> <li>• Work-life balance</li> <li>• Learning</li> </ul> | <ul style="list-style-type: none"> <li>• What's next?</li> <li>• Multitasking</li> <li>• Tenacity</li> <li>• Entrepreneurial</li> <li>• Tolerant</li> <li>• Goal orientated</li> <li>• Work-life balance</li> <li>• Passion</li> <li>• Learning</li> <li>• Challenging work</li> </ul> |
| <b>COMMUNICATIONS</b>        | <ul style="list-style-type: none"> <li>• Formal</li> <li>• Memo</li> </ul>  | <ul style="list-style-type: none"> <li>• In person</li> </ul>   | <ul style="list-style-type: none"> <li>• Direct</li> <li>• Immediate</li> </ul>   | <ul style="list-style-type: none"> <li>• Email</li> <li>• Voicemail</li> </ul>   |
| <b>FEEDBACK AND REWARDS</b>  | <ul style="list-style-type: none"> <li>• No news is good news</li> <li>• Satisfactions in a job well done</li> </ul>  | <ul style="list-style-type: none"> <li>• Don't appreciate it</li> <li>• Money</li> <li>• Title recognition</li> </ul>   | <ul style="list-style-type: none"> <li>• Sorry to interrupt, but how am I doing?</li> <li>• Freedom is the best reward</li> </ul>   | <ul style="list-style-type: none"> <li>• Daily Feedback</li> <li>• Meaningful work</li> </ul>  |

**Source: Hoffman (2008); Dries et al. (2008); Cugin (2012)**

## **2.5.6 GENERATIONAL DIFFERENCES AND EMPLOYEE ENGAGEMENT**

The literature reviewed demonstrates differences in some elements of employee engagement between generations. Rothman and Welsh (2013) broadly submit that employee engagement will “vary among individuals in the same job and from task to task” (Rothman and Welsh, 2013, p. 15). Benson and Brown (2011) studied two generations i.e. Baby Boomers and Generation X and found differences that include areas of company loyalty, autonomy and availability of resources. Cennamo and Gardner (2008); Kowske et al. (2010) and Twenge (2010), in their research of generational differences also found differences in the need for autonomy. Furthermore, Twenge (2010) suggests that the literature provides for differences in employees from different generations feeling worthwhile and having a sense of pride with respect to their work. On a comparison between Generation X and Generation Y, Reisenwitz and Iyer (2009) found that Generation Y is less loyal to organisations and marked this down to these employees not being fully engaged. Cugin (2012) found that Generation Y preferred work that is more challenging and meaningful and values a sense of appreciation, and that both Generations X and Y valued diversity. Reisenwitz and Iyer (2009) also mentioned that Generation X valued cultural and global diversity in organisations. Ng, Schweitzer and Lyons (2010) found that Generation Y’s valued good people to work with and good leadership above diversity. Dries et al. (2008) found that Baby Boomers placed significance on work challenges and Generation Y showed passion in terms of work-related values. With regards to job involvement, Kowske et al. (2010) found that Baby Boomers displayed lower levels when compared to Generation X’s. Sessa et al. (2007) state that Generation Y’s have a tremendous appetite for meaningful work.

## **2.5.7 GENERATION Y**

Notwithstanding these findings, the literature is generally weak with regards to providing evidence of other elements of employee engagement such as feelings of attachment to work, passion, energy etc. particularly within Generation Y. The focus of this paper is on Generation Y as this generation represents the newest entrants into the workforce and possess competencies that are significantly different when compared to previous new-entrants and the current workforce (Gorman, Nelson and Glassman, 2004). Among the competencies are higher intelligence; superior written communication skills; quick information gathering and sharing; work collaboration; respect for diversity and resilience (Gorman et al, 2004).

Generation Y recognise the demand for skilled labour and has used this to cause a shift in power from the organisation to the individual (Oliver, 2006). This, together with them

witnessing their parents commitment to work be repaid with unemployment have caused them to be less committed and loyal to their employers (Oliver, 2006). They also display high self-esteem; self-centeredness; multitasking and team orientation (Oliver, 2006).

Generation Y understand that transformation requires collaboration through the latest technological innovations (Holt, Marques and Way, 2012). The literature suggests that Generation Y responds to transformational leadership and defines transformational leadership as creating synergies within organisations through collaboration, motivation, intellectual stimulation and individualised attention to achieve organisational goals by creating a culture of meaning that boosts loyalty and nurtures collective potential (Holt et al, 2012).

Given that Generation Y is abundant in racial and ethnic diversity and diversity and change are valued by this generation (Sessa et al, 2007), it would be interesting to determine their perceptions of diversity legislation such as employment equity legislation and indeed whether their perception of such legislation is different from other generations.

# CHAPTER THREE – RESEARCH QUESTIONS

The literature demonstrates the importance of employee engagement in achieving a high performing organisation. The literature however did not demonstrate whether employment equity legislation presents an obstacle to achieving employee engagement and furthermore if this was the case in Generation Y. The focus on Generation Y is to ensure that the results are applicable to the workforce in both the short term and the long term. The following research questions and the associated null and alternative hypotheses therefore emerged from the above:

## **Research question 1**

Does Generation Y have a different perception of employment equity legislation to other Generations?

*H1a: Generation Y has a different perception of employment equity legislation when compared to other Generations.*

## **Research question 2**

Does the perception of employment equity legislation affect employee engagement in Generation Y?

*H1b: The perception of employment equity legislation has an impact on employee engagement within Generation Y.*

## **Research question 3**

Does the perception of the organisations implementation of employment equity legislation affect employee engagement in Generation Y?

*H1c: The perception of the organisations implementation of employment equity legislation has an impact on employee engagement within Generation Y.*

# CHAPTER FOUR – RESEARCH METHODOLOGY

## 4.1 RESEARCH OBJECTIVES

The research study was intended to determine the impact of employment equity on employee engagement with a particular focus on Generation Y. The literature review highlighted the importance of employee engagement and the varied responses to employment equity. The focus was placed on Generation Y in order to make the findings of the research applicable to the current and future workforce.

## 4.2 RESEARCH DESIGN

Saunders and Lewis (2012) distinguish between exploratory, descriptive and explanatory studies. Exploratory is described as research that aims to seek new insight, ask new questions and assess topics in a new light. Descriptive research is described as that which is designed to produce an accurate representation of persons, events or situations and explanatory research is focused on studying a situation or problem in order to explain the relationships between variables (Saunders and Lewis, 2012).

This research can be classified as a descriptive study as it evaluates the impact of employment equity legislation on employee engagement within Generation Y. The study was quantitative in nature as the data could be measured (Saunders, 2012). Quantitative enquiries are based on the assumption that social reality has an objective philosophical structure and that individuals are responding agents to this objective environment (Matveev, 2002). The benefit of this method is that it achieves high levels of reliability due to controlled observations (Matveev, 2002). Data was collected via a questionnaire designed to determine the impact (if any) and is a cross sectional study i.e. data was collected at only one period in time (Saunders and Lewis, 2012).

## 4.3 UNIVERSE OR POPULATION

Saunders and Lewis (2012, p. 132) define a population as a “complete set of group members”. The current research was undertaken on individuals in the Gauteng region that are classified as Generation Y. The classification was determined according to birth years as described in the literature. Data was also collected from individuals who fell outside Generation Y for comparative purposes.

Furthermore, in order to ensure meaningful responses, it was expected that the participants have a firm understanding of the questions being asked. It is further assumed that individuals who have a completed grade 12 would comply with this requirement.



In addition, the participants should have had some exposure to the implementation of employment equity legislation in order to provide meaningful responses. Data was therefore collected from individuals who had an employment history as this would satisfy the requirement for exposure.

Based on the above, the population for this research consists of South Africans, born on or before the year 1980 or after the year 1980 (distinction for Generation Y and others), who have completed grade 12 (matric) and who were employed or had an employment history.

#### **4.4 UNIT OF ANALYSIS**

A unit of analysis is defined as the subject of the study and is the most basic element of the research (Bryman, Lewis-Beck, and Liao, 2004). The subject of this study and therefore the unit of analysis was an individual, born after the year 1980, which had completed grade 12, was employed or had an employment history.

#### **4.5 SAMPLE**

Saunders and Lewis (2012) define a sample as a subgroup of the population. A sample was used as it was impractical to collect data from the entire population (Saunders and Lewis, 2012). A non-probability sampling technique was used as a complete list of the population was not available. This means that there was no sampling frame available for this research (Saunders and Lewis, 2012).

Due to the specific characteristics required of the participants (i.e. birth year, education etc.), a quota sampling method was deemed appropriate for this research. The participants included GIBS MBA students and colleagues that fit the research criteria as these would provide a high response rate. A target of 250 responses was planned and a total of 100 responses were received.

#### **4.6 MEASUREMENT INSTRUMENT**

Saunders and Lewis (2012) submit that a questionnaire is a good method of collecting data about the same thing from large numbers of participants, therefore the sample of participants were provided with a questionnaire designed in conjunction with the identified literature to test the hypotheses of the research.

The questionnaires were constructed on Google Forms to facilitate the online distribution and completion thereof. Alternative forms (i.e. soft copies or hard copies) of the questionnaire were provided upon request and were collected via email or physically upon completion thereof.

The questionnaire (contained herein as Appendix C) was designed in accordance with a five point Likert scale, requesting participants to indicate their level of agreement or disagreement with regards to each statement. The questionnaire was contained the following sections:

- **Section A - Demographic profile:** information such as gender, age, education level and population group profile was asked. This section was very important as it determined whether the respondent meet the required criteria for the research.
- **Section B - Employment Equity:** This section determined the respondent's perception of employment equity legislation and also gauges their level of understanding of the legislation. This section had a space for respondents to provide their comments on their perception of employment equity legislation in addition to questions asked on a five point Likert scale.
- **Section C – Employee Engagement (Person):** A popular tool used to measure Employee engagement is the Utrecht Work Engagement Scale (UWES), which measures the three dimensions of employee engagement being behavioural (vigour), emotional (dedication) and cognitive (absorption) (Attridge, 2009). These dimensions are measured using a varied number of questions on a self-report questionnaire (Seppälä, Mauno, Feldt, Hakanen, Kinnunen, Tolvanen and Schaufeli, 2009). Its popularity is based (amongst others) on it being an unbiased instrument to measure employee engagement as its equivalence is acceptable across different racial groupings (Schaufeli, Bakker and Salanova, 2006). The tool used by the Gallup Organisation called the Gallup Workplace Audit focuses on factors such as clarity and control (Robertson and Cooper, 2010).  
This section was therefore an adaptation of the UWES and the Gallup Workplace Audit and was aimed at determining the effect of the respondent's perception of the legislation on employee engagement to evaluate the level thereof.
- **Section D – Employee Engagement (Organisation):** This section determined the respondent's perceptions of their organisations implementation of employment equity legislation and its impact on certain elements of employee engagement.

#### 4.7 RELIABILITY

Reliability tests the degree of consistency of the measurement tool (Salkind, 2013). Salkind (2013) states that the following are the four most frequently used reliability tests:

- a) test-retest reliability test – used to test reliability over time;
- b) parallel forms of reliability – used to test whether different forms of a test are reliable;
- c) internal consistency reliability – used to test the consistency of only one area of interest and;
- d) interrater reliability test – used to test the consistency of ratings.

As indicated, this study was cross-sectional; therefore the test-retest reliability test would not be appropriate. Furthermore, as only one form (i.e. a questionnaire) was used to collect data, the parallel forms of reliability test would not be appropriate. The interrater reliability test would not be appropriate as there was only one researcher conducting the study. It would therefore be most appropriate to test for internal consistency reliability by computing Cronbach's alpha. The results of this test will be presented in chapter five.

#### **4.8 DATA ANALYSIS**

The data was analysed using various statistical methods deemed appropriate for each section of the questionnaire.

- a) *Frequency Distributions* – A frequency distribution represents how often certain scores occur. It usually requires the grouping of scores into class intervals (Salkind, 2013). The nature of the demographic questions (being multiple choice questions) in section A of the questionnaire provided that the scores were already grouped, thereby rendering each option as a class interval for the respective question. The data contained in section A of the questionnaire was therefore analysed using frequency distributions.
  
- b) *Mean and Standard Deviation* – Salkind (2013) states that the mean (denoted by 'M') is the most common type of average and measures the central tendency of the data. The author further states that it is the most precise measurement for quantitative data (Salkind, 2013). The standard deviation is a measure of variability that measures the average distance of each score from the mean (Salkind, 2013). These tests were used to analyse the data obtained from the Likert scales in sections B, C and D.
  
- c) *Mann-Whitney U* – The Mann-Whitney U test is a non-parametric test used to test for differences between two groups on a single, ordinal variable with no specific distribution (McKnight and Najab, 2010). Given that the research questions focus

on Generation Y in comparison to other generations, this test was employed in order to compare the results on the perception of the two groups.

- d) *Chi-Squared* - This is the most commonly used non-parametric test that determines whether the distribution of frequencies is what is expected to randomly occur Salkind (2013). This test where used to analyse the data obtained from the Likert scales in sections C and D and to compare the impact on the two groups.

#### **4.9 LIMITATIONS**

In determining the research methodology, the following limitations were recognised and the findings were therefore considered in light of these limitations:

- Due to time limitations, the researcher could not obtain the envisaged number of responses.
- Data was collected from participants in the Gauteng region and may therefore not be a true representation of the population.
- The data was collected through the use of questionnaires which could have been subject to respondent's emotional or mental state at the time. Work events occurring at the time could have influenced the responses.
- The researcher attempted to ascertain the level of understanding that the participants had of employment equity legislation through a comment question contained in the questionnaire. The decision of whether the respondent had a sufficient understanding in order to complete the questionnaire was therefore subject to the researcher's assessment of the responses to this question and may therefore be subject to the researcher's bias.
- Data was collected via a questionnaire that was distributed electronically. This could have restricted the potential number of responses as it may not have been accessible to all individuals meeting the required criteria for the research.

# CHAPTER FIVE – RESULTS

## 5.1 INTRODUCTION

This chapter presents the results of the data as analysed in accordance with the statistical tests described in chapter four. The objective of the information presented hereunder is to either prove or refute the hypotheses determined in accordance with the research questions identified. Graphs and tables are used to illustrate the findings which are presented in the order of the sections contained in the questionnaire.

The layout of the chapter begins with a test for the construct reliability and validity. This is followed by a test to determine the normality of the data which is required to ascertain whether to employ parametric or non-parametric statistical tests. Thereafter, the descriptive statistics of categorical data as well as statistical analysis results is presented.

A total of 100 responses were received from the 250 participants that were approached to participate in the study. The response rate was therefore 40%, which is within the norm for on-line surveys, as indicated by Nulty (2008) who found a response rate of 20% – 47% based on several studies. This is supported by Dommeyer, Baum, Chapman and Hanna (2002) who also reported that online surveys achieved a 43% response rate.

## 5.2 CONSTRUCT RELIABILITY AND VALIDITY

The reliability of the results in the study was assessed as it is concerned with the findings of the research and relates to the credibility of the findings. Cronbach's alpha was used to test the reliability of multiple item constructs which were used in the survey instrument for this research before detailed analysis for relationships between the constructs was performed. This provides a measure of internal consistency of a test or scale to describe the extent to which all the items in a test measure the same concept and hence connected to the inter-relatedness of the items within a test (Tavakol and Dennick, 2011). The generally agreed upon lower limit for Cronbach's alpha is 0.70, although it may decrease to 0.60 in exploratory research (Hair, Black, Babin and Anderson, 2010). The Cronbach alpha coefficient is used only when the individual scale items are not scaled the same (Gliem and Gliem, 2003). For conditional data and data that is unordered, the Cronbach's alpha is not utilised to check the data reliability (Sijtsma, 2009; Santos, 1999). Therefore Cronbach alpha was performed on all questions except question 9.1 and question 12 as these were qualitative responses.

Table 2 provides the reliability test for the questionnaire, and indicates the sections tested; the number of items in each section and the outcome of the findings. These findings are compared to the guideline as proposed by George and Mallery (2003).

**Table 2: Cronbach's alpha reliability test for questionnaire**

| SECTION                    | NUMBER OF ITEMS | CRONBACH'S ALPHA RELIABILITY COEFFICIENT | STRENGTH OF RELIABILITY |
|----------------------------|-----------------|--|-------------------------|
| Section B                  | 5 items         | 0.636                                    | Acceptable              |
| Section C                  | 15 items        | 0.977                                    | Excellent               |
| Section D                  | 11 items        | 0.929                                    | Excellent               |
| <b>OVERALL RELIABILITY</b> | <b>31 items</b> | <b>0.970</b>                             | <b>Excellent</b>        |

Section C and section D of the questionnaire returned a Cronbach's alpha coefficient of 0.977 and 0.929, respectively which is regarded as an excellent outcome according to George and Mallery (2003). Section B returned a coefficient of 0.636. Although, this coefficient was lower than 0.7, it was higher than the lowest acceptable coefficient of 0.6. The section was therefore acceptable in terms of its reliability.

### 5.3 NORMALITY OF THE DATA

Kolmogorov-Smirnov and Shapiro-Wilk tests are given in Table 3. These tests evaluate if the data is normal or non-normal

**Table 3: Normality of the data**

|  | Kolmogorov-Smirnov <sup>a</sup> |       |       | Shapiro-Wilk |       |       |
|--|---------------------------------|-------|-------|--------------|-------|-------|
|  | Statistic                       | df    | Sig.  | Statistic    | df    | Sig.  |
| Employment Equity legislation is necessary.  | 0,252                           | 100,0 | 0,000 | 0,822        | 100,0 | 0,000 |
| My organisation complies with Employment Equity legislation.   | 0,218                           | 100,0 | 0,000 | 0,879        | 100,0 | 0,000 |
| Employment Equity legislation has made my organisation perform better.   | 0,253                           | 100,0 | 0,000 | 0,885        | 100,0 | 0,000 |
| Employment Equity legislation has made my work meaningful.   | 0,213                           | 100,0 | 0,000 | 0,892        | 100,0 | 0,000 |
| Employment Equity legislation has made me energetic about my work.   | 0,171                           | 100,0 | 0,000 | 0,899        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel passionate about my work.   | 0,187                           | 100,0 | 0,000 | 0,896        | 100,0 | 0,000 |
| Employment Equity legislation has made me love my work.  | 0,188                           | 100,0 | 0,000 | 0,871        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel that investing in my work will benefit my career.                       | 0,194                           | 100,0 | 0,000 | 0,878        | 100,0 | 0,000 |
| Employment Equity legislation has made me dedicated to the success of my work.   | 0,165                           | 100,0 | 0,000 | 0,901        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel attached to my work.  | 0,184                           | 100,0 | 0,000 | 0,893        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel that I can freely express myself in my work.                            | 0,207                           | 100,0 | 0,000 | 0,883        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel confident to perform my work tasks.                                     | 0,179                           | 100,0 | 0,000 | 0,897        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 0,171                           | 100,0 | 0,000 | 0,889        | 100,0 | 0,000 |
| Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work.                 | 0,191                           | 100,0 | 0,000 | 0,897        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel engrossed in my work.   | 0,180                           | 100,0 | 0,000 | 0,885        | 100,0 | 0,000 |
| Employment Equity legislation has made me want to increase my awareness about my organisation.                         | 0,194                           | 100,0 | 0,000 | 0,900        | 100,0 | 0,000 |
| Employment Equity legislation has made my work positively challenging.   | 0,194                           | 100,0 | 0,000 | 0,888        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel like I am fit to perform my work tasks.                                 | 0,173                           | 100,0 | 0,000 | 0,896        | 100,0 | 0,000 |
| I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks.         | 0,280                           | 100,0 | 0,000 | 0,763        | 100,0 | 0,000 |
| Employment Equity legislation has resulted in my organisation having effective leadership.                             | 0,234                           | 100,0 | 0,000 | 0,893        | 100,0 | 0,000 |
| Employment Equity legislation has resulted in my organisation having competent managers.                               | 0,197                           | 100,0 | 0,000 | 0,905        | 100,0 | 0,000 |
| Employment Equity legislation has resulted in me having good relationships with my co-workers.                         | 0,212                           | 100,0 | 0,000 | 0,908        | 100,0 | 0,000 |
| Employment Equity legislation has resulted in me having good relationships with my supervisors.                        | 0,200                           | 100,0 | 0,000 | 0,905        | 100,0 | 0,000 |
| Employment Equity legislation has made my organisations procedures and processes fair.                                 | 0,167                           | 100,0 | 0,000 | 0,898        | 100,0 | 0,000 |
| Employment Equity legislation has made me understand the goals set up by my organisation.                              | 0,192                           | 100,0 | 0,000 | 0,907        | 100,0 | 0,000 |
| Employment Equity legislation has made me understand how I am measured by my organisation.                             | 0,194                           | 100,0 | 0,000 | 0,898        | 100,0 | 0,000 |
| Employment Equity legislation has made me feel valued in my organisation.  | 0,198                           | 100,0 | 0,000 | 0,870        | 100,0 | 0,000 |
| Employment Equity legislation has made me trust my organisation.   | 0,174                           | 100,0 | 0,000 | 0,881        | 100,0 | 0,000 |
| Employment Equity legislation has made me want to continue to stay with my organisation.                               | 0,222                           | 100,0 | 0,000 | 0,883        | 100,0 | 0,000 |
| Employment Equity legislation has hampered individuals from being effective in their job. _R                           | 0,200                           | 100,0 | 0,000 | 0,903        | 100,0 | 0,000 |
| My organisation has sometimes made poor hiring decisions due to Employment Equity legislation. _R                      | 0,224                           | 100,0 | 0,000 | 0,839        | 100,0 | 0,000 |

a. Lilliefors Significance Correction

The main focus of these tests was to understand which method to employ in the determining the correlation of the data. Based on the results, both the Kolmogorov-Smirnov and Shapiro-Wilk show significance ( $p < 0.05$ ), which means that the data is non-normal. As the sample size is less than 2000, the result of the Shapiro-Wilk test is more suitable. Therefore the Spearman correlation test or Kendall's rank order correlation can be employed instead of the Pearson product correlation. Considering that the data is ordinal, the Kendall's rank order correlation is the most appropriate test (Diamantopoulos and Schlegelmich, 2000).

## 5.4 DEMOGRAPHIC PROFILE

The findings presented below are based on the responses to section A of the questionnaire regarding the demographic profile of the participants.

### 5.4.1 GENDER GROUPING

Table 4 presents the frequency distribution of the gender groupings which indicates that males made up 63% of the sample while females made up 37%.

**Table 4: Frequencies of gender grouping**

|        | FREQUENCY | PERCENT | VALID PERCENT | CUMULATIVE PERCENT |
|--------|-----------|---------|---------------|--------------------|
| MALE   | 63        | 63,0    | 63,0          | 63,0               |
| FEMALE | 37        | 37,0    | 37,0          | 100,0              |
| TOTAL  | 100       | 100,0   | 100,0         |                    |

### 5.4.2 AGE BAND

The profile of the participants' age band is shown in Table 5. The age band for the study was divided into two ranges, i.e. participants born before 1980 and participants born during or after 1980, which is Generation Y. This information was critical as the study is investigating the behaviour of Generation Y in comparison with other generations.

**Table 5: Frequencies of the age band**

|                           | FREQUENCY | PERCENT | VALID PERCENT | CUMULATIVE PERCENT |
|---------------------------|-----------|---------|---------------|--------------------|
| BORN BEFORE 1980          | 54        | 54,0    | 54,0          | 54,0               |
| BORN DURING OR AFTER 1980 | 46        | 46,0    | 46,0          | 100,0              |
| TOTAL                     | 100       | 100,0   | 100,0         |                    |

### 5.4.3 HIGHEST QUALIFICATION

Table 6 depicts the highest qualification of the participants. These participants were divided into five categories, which included the participants with matric, currently known as grade 12, diploma, under-graduate degree, post-graduate degree and other qualification.



**Table 6: Frequencies of the highest qualification**

|                     | FREQUENCY | PERCENT | VALID PERCENT | CUMULATIVE PERCENT |
|---------------------|-----------|---------|---------------|--------------------|
| Matric              | 9         | 9,0     | 9,0           | 9,0                |
| Diploma             | 13        | 13,0    | 13,0          | 22,0               |
| Under-graduate      | 20        | 20,0    | 20,0          | 42,0               |
| Post-graduate       | 56        | 56,0    | 56,0          | 98,0               |
| Other qualification | 2         | 2,0     | 2,0           | 100,0              |
| Total               | 100       | 100,0   | 100,0         |                    |

#### 5.4.4 RACIAL GROUPING OF PARTICIPANTS

Table 7 provides information on the racial groupings of the participants. The results show that the highest percentage of the participants were Whites at 37% followed by Indians at 33%, while the lowest participants were Asians and Coloureds at 1% and 8% respectively.

**Table 7: Frequencies of racial groupings**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Black    | 21        | 21,0    | 21,0          | 21,0               |
| White    | 37        | 37,0    | 37,0          | 58,0               |
| Indian   | 33        | 33,0    | 33,0          | 91,0               |
| Asian    | 1         | 1,0     | 1,0           | 92,0               |
| Coloured | 8         | 8,0     | 8,0           | 100,0              |
| Total    | 100       | 100,0   | 100,0         |                    |

#### 5.4.5 RACIAL GROUPING OF LINE MANAGERS

The race group of the line managers or supervisor was also investigated and the results are presented in Table 8. The results show that White managers constituted the majority with 59%, followed by Black managers at 20% and then Indian managers at 17%.

**Table 8: The frequencies of the racial grouping of line managers**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Black    | 20        | 20,0    | 20,0          | 20,0               |
| White    | 59        | 59,0    | 59,0          | 79,0               |
| Indian   | 17        | 17,0    | 17,0          | 96,0               |
| Coloured | 4         | 4,0     | 4,0           | 100,0              |
| Total    | 100       | 100,0   | 100,0         |                    |

#### 5.4.6 PERSONS WITH DISABILITIES

The participants were requested to indicate whether they were regarded as a person with a disability in accordance with the provisions of the Employment Equity Act No.55 of 1998. The results show that of the 100 participants, only one participant had a disability (Table 9)

**Table 9: The frequencies of the person and disability**

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Person with disability    | 1         | 1,0     | 1,0           | 1,0                |
| person with no disability | 99        | 99,0    | 99,0          | 100,0              |
| Total                     | 100       | 100,0   | 100,0         |                    |

#### 5.4.7 OCCUPATION LEVEL

Table 10 presents the responses for the five occupation levels of the participants in the study, which were administrative, specialist, junior management, middle and senior management, and other occupations. The majority of the participants were senior management with 31% followed by middle management with 27%. The overall management constituted 68% of the total participants. The lowest participants occupation were the administrative and other categories with 6% each.

**Table 10: The frequencies of the occupation levels**

|                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Administrative    | 6         | 6,0     | 6,0           | 6,0                |
| Specialist        | 20        | 20,0    | 20,0          | 26,0               |
| Junior management | 10        | 10,0    | 10,0          | 36,0               |
| Middle management | 27        | 27,0    | 27,0          | 63,0               |
| Senior Management | 31        | 31,0    | 31,0          | 94,0               |
| Others            | 6         | 6,0     | 6,0           | 100,0              |
| Total             | 100       | 100,0   | 100,0         |                    |

#### 5.4.8 DEPARTMENT OF PARTICIPANTS

The majority of the participants were from operation or production, followed by accounting or finance (Table 11). These two departments formed almost half of the total participants with a total of 45%.

The departments with the least participants were purchasing (with only one participant) and human resources (with four participants).

**Table 11: The frequencies of department of participants**

|                           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Accounting or Finance     | 21        | 21,0    | 21,0          | 21,0               |
| Human Resources           | 4         | 4,0     | 4,0           | 25,0               |
| Operations or production  | 24        | 24,0    | 24,0          | 49,0               |
| Purchasing or Procurement | 1         | 1,0     | 1,0           | 50,0               |
| Marketing                 | 6         | 6,0     | 6,0           | 56,0               |
| Sales                     | 10        | 10,0    | 10,0          | 66,0               |
| Others                    | 34        | 34,0    | 34,0          | 100,0              |
| Total                     | 100       | 100,0   | 100,0         |                    |

## 5.5 RESULTS FOR RESEARCH QUESTION ONE

Research question one aimed to determine if the perception of employment equity legislation was different for Generation Y when compared to other generations. Four tests were conducted to understand the perception of the employment equity legislation for Generation Y compared to the other generations. These are frequency distributions, chi squared tests, mean and standard deviation and Mann-Whitney U.

### 5.5.1 FREQUENCY DISTRIBUTION

Question 9.1 required participants to describe in their own words what Employment Equity legislation meant to them. This was asked in order to examine the level of understanding of the legislation. Some of the responses were:

*“Equal opportunity for everyone without any discrimination due to your race, gender, etc”*

*“Giving preferential employment opportunity to previously disadvantaged groups, to address the current socio-economic imbalance”*

*“A regulation designed to bring about equal opportunities and equal/proportional representation of the demographics of South Africa's eligible labour force”*

Based on a review of the responses, it appears that the participants' understanding varied between equal opportunities and affirmative action with only some participants accurately describing the legislation according to its intentions.

The results show that 40% of participants categorised employment equity as affirmative action, while 26% of participants believed employment equity to be the same as equal

employment opportunity. Only 9% of participants correctly described employment equity in accordance with its intentions. As the question contained a comment field and did not provide a selection of options, 25% of participants provided responses that were unable to be assigned to the three themes. The frequencies of the findings are presented in the Table 12 below:

**Table 12: Frequencies of the three themes from question 9.1**

|                              | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-----------|---------|---------------|--------------------|
| Equal Employment Opportunity | 26        | 26,0    | 26,0          | 26,0               |
| Affirmative Action           | 40        | 40,0    | 40,0          | 66,0               |
| Employment Equity            | 9         | 9,0     | 9,0           | 75,0               |
| Invalid Data                 | 25        | 25,0    | 25,0          | 100,0              |
| Total                        | 100       | 94,3    | 100,0         |                    |

### 5.5.2 CHI SQUARED

Further investigation was conducted on the data collected in response to question 9.1 to understand whether there was a difference or a bias of a particular theme for Generation Y as compared to the other generations. The results are presented in Table 13 and Table 13a below.

**Table 13: Chi Squared for question 9.1**

|                              | Value             | df | Asymp. Sig. (2-sided) |
|------------------------------|-------------------|----|-----------------------|
| Pearson Chi-Square           | .086 <sup>a</sup> | 3  | .994                  |
| Likelihood Ratio             | .086              | 3  | .994                  |
| Linear-by-Linear Association | .045              | 1  | .833                  |
| N of Valid Cases             | 100               |    |                       |

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 4.14.

**Table 13a: Symmetric Measures for question 9.1**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .029  | 0.994        |
|                    | Cramer's V | .029  | 0.994        |
| N of Valid Cases   |            | 100   |              |

A chi squared and Phi / Cramer's V test (Table 13 and 13a) was performed and no difference was found between the birth time and the perceived definition of employee equity as  $\chi^2 = 0.086$  and  $p = 0.994$ . Because the p value is larger than 0.05, the null is

accepted which indicates that there is no difference between Generation Y and other generations in terms of responses for this question. The Phi score and Cramer's V test return a low value of almost 0, (0.029) and a significance score of  $p = 0.994$  which is greater than 0.05. This further supports that there is no generational differences in the responses.

### 5.5.3 MEAN AND STANDARD DEVIATION

Questions 9.2 required participants to indicate their level of agreement or disagreement with five statements. This was asked in order to gauge their perception of Employment Equity legislation. Descriptive statistics were performed on the data and are presented in Table 14 below:

**Table 14: Mean and standard deviation for section B of the questionnaire**

|   | N         | Minimum   | Maximum   | Mean      | Std. Deviation | Skewness  |            | Kurtosis  |            |
|---|-----------|-----------|-----------|-----------|----------------|-----------|------------|-----------|------------|
|   | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic | Std. Error | Statistic | Std. Error |
| Employment Equity legislation is necessary.   | 100       | 1,00      | 5,00      | 3,7600    | 1,34179        | -0,727    | 0,241      | -0,687    | 0,478      |
| My organisation complies with Employment Equity legislation.                                    | 100       | 1,00      | 5,00      | 3,6500    | 1,16667        | -0,566    | 0,241      | -0,542    | 0,478      |
| Employment Equity legislation has made my organisation perform better.                          | 100       | 1,00      | 5,00      | 2,6400    | 1,05906        | -0,012    | 0,241      | -0,449    | 0,478      |
| Employment Equity legislation has hampered individuals from being effective in their job_R      | 100       | 1,00      | 5,00      | 2,9400    | 1,26985        | 0,145     | 0,241      | -1,081    | 0,478      |
| My organisation has sometimes made poor hiring decisions due to Employment Equity legislation_R | 100       | 1,00      | 5,00      | 2,3600    | 1,35974        | 0,720     | 0,241      | -0,672    | 0,478      |
| Valid N (listwise)  | 100       |           |           |           |                |           |            |           |            |

The results show that mean scores range between 2.36 to 3.76 for the five variables and that the standard deviation was approximately 1.2. The scores for the questions "Employment equity legislation has hampered individuals from being effective in their jobs" and "My organisation has sometimes made poor hiring decisions due to employment equity legislation" were reversed as these were negative questions.

The findings indicate that majority of the participants were in agreement that employment equity is necessary (mean score of 3.76) and that the organisation complied with employment equity legislation (mean score of 3.65).

However, the participants did not believe that employment equity legislation has made their organisations perform better (mean score of 2.64). Despite this finding, the participants did not believe that their organisations sometimes made poor hiring decisions due to the employment equity (mean score of 2.36).

The mean score of the question “Employment equity legislation has hampered individuals from being effective in their job” was at 2.94. This neutral response indicates that the participants neither agreed nor disagreed with the statement.

Further analysis of the skewness and kurtosis was done to obtain greater insight. The skewness coefficient of 0.145 indicates that there was a normal distribution, with most of the data concentrated near the centre (neutral range with a slight bias towards the disagree range). The kurtosis shows a high negative coefficient of -1,081. This kurtosis coefficient suggests that the distribution of involvement is rather platykurtic, which is more flat in relation to the normal distribution. This means that the results are distributed over a wide range.

#### 5.5.4 MANN-WHITNEY U TEST

Table 15 contains the Mann-Whitney U test that was performed to evaluate the difference in the perception on employment equity on different generations using the year of birth.

**Table 15: Mann-Whitney U test for section B of the questionnaire**

|                                  | Employment Equity legislation is necessary. | My organisation complies with Employment Equity legislation. | Employment Equity legislation has made my organisation perform better. | Employment Equity legislation has hampered individuals from being effective in their job. | My organisation has sometimes made poor hiring decisions due to Employment Equity legislation. |
|----------------------------------|---|--|--|---|--|
| Mann-Whitney U                   | 1159,500                                    | 1202,500   | 1146,500   | 1120,000  | 989,000  |
| Wilcoxon W                       | 2644,500                                    | 2687,500   | 2631,500   | 2201,000  | 2070,000   |
| Z                                | -0,600                                      | -0,283   | -0,699   | -0,866  | -1,814   |
| Asymp. Sig. (2-tailed)           | 0,549                                       | 0,777  | 0,485  | 0,386   | 0,070  |
| a. Grouping Variable: Birth year |   |  |  |   |  |

The result was a p value of more than 0.05 (p value range 0.070 – 0.777) which indicates that there is no difference in the perception of employment equity legislation for the different generations. Furthermore, the z-score of less than -2.0 further supports the lack of difference in the perceptions between the generations.

### 5.5.5 SUMMARY OF FINDINGS FOR SECTION B

Table 16 below summarises the findings and the decisions taken with the regards to the hypothesis.

**Table 16: Summary of findings for section B of the questionnaire**

| <b>Hypothesis Test Summary</b> |   |   |             |                             |
|--------------------------------|---|---|-------------|-----------------------------|
|                                | <b>Null Hypothesis</b>  | <b>Test</b>                             | <b>Sig.</b> | <b>Decision</b>             |
| <b>1</b>                       | The distribution of Employment Equity legislation is necessary. is the same across categories of Birth year.  | Independent-Samples Mann-Whitney U Test | .549        | Retain the null hypothesis. |
| <b>2</b>                       | The distribution of My organisation complies with Employment Equity legislation. is the same across categories of Birth year.                                   | Independent-Samples Mann-Whitney U Test | .777        | Retain the null hypothesis. |
| <b>3</b>                       | The distribution of Employment Equity legislation has made my organisation perform better. is the same across categories of Birth year.                         | Independent-Samples Mann-Whitney U Test | .485        | Retain the null hypothesis. |
| <b>4</b>                       | The distribution of Employment Equity legislation has hampered individuals from being effective in their job. is the same across categories of Birth year.      | Independent-Samples Mann-Whitney U Test | .386        | Retain the null hypothesis. |
| <b>5</b>                       | The distribution of My organisation has sometimes made poor hiring decisions due to Employment Equity legislation. is the same across categories of Birth year. | Independent-Samples Mann-Whitney U Test | .070        | Retain the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

## 5.6 RESULTS FOR RESEARCH QUESTION TWO

Section C of the questionnaire was used to evaluate whether the perception of employment equity legislation had an impact on employee engagement within Generation Y. Frequency distributions, chi-squared and symmetric measures were used to analyse this data.

### 5.6.1 MEAN AND STANDARD DEVIATION

The mean and standard deviations for section C of the questionnaire are presented in Table 17 below:

**Table 17: Mean and standard deviation for section C of the questionnaire**

|  | N         | Minimum   | Maximum   | Mean      | Std. Deviation | Skewness  |            | Kurtosis  |            |
|--|-----------|-----------|-----------|-----------|----------------|-----------|------------|-----------|------------|
|  | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic | Std. Error | Statistic | Std. Error |
| Employment Equity legislation has made my work meaningful.   | 100       | 1,00      | 5,00      | 2,6300    | 1,17770        | 0,154     | 0,241      | -0,680    | 0,478      |
| Employment Equity legislation has made me energetic about my work.   | 100       | 1,00      | 5,00      | 2,5700    | 1,19134        | 0,233     | 0,241      | -0,827    | 0,478      |
| Employment Equity legislation has made me feel passionate about my work.   | 100       | 1,00      | 5,00      | 2,4600    | 1,14080        | 0,392     | 0,241      | -0,596    | 0,478      |
| Employment Equity legislation has made me love my work.  | 100       | 1,00      | 5,00      | 2,3000    | 1,11464        | 0,451     | 0,241      | -0,479    | 0,478      |
| Employment Equity legislation has made me feel that investing in my work will benefit my career.                       | 100       | 1,00      | 5,00      | 2,6100    | 1,35509        | 0,297     | 0,241      | -1,194    | 0,478      |
| Employment Equity legislation has made me dedicated to the success of my work.   | 100       | 1,00      | 5,00      | 2,6300    | 1,23628        | 0,251     | 0,241      | -0,893    | 0,478      |
| Employment Equity legislation has made me feel attached to my work.  | 100       | 1,00      | 5,00      | 2,4700    | 1,10513        | 0,352     | 0,241      | -0,423    | 0,478      |
| Employment Equity legislation has made me feel that I can freely express myself in my work.                            | 100       | 1,00      | 5,00      | 2,5200    | 1,28299        | 0,409     | 0,241      | -0,969    | 0,478      |
| Employment Equity legislation has made me feel confident to perform my work tasks.                                     | 100       | 1,00      | 5,00      | 2,5300    | 1,14992        | 0,190     | 0,241      | -0,864    | 0,478      |
| Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 100       | 1,00      | 5,00      | 2,5200    | 1,23485        | 0,265     | 0,241      | -0,965    | 0,478      |
| Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work.                 | 100       | 1,00      | 5,00      | 2,4800    | 1,15889        | 0,367     | 0,241      | -0,711    | 0,478      |
| Employment Equity legislation has made me feel engrossed in my work.   | 100       | 1,00      | 5,00      | 2,3400    | 1,07516        | 0,376     | 0,241      | -0,526    | 0,478      |
| Employment Equity legislation has made me want to increase my awareness about my organisation.                         | 100       | 1,00      | 5,00      | 2,6600    | 1,23272        | 0,217     | 0,241      | -1,021    | 0,478      |
| Employment Equity legislation has made my work positively challenging.   | 100       | 1,00      | 5,00      | 2,4400    | 1,19189        | 0,401     | 0,241      | -0,812    | 0,478      |
| Employment Equity legislation has made me feel like I am fit to perform my work tasks.                                 | 100       | 1,00      | 5,00      | 2,4900    | 1,16771        | 0,316     | 0,241      | -0,766    | 0,478      |
| Valid N (listwise)   | 100       |           |           |           |                |           |            |           |            |

The statements in this section were based on the characteristics of employee engagement as identified in the literature review. Positive scores (i.e. scores of 4 or 5) would indicate



that the respondent believes that employment equity enhanced their level of employee engagement. Conversely, negative scores (i.e. scores of 1 and 2) would indicate that the respondent does not believe that employment equity legislation enhanced their level of employee engagement. The mean scores of all statements in this section was less than 3 but greater than 2 which indicates that the participants did not believe that employment equity legislation enhanced their level of employee engagement.

### 5.6.2 CHI SQUARED

Chi squared tests were performed for all questions in section C of the questionnaire to determine if there was a difference in the responses between Generation Y and other generations. Only one statement (i.e. 'employment equity legislation has made my work positively challenging') showed a significant difference in the responses ( $\chi^2 = 11.911$ ,  $p = 0.018$ ). Because the p value is lower or equal to 0.05, the null is rejected which means that there is a difference between the generations with regards to this statement. Table 18 contains the results of the chi squared test for this statement. The results of the chi squared tests conducted on the remaining statements are contained in Appendix A

**Table 18: Chi squared for statement 'employment equity legislation has made my work positively challenging'**

Chi-Square Tests

|                              | Value               | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square           | 11.911 <sup>a</sup> | 4  | .018                  |
| Likelihood Ratio             | 13.014              | 4  | .011                  |
| Linear-by-Linear Association | .509                | 1  | .475                  |
| N of Valid Cases             | 100                 |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

Table 18a shows the measures of association of two components, strength and direction. As the data is a combination of nominal (birth year) and ordinal (employment equity has made my work positively challenging), the Phi / Cramer's V statistics is used because there is lower level variable, which is nominal.

The Phi / Cramer's V value is 0.345, indicating a weak (0.1) to moderate (0.5) relationship between the two variables. The inferential statistics or test for significance has a  $p \leq 0.05$ , which indicates the significance level is higher. This means that there is a confidence that the relationship found between two variables on the sample data will hold true for the

population from which the sample is drawn. The result from the chi squared test above is therefore reconfirmed for significance and relationship.

**Table 18a: Symmetric measures for statement ‘employment equity legislation has made my work positively challenging’**

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .345  | .018         |
|                    | Cramer's V | .345  | .018         |
| N of Valid Cases   |            | 100   |              |

The frequency distributions for the responses to this statement are contained in Table 18b below and are also presented graphically in Graph 1. The options ‘strongly disagree’, ‘disagree’ and ‘neutral’ (neither disagree nor agree), form the bulk of the results, with a total of 27%, 28% and 24%, respectively, while the options ‘strongly disagree’ and ‘agree’ respectively contributed 5% and 16% of the total sample.

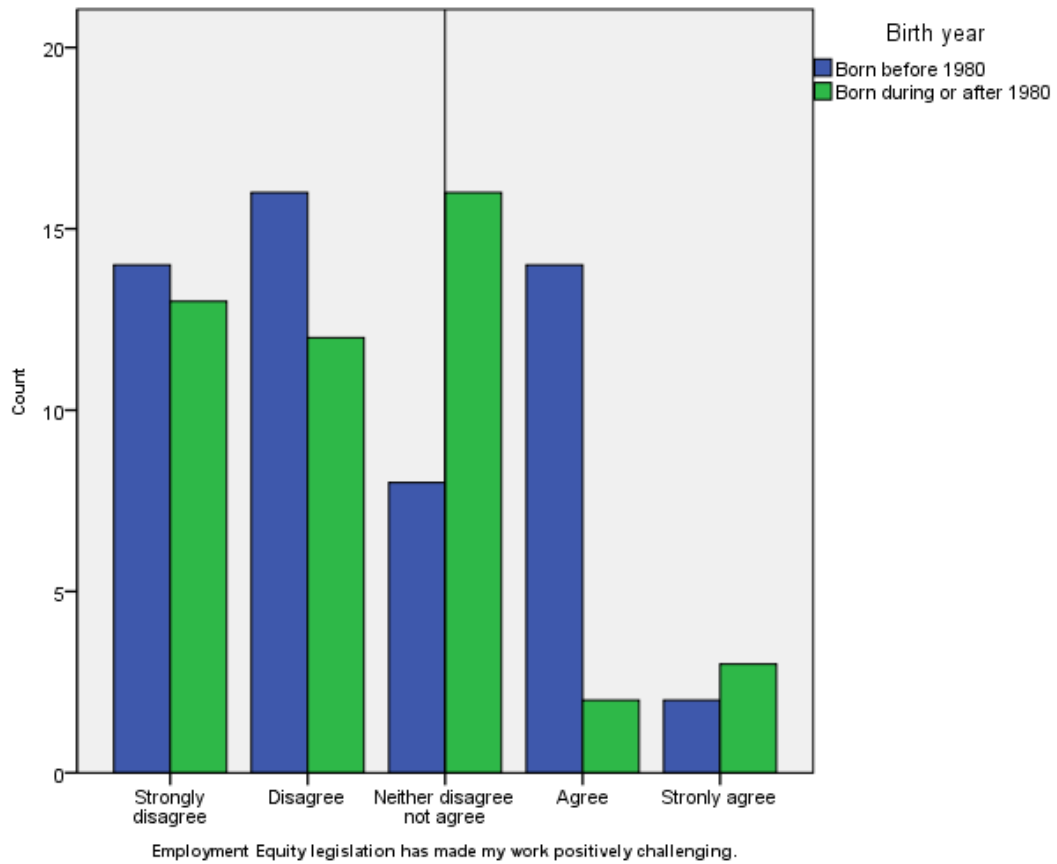
The most significant difference was found within the ‘agree’ category which showed that 25,9% of the respondents born before 1980 found that employment equity legislation has made their work positively challenging compared to 4.3% for those born during or after 1980 (Generation Y). The remaining differences for ‘strongly disagree’, ‘disagree’, ‘neutral’ and ‘strongly agree’ were marginal.

**Table 18b: Frequency distribution for statement 'employment equity legislation has made my work positively challenging'**

|  |   |   | Birth year      |                      | Total  |
|--|---|---|-----------------|----------------------|--------|
|  |   |   | Before 1980     | During or after 1980 |        |
| Employment Equity legislation has made my work positively challenging. | Strongly disagree   | Count   | 14 <sub>a</sub> | 13 <sub>a</sub>      | 27     |
|  |   | % within Employment Equity legislation has made my work positively challenging. | 51,9%           | 48,1%                | 100,0% |
|  |   | % within Birth year   | 25,9%           | 28,3%                | 27,0%  |
|  |   | % of Total  | 14,0%           | 13,0%                | 27,0%  |
|  | Disagree  | Count   | 16 <sub>a</sub> | 12 <sub>a</sub>      | 28     |
|  |   | % within Employment Equity legislation has made my work positively challenging. | 57,1%           | 42,9%                | 100,0% |
|  |   | % within Birth year   | 29,6%           | 26,1%                | 28,0%  |
|  |   | % of Total  | 16,0%           | 12,0%                | 28,0%  |
|  | Neither disagree nor  | Count   | 8 <sub>a</sub>  | 16 <sub>b</sub>      | 24     |
|  |   | % within Employment Equity legislation has made my work positively challenging. | 33,3%           | 66,7%                | 100,0% |
|  |   | % within Birth year   | 14,8%           | 34,8%                | 24,0%  |
|  |   | % of Total  | 8,0%            | 16,0%                | 24,0%  |
|  | Agree   | Count   | 14 <sub>a</sub> | 2 <sub>b</sub>       | 16     |
|  |   | % within Employment Equity legislation has made my work positively challenging. | 87,5%           | 12,5%                | 100,0% |
|  |   | % within Birth year   | 25,9%           | 4,3%                 | 16,0%  |
|  |   | % of Total  | 14,0%           | 2,0%                 | 16,0%  |
| Strongly Agree   | Count   | 2 <sub>a</sub>  | 3 <sub>a</sub>  | 5                    |        |
|  | % within Employment Equity legislation has made my work positively challenging. | 40,0%   | 60,0%           | 100,0%               |        |
|  | % within Birth year   | 3,7%  | 6,5%            | 5,0%                 |        |
|  | % of Total  | 2,0%  | 3,0%            | 5,0%                 |        |
| Total  | Count   | 54  | 46              | 100                  |        |
|  | % within Employment Equity legislation has made my work positively challenging. | 54,0%   | 46,0%           | 100,0%               |        |
|  | % within Birth year   | 100,0%  | 100,0%          | 100,0%               |        |
|  | % of Total  | 54,0%   | 46,0%           | 100,0%               |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each

**Graph 1: Frequency distribution for statement 'employment equity legislation has made my work positively challenging'**



## 5.7 RESULTS FOR RESEARCH QUESTION THREE

The study also investigated the perception of the organisations implementation of employment equity legislation and its impact on employee engagement within Generation Y.

### 5.7.1 MEAN AND STANDARD DEVIATION

The mean and standard deviations for section D of the questionnaire are presented in Table 19 below:

**Table 19: Mean and standard deviation for section D of the questionnaire**

|  | N         | Minimum   | Maximum   | Mean      | Std. Deviation | Skewness  |            | Kurtosis  |            |
|--|-----------|-----------|-----------|-----------|----------------|-----------|------------|-----------|------------|
|  | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic | Std. Error | Statistic | Std. Error |
| I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 100       | 1,00      | 5,00      | 3,9000    | 1,33712        | -1,133    | 0,241      | 0,057     | 0,478      |
| Employment Equity legislation has resulted in my organisation having effective leadership.                     | 100       | 1,00      | 5,00      | 2,5900    | 1,16424        | 0,503     | 0,241      | -0,529    | 0,478      |
| Employment Equity legislation has resulted in my organisation having competent managers.                       | 100       | 1,00      | 5,00      | 2,5700    | 1,10330        | 0,325     | 0,241      | -0,552    | 0,478      |
| Employment Equity legislation has resulted in me having good relationships with my co-workers.                 | 100       | 1,00      | 5,00      | 2,8800    | 1,13066        | -0,102    | 0,241      | -0,636    | 0,478      |
| Employment Equity legislation has resulted in me having good relationships with my supervisors.                | 100       | 1,00      | 5,00      | 2,7600    | 1,18168        | 0,068     | 0,241      | -0,724    | 0,478      |
| Employment Equity legislation has made my organisations procedures and processes fair.                         | 100       | 1,00      | 5,00      | 2,9100    | 1,31114        | -0,078    | 0,241      | -1,086    | 0,478      |
| Employment Equity legislation has made me understand the goals set up by my organisation.                      | 100       | 1,00      | 5,00      | 2,6500    | 1,12254        | 0,119     | 0,241      | -0,696    | 0,478      |
| Employment Equity legislation has made me understand how I am measured by my organisation.                     | 100       | 1,00      | 5,00      | 2,6000    | 1,17207        | 0,177     | 0,241      | -0,756    | 0,478      |
| Employment Equity legislation has made me feel valued in my organisation.                                      | 100       | 1,00      | 5,00      | 2,4300    | 1,28122        | 0,438     | 0,241      | -0,849    | 0,478      |
| Employment Equity legislation has made me trust my organisation.   | 100       | 1,00      | 5,00      | 2,4100    | 1,18146        | 0,426     | 0,241      | -0,598    | 0,478      |
| Employment Equity legislation has made me want to continue to stay with my organisation.                       | 100       | 1,00      | 5,00      | 2,5200    | 1,15014        | 0,174     | 0,241      | -0,708    | 0,478      |
| Valid N (listwise)   | 100       |           |           |           |                |           |            |           |            |

The statements in this section were based on the characteristics of employee engagement in relation to the organisation as identified in the literature review. Positive scores (i.e. scores of 4 or 5) would indicate that the respondent believes that their organisations implementation of employment equity legislation enhanced their level of employee engagement. Conversely, negative scores (i.e. scores of 1 and 2) would indicate that the respondent does not believe that their organisations implementation of employment equity

legislation enhanced their level of employee engagement. The mean scores of all statements in this section was less than three but greater than two which indicates that the participants did not believe that their organisations implementation of employment equity legislation enhanced their level of employee engagement.

### 5.7.2 CHI SQUARED

Chi squared tests were performed for all questions in section D of the questionnaire to determine if there was a difference in the responses between Generation Y and other generations. Only one statement (i.e. 'employment equity legislation has made me want to continue to stay with my organisation') showed a significant difference in the responses ( $\chi^2 = 12.625$ ,  $p = 0.013$ ). Because the p value is lower or equal to 0.05, the null is rejected which means that there is a difference between the generations with regards to this statement. Table 20 contains the results of the chi squared test for this statement. The results of the chi squared tests conducted on the remaining statements are contained in Appendix B.

**Table 20: Chi squared for statement 'Employment Equity legislation has made want to continue to stay with my organisation'**

#### Chi-Square Tests

|                              | Value               | df | Asymp. Sig<br>(2-sided) |
|------------------------------|---------------------|----|-------------------------|
| Pearson Chi-Square           | 12.625 <sup>a</sup> | 4  | .013                    |
| Likelihood Ratio             | 13.003              | 4  | .011                    |
| Linear-by-Linear Association | 2.421               | 1  | .120                    |
| N of Valid Cases             | 100                 |    |                         |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

Table 20a shows the measures of association of two components, strength and direction. As the data is a combination of nominal (birth year) and ordinal (employment equity has made me want to continue to stay with my organisation), the Phi / Cramer's V statistics is used because there is lower level variable, which is nominal.

The Phi / Cramer's V value is 0.355, indicating a weak (0.1) to moderate (0.5) relationship between the two variables. The inferential statistics or test for significance has a  $p \leq 0.05$ , which indicates the significance level is higher. This means that there is a confidence that the relationship found between two variables on the sample data will hold true for the population from which the sample is drawn. The result from the chi squared test above is therefore reconfirmed for significance and relationship.

**Table 20a: Symmetric measures for statement 'Employment Equity legislation has made want to continue to stay with my organisation'**

Symmetric Measures

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .355  | .013         |
|                    | Cramer's V | .355  | .013         |
| N of Valid Cases   |            | 100   |              |

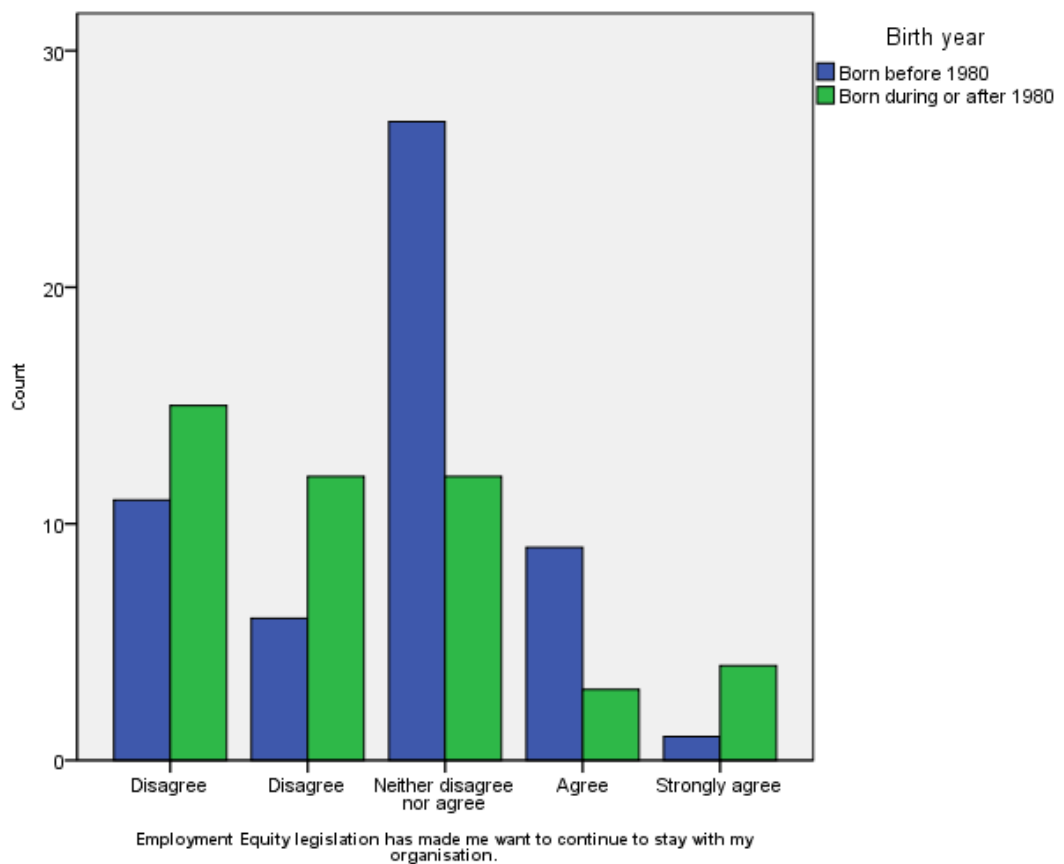
The frequency distributions for the responses to this statement are contained in Table 20b below and are also presented graphically in Graph 3. The options 'strongly disagree', 'disagree' and 'neutral' (neither disagree nor agree), form the bulk of the results, with a total of 26%, 18% and 39%, respectively, while the options 'strongly disagree' and 'agree' respectively contributed 5% and 12% of the total sample.

The most significant difference was found within the 'neutral' category which showed that 50% of the respondents were born before 1980 and 26.1% were born during or after 1980 (Generation Y). This was followed by 'disagree', 'strongly disagree', 'agree' and 'strongly agree' respectively.

**Table 20b: Frequency distribution for statement 'Employment Equity legislation has made me want to continue to stay with my organisation'**

|            |   |   | Employment Equity legislation has made me want to |        |        |        |        | Total  |
|------------|---|---|---|--------|--------|--------|--------|--------|
|            |   |   | 1.00  | 2.00   | 3.00   | 4.00   | 5.00   |        |
| Birth year | Born before 1980  | Count   | 11  | 6      | 27     | 9      | 1      | 54     |
|            |   | % within Birth year   | 20,4%   | 11,1%  | 50,0%  | 16,7%  | 1,9%   | 100,0% |
|            |   | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 42,3%   | 33,3%  | 69,2%  | 75,0%  | 20,0%  | 54,0%  |
|            |   | % of Total  | 11,0%   | 6,0%   | 27,0%  | 9,0%   | 1,0%   | 54,0%  |
|            | Born during or after 1980   | Count   | 15  | 12     | 12     | 3      | 4      | 46     |
|            |   | % within Birth year   | 32,6%   | 26,1%  | 26,1%  | 6,5%   | 8,7%   | 100,0% |
|            |   | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 57,7%   | 66,7%  | 30,8%  | 25,0%  | 80,0%  | 46,0%  |
|            |   | % of Total  | 15,0%   | 12,0%  | 12,0%  | 3,0%   | 4,0%   | 46,0%  |
| Total      | Count   | 26  | 18  | 39     | 12     | 5      | 100    |        |
|            | % within Birth year   | 26,0%   | 18,0%   | 39,0%  | 12,0%  | 5,0%   | 100,0% |        |
|            | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 100,0%  | 100,0%  | 100,0% | 100,0% | 100,0% | 100,0% |        |
|            | % of Total  | 26,0%   | 18,0%   | 39,0%  | 12,0%  | 5,0%   | 100,0% |        |

**Graph 2: Frequency distribution for statement 'Employment Equity legislation has made me want to continue to stay with my organisation'**



## 5.8 SUMMARY OF FINDINGS

The study had a response rate of about 40%, with all the data showing acceptable internal consistency and reliability. The normality test indicates that the data is non-normal resulting in the use of non-parametric tests. The variables based on the research questions were employment equity and birth year or generations. The Mann-Whitney U test was used to test for differences between the generations on the perception of employment equity legislation. Chi-squares tests were used to test for differences between generations on its impact on employee engagement. The summary and conclusions of the results are given in Table 21 below.



**Table 21: Summary of the findings**

| HYPOTHESIS   | OUTCOME   | DECISION  |
|--|---|---|
| <p><i>H1a: Generation Y has a different perception of employment equity legislation when compared to other Generations</i></p>                                   | <p>Chi squared: <math>\chi^2 = 0.086</math>, <math>p = 0.994</math></p> <p>Mean score: Range between 2.36 to 3.76</p> <p>Mann Whitney U test <math>P &gt; 0.05</math>, <math>Z &lt; -2.0</math></p> | <p>There was no significant difference between the generations</p> <p>Null hypothesis – rejected</p>  |
| <p><i>H1b: The perception of employment equity legislation has an impact on employee engagement within Generation Y.</i></p>                                     | <p>Mean score: <math>&gt;2</math> but <math>&lt;3</math></p> <p><math>p \geq 0.05</math> for 14 out of 15 statements</p> <p>Chi squared: <math>\chi^2 = 11.91</math>, <math>p = 0.018</math></p>    | <p>Significant difference between generations found only on one statement i.e. “employment equity legislation has made my work positively challenging”</p> <p>Null hypothesis – rejected</p>                  |
| <p><i>H1c: The perception of the organisations implementation of employment equity legislation has an impact on employee engagement within Generation Y.</i></p> | <p>Mean score: <math>&gt;2</math> but <math>&lt;4</math></p> <p><math>p \geq 0.05</math> for 10 out of 15 statements</p> <p>Chi squared: <math>\chi^2 = 12.625</math>, <math>p = 0.013</math></p>   | <p>Significant difference between generations found only on one statement i.e. employment equity legislation has made me want to continue to stay with my organisation’</p> <p>Null hypothesis – rejected</p> |

# CHAPTER SIX– DISCUSSION OF RESULTS

## 6.1 INTRODUCTION

The findings presented in chapter five are discussed in detail hereunder. The discussion will include an interpretation of the findings supported by understandings developed through the literature review presented in chapter two and are validated using additional information researched outside the literature review.

The structure will follow the structure of the questionnaire and will therefore address the findings of the demographic profiles and the three research questions identified in chapter three. The results will demonstrate that the research objectives have been achieved.

## 6.2 DISCUSSION OF DEMOGRAPHIC PROFILES

### 6.2.1 GENDER

Male participants comprised 63% thereby making them the majority of the participants for this study. This is contrary to the 2014 mid-year population estimates study conducted by Statistics South Africa which indicated that females made up just over 51% of the South African population (Statistics South Africa, 2014a). However, according to Statistics South Africa's Second Quarterly Labour Force Survey released in July 2014, 56.08% of the employed labour force consists of males (Statistics South Africa, 2014b). Therefore, as this study's unit of analysis required employed individuals or those with an employment history, the results are accepted as a demonstration of the South African employed labour force.

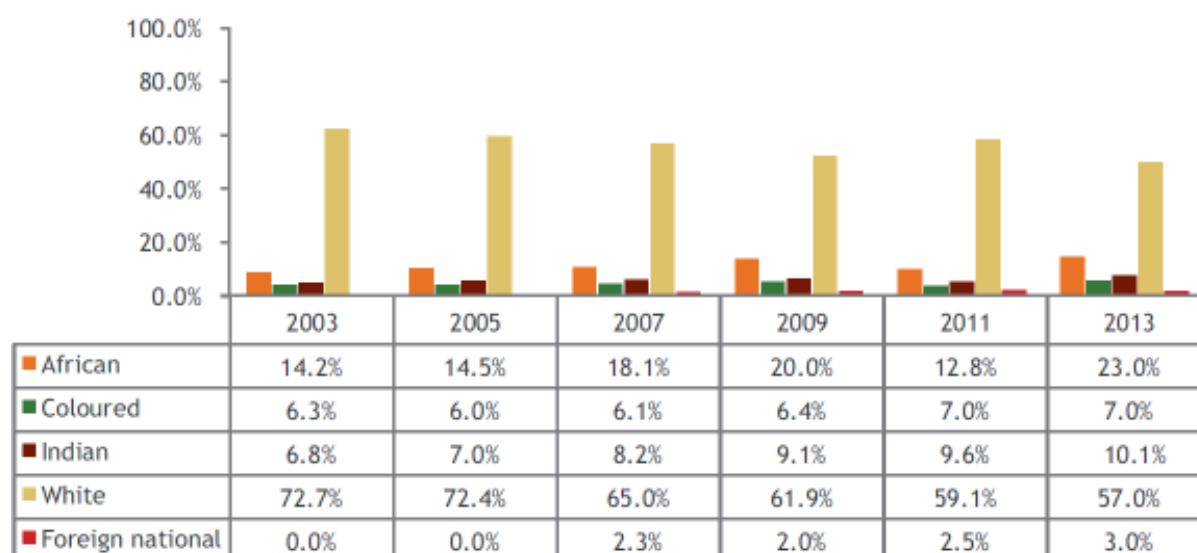
### 6.2.2 RACIAL GROUPINGS

Whites made up the majority of the participants comprising 38% of the sample, while Indians made up 33%, Blacks 21%, Coloureds 8% and Asians 1%. This is contrary to the findings of the Statistics South Africa's Second Quarterly Labour Force Survey which indicated that the South African employed labour force consists of 73.35% Black, 12.83% White, 10.61% Coloured and 3.21% Indian (Statistics South Africa, 2014b).

With regards to management, the data demonstrates that the racial grouping favours Whites as they made up 58% of the participants line managers or supervisors. In addition, of the participants that indicated that they occupied senior management positions, 45.2% of them were White, while 32.3%, 16.1% and 6.5% were Indian, Black and Coloured

respectively. This is supported by the findings of the Commission for Employment Equity report 2013/2014 which show that Whites still make up 57% of senior management positions (South African Department of Labour, 2014). Below is an extract of the report indicating the senior management positions occupied by the various racial groups.

**Figure 3: Senior Management by racial group**



Source: South African Department of Labour (2014).

### 6.2.3 AGE BAND

The participants were asked to select the period in which they were born in order to ascertain whether they fell within Generation Y or outside Generation Y. The findings show that 46% of the sample fell within Generation Y while 57% of the sample fell outside Generation Y. Statistics South Africa's Second Quarterly Labour Force Survey (Statistics South Africa, 2014b) provided statistics for the employed South African labour force by the following age groupings: 15-24, 25-34, 35-44, 45-54 and 55-64. Given that oldest member of Generation Y would be 34 years of age in 2014 (according to a birth year distinction in 1980), the Statistics South Africa's Second Quarterly Labour Force Survey (Statistics South Africa, 2014b) indicates that 40% of the employed South African labour force falls within Generation Y, while 60% falls in the other generational categories. The sample therefore aligns with the findings of the Statistics South Africa's Second Quarterly Labour Force Survey (Statistics South Africa, 2014b).

### **6.3 DISCUSSION OF RESEARCH QUESTION ONE**

*Does Generation Y have a different perception of employment equity legislation to other Generations?*

#### **6.3.1 PERCEPTION OF EMPLOYMENT EQUITY LEGISLATION**

The testing of this proposition involved both a qualitative and quantitative measure. The qualitative measure required the respondents to comment in their own words on what employment equity legislation meant to them. From the responses, it emerged that the participants understanding could either be categorised as employment equity meant equal opportunities, affirmative action or a combination of both, which is the true intention of the legislation. The statistical tests show that majority of participants (40%) associated employment equity with affirmative action. Of those participants majority were White (40%) and majority of these White respondents (43.8%) strongly disagreed or disagreed that employment equity is necessary.

It is interesting to note that despite this finding, of all participants in the survey, the majority agreed that employment equity is necessary (mean score of 3.76). The inference therefore is that most participants believe that affirmative action is necessary.

The occupation levels of these respondents were reviewed and the results show that 40% of the respondents that associated employment equity with affirmative action held senior management positions. Given that leadership influences employees (Soeib et al, 2013), it can be argued that the perception may be extrapolated to the workforce.

Only 9% of participants understood that employment equity has both equal opportunity and affirmative action objectives.

#### **6.3.2 PERCEPTION AND GENERATIONAL DIFFERENCE**

The analysis demonstrates that there were no generational differences in the perception of employment equity legislation. The literature affirms this as to the extent that employment equity promotes diversity, both Generation X and Generation Y were found to value diversity (Cogin, 2012).

The interpretation is that given that between 1948 and 1993, South Africa was ruled by an apartheid system of government, which officially segregated the country along racial lines in many aspects of life with disastrous consequences for the South African society (Ntim

and Soobaroyen, 2013); diversity management is still a challenge for such a young democracy.

## 6.4 DISCUSSION OF RESEARCH QUESTION TWO

*Does the perception of employment equity legislation affect employee engagement in Generation Y?*

### 6.4.1 IMPACT OF EMPLOYMENT EQUITY LEGISLATION ON EMPLOYEE ENGAGEMENT

The 15 statements contained in section C of the questionnaire, were aimed at determining the impact of employment equity legislation on employee engagement. Table 22 below shows the category of employee engagement attributable to each statement and the identified reference to the literature.

**Table 22: Section C of questionnaire: Categories of Employee Engagement**

| STATEMENT IN SECTION C OF QUESTIONNAIRE                                     | CATEGORY OF EMPLOYEE ENGAGEMENT | REFERENCE TO LITERATURE     |
|---|---------------------------------|-----------------------------|
| <b>Employment Equity legislation has made me/my:</b>                        |                                 |                             |
| feel engrossed in my work   | Cognitive                       | Kular <i>et al</i> (2008)   |
| work give me a feeling of accomplishment                                    | Emotional                       | Kular <i>et al</i> (2008)   |
| feel passionate about my work   | Emotional                       | Kular <i>et al</i> (2008)   |
| love my work  | Emotional                       | Kular <i>et al</i> (2008)   |
| energetic about my work   | Physical                        | Kular <i>et al</i> (2008)   |
| feel attached to my work  | Attachment                      | Robertson and Cooper (2010) |
| feel that investing in my work will benefit my career                       | Commitment                      | Robertson and Cooper (2010) |
| dedicated to the success of my work   | Commitment                      | Robertson and Cooper (2010) |
| want to increase my awareness about my organisation                         | Organisational Citizenship      | Robertson and Cooper (2010) |
| feel like I have the required knowledge and skills to perform my work tasks | Psychological Availability      | Xu and Thomas (2011)        |
| feel like I am fit to perform my work tasks                                 | Psychological Availability      | Xu and Thomas (2011)        |
| feel confident to perform my work tasks                                     | Psychological Availability      | Xu and Thomas (2011)        |
| work meaningful   | Psychological Meaningfulness    | Xu and Thomas (2011)        |
| work positively challenging   | Psychological Meaningfulness    | Xu and Thomas (2011)        |
| feel that I can freely express myself in my work                            | Psychological Safety            | Xu and Thomas (2011)        |

The mean scores of the responses obtained for each statement demonstrated that participants did not believe that employment equity legislation enhanced their level of employee engagement. A comment from one of the participants was:

*“I am engaged in my work and I don't necessarily think that it is related or unrelated to the EE legislation. What the legislation has done is give me a chance to be in the game, where I would not have been otherwise. It gave me a place at the table, but my performance or engagement going forward has nothing to do with EE legislation at all”.*

This indicates that the findings cannot be interpreted to mean that employment equity legislation has hampered the level of employee engagement as some of the participants may have responded on the basis that employment equity legislation and employee engagement are independent of each other.

#### **6.4.2 IMPACT AND GENERATIONAL DIFFERENCE**

With regards to generational differences, the chi squared found that only one statement returned a finding of differences in the perception of employment equity legislation on employee engagement between Generation Y and other generations. This statement related to whether the participant found that employment equity legislation made their work positively challenging. This statement represents a work characteristic that influences the antecedent condition of psychological meaningfulness (Xu and Thomas, 2011). The largest difference in responses related to whether the respondents agreed that employment equity made their work positively challenging. 4.3% of Generation Y members agreed with the statement while 25.9% of members outside Generation Y agreed with the statement. An analysis of the responses within the generations shows that Generation Y is mostly neutral to the statement (34.8%), while other generations mostly disagree with the statement (29.6%).

The evidence of differences in generational responses to this statement is supported by Cogin (2012), who found that members of Generation Y thrive on the rush of new challenges and that they perform best when their abilities are identified and matched with challenging work. While Baby Boomers also displayed a need for work challenges, Cogin (2012) found that in terms of motivating factors, members of Generation Y held challenging and meaningful work even above employment security. It appears therefore that the strength of Generation Y's importance on challenging work returned the difference displayed in the data.

Generation Y members were mainly neutral to the statement regarding work challenges. This indicates that employment equity legislation has little impact on this element of employee engagement. However, for members outside Generation Y it appears that employment equity legislation has not enhanced this element of employee engagement.

## **6.5 DISCUSSION OF RESEARCH QUESTION THREE**

*Does the perception of the organisations implementation of employment equity legislation affect employee engagement in Generation Y?*

### **6.5.1 ORGANISATIONAL IMPLEMENTATION OF EMPLOYMENT EQUITY LEGISLATION ON EMPLOYEE ENGAGEMENT**

Booyesen (2007) submits that the challenge for organisations is to create working environments in which employees “experience job satisfaction through fair employment practices, while also optimally achieving company objectives” (Booyesen 2007, p. 50). To this end participants were asked to indicate their level of agreement or disagreement with the 11 statements contained in section D of the questionnaire in order to gauge the impact of the organisations implementation of employment equity legislation on employee engagement. Table 23 below shows the associating factor influencing employee engagement for each statement according to the model developed by Shuck et al. (2011). Additional references were made to where the statement was found in the literature.

**Table 23: Section D of questionnaire: Categories of Employee Engagement**

| STATEMENT IN SECTION D OF QUESTIONNAIRE  | FACTORS INFLUENCING EMPLOYEE ENGAGEMENT | REFERENCE TO LITERATURE                                       |
|--|---|---|
| I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | Environment                             | Shuck et al. (2011); Xu and Thomas (2011)                     |
| Employment Equity legislation has resulted in my organisation having effective leadership.                     | Environment                             | Shuck et al. (2011), Soieb et al. (2013)                      |
| Employment Equity legislation has resulted in my organisation having competent managers.                       | Environment                             | Shuck et al. (2011), Soieb et al. (2013)                      |
| Employment Equity legislation has resulted in me having good relationships with my co-workers.                 | Environment                             | Shuck et al. (2011), Xu and Thomas (2011), Mone et al. (2011) |
| Employment Equity legislation has resulted in me having good relationships with my supervisors.                | Environment                             | Shuck et al. (2011), Xu and Thomas (2011), Mone et al. (2011) |
| Employment Equity legislation has made my organisations procedures and processes fair.                         | Environment                             | Shuck et al. (2011), Xu and Thomas (2011)                     |
| Employment Equity legislation has made me understand the goals set up by my organisation.                      | Environment                             | Shuck et al. (2011), Cardus (2013)                            |
| Employment Equity legislation has me understand how I am measured by my organisation.                          | Environment                             | Shuck et al. (2011), Cardus (2013)                            |
| Employment Equity legislation has me feel valued in my organisation.   | Person                                  | Shuck et al. (2011)   |
| Employment Equity legislation has me trust my organisation.  | Person                                  | Shuck et al. (2011)   |
| Employment Equity legislation has me continue to stay with my organisation.                                    | Person                                  | Shuck et al. (2011), Robertson and Cooper (2010)              |

The mean scores for ten of the eleven statements suggest that the participants did not believe that their organisations implementation of employment equity legislation enhanced their level of employee engagement. Based on the model developed by Shuck et al. (2011), the nature of the environment was a greater contributing factor to this result than the person.

One of the respondents commented that: *“My organisation has implemented EE legislation but has to go beyond numbers and address diversity management. Success in EE implementation, in my view, requires support structure is put in place to ensure an environment is conducive, meaningful work is provided, decision making is delegated to EE appointees”.*

This notion is supported by Booyesen (2007) who submits that “organisations that emphasise quota filling as a major part of its diversity effort will undermine the true intent of valuing diversity and that emphasis should be placed on accelerated training and



development of the previously disadvantaged groups to equip them with competences that will enable effective performance” (Booyesen, 2007, p. 51).

It was uplifting to note, however, that the mean score for the statement ‘I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks’ returned a mean score of 3.9. This indicates that the organisations implementation of employment equity legislation did enhance the autonomy element of employee engagement as proposed by Cardus (2013). Furthermore, of the 75% of participants that ‘agreed’ or ‘strongly agreed’ with this statement, 66.7% of them were ‘Black people’ in accordance with the definition contained in the Broad Based Black Economic Empowerment Act of 2003 (South African Department of Labour, 2003). This demonstrates that individuals that might have been appointed on the basis of affirmative action policies as part of employment equity do not feel discriminated against in terms of autonomy.

#### **6.5.2 IMPACT AND GENERATIONAL DIFFERENCE**

With regards to generational differences, the chi squared found that only one statement returned a finding of differences in the perception of employment equity legislation on employee engagement between Generation Y and other generations. This statement related to whether the participant found that employment equity legislation made them want to continue to stay with their organisation.

This question was posed to determine the degree of loyalty displayed by the respondents as an employee as AbuKhalifeh and Som (2013) submit that employee engagement is displayed through basic loyalty. Elegido (2013) defines loyalty as “a deliberate commitment to further the best interests of one’s employer, even when doing so may demand sacrificing some aspects of one’s self-interest beyond what would be required by one’s legal and other moral duties” (Elegido, 2013, p. 496). While this definition is useful to describe the psychological state that characterises the employee’s relationship with the organisation (Hart and Thompson, 2007), the second element of loyalty is displayed in the “psychological state having implications on the decision to continue or discontinue membership with the organisation” (Hart and Thompson, 2007, p. 299). This is important as strong intentions to leave have resulted in high employee turnover in many industries. (Hussain et al, 2013). The organisational impact of high employee turnover is the challenge of managing the significantly increased costs of new hirers, training and decreased in productivity due to the low morale of the staff that chooses to stay in the organisation (Hussain et al, 2013).

For members of Generation Y, majority of respondents indicated that they strongly disagreed that employment equity legislation made them want to continue to stay with their organisation. This is in line with the research conducted by Reisenwitz and Iyer (2009) who found that Generation Y's lack of engagement made them less loyal to organisations. The race group split of the respondents within Generation Y was 37% White and Indian respectively, 18.5% Black and 3.7% Coloured and Asian respectively. An interpretation of this finding based on Oliver's (2006) observation of Generation Y is that this generation may have witnessed their parents losing their jobs due to the introduction of the affirmative action policies of employment equity, which has negatively affected their turnover intentions.

For members of other generations, majority of respondents neither agreed nor disagreed with the statement.

## **6.6 CONCLUSION**

The results showed that majority of managers are still White and this correlates with the findings of the Statistics South Africa's' Second Quarterly Labour Force Survey (Statistics South Africa, 2014b). The findings also demonstrated that there are different understandings of employment equity legislation and that most respondents perceive the legislation to be affirmative action. There were, however, no generational differences found in these perceptions and this is marked down to the fact that South Africa is still a young democracy. Based on the comments received from respondents, it appears that employment equity has no impact on the level of employee engagement. With regards to generational differences it was found that Generation Y found that employment equity made their work positively challenging. It appears that this finding is based on Generation Y's preference for challenging work. The respondents also did not believe that their organisations implementation of employment equity legislation enhanced their level of employee engagement and that Generation Y displayed higher intentions of turnover when compared to other generations. These findings hold recommendations for management which will be discussed in the next chapter.

# **CHAPTER SEVEN – CONCLUSION**

## **7.1 INTRODUCTION**

The research project aimed to determine the impact of labour legislation, in this case, employment equity, on the behaviour of employees displayed through their employee engagement. The research focused on Generation Y as these members represent the newest entrants into the workforce. This chapter seeks to highlight the main findings of the research in order to provide recommendations to users of the report.

## **7.2 SUMMARY OF FINDINGS**

The problem facing industry today is that while companies are continually obliged to adopt employment equity regulations, few understand how its implementation affects employee engagement. While some literature exists to describe the perceptions and attitudes towards employment equity legislation, limited literature is available to describe if these perceptions affect employee engagement which is important given the repeated positive correlation between employee engagement and business outcomes such as increased return on assets, higher earning per employee, higher performance, greater sales growth, lower absenteeism, decreased costs, reduced turnover, lower cost of goods sold, and fewer quality errors (Xu and Thomas, 2011). This provided a platform for engaging in this study. The investigation was structured into three research questions described below.

## **7.3 RESEARCH QUESTIONS**

The determination of the impact of employment equity on the employee behaviour first requires an awareness of the employees understanding or perception of employment equity. This is because a different understanding or perception may lead to different interpretations and therefore different effects on employee behaviour. This realisation gave rise to the first research question which was whether Generation Y had a different perception of employment equity legislation when compared to other generations.

Based on the outcome of the above, the second research question sought to determine whether the perception of employment equity had any impact on employee engagement within Generation Y. The intention behind this question was to examine whether the behaviour of Generation Y was different to other generations based on their perception of employment equity legislation.

The third and final research question was aimed at an organisational level and sought to determine whether the perception of the organisations implementation of employment equity had any impact on employee engagement within Generation Y.

#### **7.4 RESEARCH FINDINGS**

With regards to research question one, the results showed that the respondents had varying perceptions of employment equity legislation. These were categorised into three themes, i.e. equal employment opportunities, affirmative action and employment equity. Majority of respondents understood or perceived employment equity legislation to be affirmative action. Affirmative action is stated to be a set of proactive steps that are undertaken to remedy inequalities produced by past discrimination Myers (2007). While there was a clear distinction in the perceptions of the legislation, the results showed that there was no distinction between members of Generation Y and other generations. The synopsis therefore is that the majority of members that fell within and outside Generation Y both perceived employment equity to be affirmative action. Furthermore, of the majority of the respondents that perceived employment equity to be affirmative action held senior management positions.

The characteristics of employee engagement were tested in the second research question. The results showed that majority of respondents did not believe that employment equity legislation enhanced their level of employee engagement. However, on review of some of the comments received, it appears that some respondents perceive employment equity and employee engagement to be independent of each other. In addition, there was only one characteristic of employee engagement that returned differences between Generation Y and others. This was for the statement 'employment equity legislation has made by work positively challenging'.

The organisations implementation of employment equity was tested in the third research question. The results showed that majority of responses did not believe that their organisations implementation of employment equity legislation enhanced their level of employee engagement. Furthermore, the statement reflecting the respondents intent to stay with the organisation returned the largest difference in generational responses with Generation Y mostly indicating that employment equity legislation did not want make them want to continue to stay with the organisation.,

An additional finding based on the demographic information collected was that majority of management positions are currently held by White people. This is supported by the results

of the Commission for Employment Equity Report 2013/2014 (South African Department of Labour, 2014).

## **7.5 RECOMMENDATIONS**

The findings indicate that while there may not be significant differences in generational responses with regards to employment equity legislation and employee engagement, employment equity legislation has not enhanced the level of employee engagement. The recommendation to business is that they should initiate discussions with government to encourage the widest possible understanding of the case for employee engagement rather than setting targets or proposing new regulations (Macleod and Clarke, 2011).

From an organisational perspective, the results show that the minority of respondents understand the legislation according to its stated intentions. Furthermore, majority of respondents who perceive the legislation as affirmative action are senior managers. This means that their implementation of the legislation within the organisation will be focused on affirmative action without consideration of the other intentions of the legislation (i.e. the elimination of unfair discrimination). The recommendation therefore is that emphasis is placed on developing the understanding of the legislation among senior managers to ensure that the implementation of the legislation gives effect to its intentions. This may also enhance the level of understanding of employment equity legislation within the workforce.

In addition, from an organisational perspective, it appears that the perception of the organisations implementation of employment equity has not enhanced employee engagement. Booyesen (2007) states that while legislation is integral to addressing unfair workplace discrimination, organisational culture change is also required. Organisational transformation must be systemic and compliance with legislation is merely the beginning of the change process (Booyesen, 2007). The implementation of employment equity legislation needs to be supported by coherent employment practice strategies focusing on human capital development, inclusive practices and organisational culture change (Booyesen, 2007).

The responses indicate that transformation objectives of the legislation are not being achieved and this is evident in the following comments received from respondents who were asked if they had any comments regarding their organisations implementation of employment equity legislation:

*“All they have done is ensure minimum compliance. They have not embraced change. There are talented individuals that are non-white but do not get deserved recognition.”*

*“There is still a long way to go in terms of achieving employment equity. Most South African organisations do not embrace this crucial policy. There is still a lack of transformation in most organisations in South Africa.”*

*“Employment Equity Legislation plays an important role in attempting to address the imbalances from the previous era. However, a number of organisations do not really buy into this legislation; there is a tendency to just tick the box and demonstrate compliance, without actual buy-in. It has good intentions, but possible negative externalities.”*

*“The organisation has certainly not demonstrated that they have implemented employment equity. Non whites are recruited into lower level positions to fill numbers for reporting purposes. White individuals are still hired in senior management and decision making positions. There are a few token numbers in senior positions, however, they are organisational pawns that have milked the Employment Equity cow, and have not helped improve the conflict situations within the teams. Those token numbers provide poor leadership making it difficult for team members to make strides in the organisation. That alone, alienates non white individuals, creates more hurdles, festers a lack of interest and motivation, and there is no such thing as career development.”*

Based on the above, it is recommended that organisations develop an awareness of their implementation of employment equity legislation as it can impact the level of engagement within their workforce. Organisations should endeavour to implement the legislation in a manner that enhances engagement rather than decreases engagement. The responses indicate that implementation at face value is not sufficient. Organisations should embrace the legislation and educate the workforce on its history and benefits in order to create employee ‘buy-in’. The employee engagement model submitted by Cardus (2013) is reinforced by the findings and comments above. To this end, the implementation of employment equity legislation using the five inter-dependant levers of competent managers; broad goals established within the proper context; objective measures of progress and regress; necessary resources to get the job done and sufficient autonomy will return the benefits of employee engagement.

## **7.6 FUTURE RESEARCH**

The three elements of this research are worthy of future studies either independently or coupled with other elements.

As noted in the literature, most studies on generational theory are conducted cross-sectionally. It would be useful to conduct the same study over a period of time. This may also provide insight into the effects of changing legislation on employee engagement.

It would also be interesting to study whether employment equity legislation has any impact on the financial and non financial aspects of organisational performance.

Lastly it would be useful to study whether other legislated initiatives such as skills development or FICA regulations would have an impact on employee engagement.

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# APPENDIX A

## Frequency distribution, chi squared and symmetric measures for statement 'Employment Equity legislation has made my work meaningful'.

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made my work meaningful. | 1.00  | Count   | 13 <sub>a</sub> | 10 <sub>a</sub> | 23     |
|  |   | % within Employment Equity legislation has made my work meaningful. | 56.5%           | 43.5%           | 100.0% |
|  |   | % within Birth year   | 24.1%           | 21.7%           | 23.0%  |
|  |   | % of Total  | 13.0%           | 10.0%           | 23.0%  |
|  | 2.00  | Count   | 9 <sub>a</sub>  | 9 <sub>a</sub>  | 18     |
|  |   | % within Employment Equity legislation has made my work meaningful. | 50.0%           | 50.0%           | 100.0% |
|  |   | % within Birth year   | 16.7%           | 19.6%           | 18.0%  |
|  |   | % of Total  | 9.0%            | 9.0%            | 18.0%  |
|  | 3.00  | Count   | 18 <sub>a</sub> | 21 <sub>a</sub> | 39     |
|  |   | % within Employment Equity legislation has made my work meaningful. | 46.2%           | 53.8%           | 100.0% |
|  |   | % within Birth year   | 33.3%           | 45.7%           | 39.0%  |
|  |   | % of Total  | 18.0%           | 21.0%           | 39.0%  |
|  | 4.00  | Count   | 8 <sub>a</sub>  | 5 <sub>a</sub>  | 13     |
|  |   | % within Employment Equity legislation has made my work meaningful. | 61.5%           | 38.5%           | 100.0% |
|  |   | % within Birth year   | 14.8%           | 10.9%           | 13.0%  |
| % of Total   |   | 8.0%  | 5.0%            | 13.0%           |        |
| 5.00   | Count   | 6 <sub>a</sub>  | 1 <sub>a</sub>  | 7               |        |
|  | % within Employment Equity legislation has made my work meaningful. | 85.7%   | 14.3%           | 100.0%          |        |
|  | % within Birth year   | 11.1%   | 2.2%            | 7.0%            |        |
|  | % of Total  | 6.0%  | 1.0%            | 7.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made my work meaningful. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

### Chi-Square Tests

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 4.273 <sup>a</sup> | 4  | .370                  |
| Likelihood Ratio             | 4.644              | 4  | .326                  |
| Linear-by-Linear Association | .720               | 1  | .396                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.22.

### Symmetric Measures

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .207  | .370         |
|                    | Cramer's V | .207  | .370         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me energetic about my work'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me energetic about my work. | 1.00  | Count   | 13 <sub>a</sub> | 11 <sub>a</sub> | 24     |
|  |   | % within Employment Equity legislation has made me energetic about my work. | 54.2%           | 45.8%           | 100.0% |
|  |   | % within Birth year   | 24.1%           | 23.9%           | 24.0%  |
|  |   | % of Total  | 13.0%           | 11.0%           | 24.0%  |
|  | 2.00  | Count   | 12 <sub>a</sub> | 11 <sub>a</sub> | 23     |
|  |   | % within Employment Equity legislation has made me energetic about my work. | 52.2%           | 47.8%           | 100.0% |
|  |   | % within Birth year   | 22.2%           | 23.9%           | 23.0%  |
|  |   | % of Total  | 12.0%           | 11.0%           | 23.0%  |
|  | 3.00  | Count   | 15 <sub>a</sub> | 16 <sub>a</sub> | 31     |
|  |   | % within Employment Equity legislation has made me energetic about my work. | 48.4%           | 51.6%           | 100.0% |
|  |   | % within Birth year   | 27.8%           | 34.8%           | 31.0%  |
|  |   | % of Total  | 15.0%           | 16.0%           | 31.0%  |
| 4.00   | Count   | 11 <sub>a</sub>   | 5 <sub>a</sub>  | 16              |        |
|  | % within Employment Equity legislation has made me energetic about my work. | 68.8%   | 31.3%           | 100.0%          |        |
|  | % within Birth year   | 20.4%   | 10.9%           | 16.0%           |        |
|  | % of Total  | 11.0%   | 5.0%            | 16.0%           |        |
| 5.00   | Count   | 3 <sub>a</sub>  | 3 <sub>a</sub>  | 6               |        |
|  | % within Employment Equity legislation has made me energetic about my work. | 50.0%   | 50.0%           | 100.0%          |        |
|  | % within Birth year   | 5.6%  | 6.5%            | 6.0%            |        |
|  | % of Total  | 3.0%  | 3.0%            | 6.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me energetic about my work. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 1.864 <sup>a</sup> | 4  | .761                  |
| Likelihood Ratio             | 1.908              | 4  | .753                  |
| Linear-by-Linear Association | .140               | 1  | .708                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.76.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .137  | .761         |
|                    | Cramer's V | .137  | .761         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me feel passionate about my work'.**

|  |      |   | Birth year      |                 | Total  |
|--|------|---|-----------------|-----------------|--------|
|  |      |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me feel passionate about my work. | 1.00 | Count   | 14 <sub>a</sub> | 10 <sub>a</sub> | 24     |
|  |      | % within Employment Equity legislation has made me feel passionate about my work. | 58.3%           | 41.7%           | 100.0% |
|  |      | % within Birth year   | 25.9%           | 21.7%           | 24.0%  |
|  |      | % of Total  | 14.0%           | 10.0%           | 24.0%  |
|  | 2.00 | Count   | 14 <sub>a</sub> | 15 <sub>a</sub> | 29     |
|  |      | % within Employment Equity legislation has made me feel passionate about my work. | 48.3%           | 51.7%           | 100.0% |
|  |      | % within Birth year   | 25.9%           | 32.6%           | 29.0%  |
|  |      | % of Total  | 14.0%           | 15.0%           | 29.0%  |
|  | 3.00 | Count   | 14 <sub>a</sub> | 15 <sub>a</sub> | 29     |
|  |      | % within Employment Equity legislation has made me feel passionate about my work. | 48.3%           | 51.7%           | 100.0% |
|  |      | % within Birth year   | 25.9%           | 32.6%           | 29.0%  |
|  |      | % of Total  | 14.0%           | 15.0%           | 29.0%  |
|  | 4.00 | Count   | 9 <sub>a</sub>  | 4 <sub>a</sub>  | 13     |
|  |      | % within Employment Equity legislation has made me feel passionate about my work. | 69.2%           | 30.8%           | 100.0% |
|  |      | % within Birth year   | 16.7%           | 8.7%            | 13.0%  |
|  |      | % of Total  | 9.0%            | 4.0%            | 13.0%  |
|  | 5.00 | Count   | 3 <sub>a</sub>  | 2 <sub>a</sub>  | 5      |
|  |      | % within Employment Equity legislation has made me feel passionate about my work. | 60.0%           | 40.0%           | 100.0% |
|  |      | % within Birth year   | 5.6%            | 4.3%            | 5.0%   |
|  |      | % of Total  | 3.0%            | 2.0%            | 5.0%   |
| Total  |      | Count   | 54              | 46              | 100    |
|  |      | % within Employment Equity legislation has made me feel passionate about my work. | 54.0%           | 46.0%           | 100.0% |
|  |      | % within Birth year   | 100.0%          | 100.0%          | 100.0% |
|  |      | % of Total  | 54.0%           | 46.0%           | 100.0% |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 2.233 <sup>a</sup> | 4  | .693                  |
| Likelihood Ratio             | 2.273              | 4  | .686                  |
| Linear-by-Linear Association | .144               | 1  | .704                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .149  | .693         |
|                    | Cramer's V | .149  | .693         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me love my work'**

|   |  |  | Birth year      |                 | Total  |
|---|--|--|-----------------|-----------------|--------|
|   |  |  | 1.00            | 2.00            |        |
| Employment Equity legislation has made me love my work. | 1.00   | Count  | 19 <sub>a</sub> | 12 <sub>a</sub> | 31     |
|   |  | % within Employment Equity legislation has made me love my work. | 61.3%           | 38.7%           | 100.0% |
|   |  | % within Birth year  | 35.2%           | 26.1%           | 31.0%  |
|   |  | % of Total   | 19.0%           | 12.0%           | 31.0%  |
|   | 2.00   | Count  | 12 <sub>a</sub> | 12 <sub>a</sub> | 24     |
|   |  | % within Employment Equity legislation has made me love my work. | 50.0%           | 50.0%           | 100.0% |
|   |  | % within Birth year  | 22.2%           | 26.1%           | 24.0%  |
|   |  | % of Total   | 12.0%           | 12.0%           | 24.0%  |
|   | 3.00   | Count  | 13 <sub>a</sub> | 20 <sub>b</sub> | 33     |
|   |  | % within Employment Equity legislation has made me love my work. | 39.4%           | 60.6%           | 100.0% |
|   |  | % within Birth year  | 24.1%           | 43.5%           | 33.0%  |
|   |  | % of Total   | 13.0%           | 20.0%           | 33.0%  |
| 4.00  | Count  | 7 <sub>a</sub>   | 1 <sub>b</sub>  | 8               |        |
|   | % within Employment Equity legislation has made me love my work. | 87.5%  | 12.5%           | 100.0%          |        |
|   | % within Birth year  | 13.0%  | 2.2%            | 8.0%            |        |
|   | % of Total   | 7.0%   | 1.0%            | 8.0%            |        |
| 5.00  | Count  | 3 <sub>a</sub>   | 1 <sub>a</sub>  | 4               |        |
|   | % within Employment Equity legislation has made me love my work. | 75.0%  | 25.0%           | 100.0%          |        |
|   | % within Birth year  | 5.6%   | 2.2%            | 4.0%            |        |
|   | % of Total   | 3.0%   | 1.0%            | 4.0%            |        |
| Total   | Count  | 54   | 46              | 100             |        |
|   | % within Employment Equity legislation has made me love my work. | 54.0%  | 46.0%           | 100.0%          |        |
|   | % within Birth year  | 100.0%   | 100.0%          | 100.0%          |        |
|   | % of Total   | 54.0%  | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 7.977 <sup>a</sup> | 4  | .092                  |
| Likelihood Ratio             | 8.558              | 4  | .073                  |
| Linear-by-Linear Association | .021               | 1  | .885                  |
| N of Valid Cases             | 100                |    |                       |

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.84.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .282  | .092         |
|                    | Cramer's V | .282  | .092         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me feel that investing in my work will  
benefit my career'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me feel that investing in my work will benefit my career. | 1.00  | Count   | 15 <sub>a</sub> | 13 <sub>a</sub> | 28     |
|  |   | % within Employment Equity legislation has made me feel that investing in my work will benefit my career. | 53.6%           | 46.4%           | 100.0% |
|  |   | % within Birth year   | 27.8%           | 28.3%           | 28.0%  |
|  |   | % of Total  | 15.0%           | 13.0%           | 28.0%  |
|  | 2.00  | Count   | 12 <sub>a</sub> | 12 <sub>a</sub> | 24     |
|  |   | % within Employment Equity legislation has made me feel that investing in my work will benefit my career. | 50.0%           | 50.0%           | 100.0% |
|  |   | % within Birth year   | 22.2%           | 26.1%           | 24.0%  |
|  |   | % of Total  | 12.0%           | 12.0%           | 24.0%  |
|  | 3.00  | Count   | 8 <sub>a</sub>  | 9 <sub>a</sub>  | 17     |
|  |   | % within Employment Equity legislation has made me feel that investing in my work will benefit my career. | 47.1%           | 52.9%           | 100.0% |
|  |   | % within Birth year   | 14.8%           | 19.6%           | 17.0%  |
|  |   | % of Total  | 8.0%            | 9.0%            | 17.0%  |
|  | 4.00  | Count   | 16 <sub>a</sub> | 5 <sub>b</sub>  | 21     |
|  |   | % within Employment Equity legislation has made me feel that investing in my work will benefit my career. | 76.2%           | 23.8%           | 100.0% |
|  |   | % within Birth year   | 29.6%           | 10.9%           | 21.0%  |
| % of Total   |   | 16.0%   | 5.0%            | 21.0%           |        |
| 5.00   | Count   | 3 <sub>a</sub>  | 7 <sub>a</sub>  | 10              |        |
|  | % within Employment Equity legislation has made me feel that investing in my work will benefit my career. | 30.0%   | 70.0%           | 100.0%          |        |
|  | % within Birth year   | 5.6%  | 15.2%           | 10.0%           |        |
|  | % of Total  | 3.0%  | 7.0%            | 10.0%           |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me feel that investing in my work will benefit my career. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 6.968 <sup>a</sup> | 4  | .138                  |
| Likelihood Ratio             | 7.266              | 4  | .122                  |
| Linear-by-Linear Association | .025               | 1  | .875                  |
| N of Valid Cases             | 100                |    |                       |

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.60.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .264  | .138         |
|                    | Cramer's V | .264  | .138         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me dedicated to the success of my work'**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me dedicated to the success of my work. | 1.00  | Count   | 11 <sub>a</sub> | 12 <sub>a</sub> | 23     |
|  |   | % within Employment Equity legislation has made me dedicated to the success of my work. | 47.8%           | 52.2%           | 100.0% |
|  |   | % within Birth year   | 20.4%           | 26.1%           | 23.0%  |
|  |   | % of Total  | 11.0%           | 12.0%           | 23.0%  |
|  | 2.00  | Count   | 14 <sub>a</sub> | 10 <sub>a</sub> | 24     |
|  |   | % within Employment Equity legislation has made me dedicated to the success of my work. | 58.3%           | 41.7%           | 100.0% |
|  |   | % within Birth year   | 25.9%           | 21.7%           | 24.0%  |
|  |   | % of Total  | 14.0%           | 10.0%           | 24.0%  |
|  | 3.00  | Count   | 13 <sub>a</sub> | 15 <sub>a</sub> | 28     |
|  |   | % within Employment Equity legislation has made me dedicated to the success of my work. | 46.4%           | 53.6%           | 100.0% |
|  |   | % within Birth year   | 24.1%           | 32.6%           | 28.0%  |
|  |   | % of Total  | 13.0%           | 15.0%           | 28.0%  |
| 4.00   | Count   | 12 <sub>a</sub>   | 5 <sub>a</sub>  | 17              |        |
|  | % within Employment Equity legislation has made me dedicated to the success of my work. | 70.6%   | 29.4%           | 100.0%          |        |
|  | % within Birth year   | 22.2%   | 10.9%           | 17.0%           |        |
|  | % of Total  | 12.0%   | 5.0%            | 17.0%           |        |
| 5.00   | Count   | 4 <sub>a</sub>  | 4 <sub>a</sub>  | 8               |        |
|  | % within Employment Equity legislation has made me dedicated to the success of my work. | 50.0%   | 50.0%           | 100.0%          |        |
|  | % within Birth year   | 7.4%  | 8.7%            | 8.0%            |        |
|  | % of Total  | 4.0%  | 4.0%            | 8.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me dedicated to the success of my work. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 3.115 <sup>a</sup> | 4  | .539                  |
| Likelihood Ratio             | 3.185              | 4  | .527                  |
| Linear-by-Linear Association | .417               | 1  | .518                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.68.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .177  | .539         |
|                    | Cramer's V | .177  | .539         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me feel attached to my work'**

|   |  |  | Birth year      |                 | Total  |
|---|--|--|-----------------|-----------------|--------|
|   |  |  | 1.00            | 2.00            |        |
| Employment Equity legislation has made me feel attached to my work. | 1.00   | Count  | 11 <sub>a</sub> | 12 <sub>a</sub> | 23     |
|   |  | % within Employment Equity legislation has made me feel attached to my work. | 47.8%           | 52.2%           | 100.0% |
|   |  | % within Birth year  | 20.4%           | 26.1%           | 23.0%  |
|   |  | % of Total   | 11.0%           | 12.0%           | 23.0%  |
|   | 2.00   | Count  | 16 <sub>a</sub> | 11 <sub>a</sub> | 27     |
|   |  | % within Employment Equity legislation has made me feel attached to my work. | 59.3%           | 40.7%           | 100.0% |
|   |  | % within Birth year  | 29.6%           | 23.9%           | 27.0%  |
|   |  | % of Total   | 16.0%           | 11.0%           | 27.0%  |
|   | 3.00   | Count  | 18 <sub>a</sub> | 17 <sub>a</sub> | 35     |
|   |  | % within Employment Equity legislation has made me feel attached to my work. | 51.4%           | 48.6%           | 100.0% |
|   |  | % within Birth year  | 33.3%           | 37.0%           | 35.0%  |
|   |  | % of Total   | 18.0%           | 17.0%           | 35.0%  |
| 4.00  | Count  | 6 <sub>a</sub>   | 4 <sub>a</sub>  | 10              |        |
|   | % within Employment Equity legislation has made me feel attached to my work. | 60.0%  | 40.0%           | 100.0%          |        |
|   | % within Birth year  | 11.1%  | 8.7%            | 10.0%           |        |
|   | % of Total   | 6.0%   | 4.0%            | 10.0%           |        |
| 5.00  | Count  | 3 <sub>a</sub>   | 2 <sub>a</sub>  | 5               |        |
|   | % within Employment Equity legislation has made me feel attached to my work. | 60.0%  | 40.0%           | 100.0%          |        |
|   | % within Birth year  | 5.6%   | 4.3%            | 5.0%            |        |
|   | % of Total   | 3.0%   | 2.0%            | 5.0%            |        |
| Total   | Count  | 54   | 46              | 100             |        |
|   | % within Employment Equity legislation has made me feel attached to my work. | 54.0%  | 46.0%           | 100.0%          |        |
|   | % within Birth year  | 100.0%   | 100.0%          | 100.0%          |        |
|   | % of Total   | 54.0%  | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value             | df | Asymp. Sig. (2-sided) |
|------------------------------|-------------------|----|-----------------------|
| Pearson Chi-Square           | .964 <sup>a</sup> | 4  | .915                  |
| Likelihood Ratio             | 0.967             | 4  | .915                  |
| Linear-by-Linear Association | .226              | 1  | .634                  |
| N of Valid Cases             | 100               |    |                       |

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .098  | .915         |
|                    | Cramer's V | .098  | .915         |
| N of Valid Cases   |            | 100   |              |



**Frequency distribution, chi squared and symmetric measures for statement  
‘Employment Equity legislation has made me feel that I can freely express myself in  
my work’.**

|   |  |  | Birth year      |                 | Total  |       |
|---|--|--|-----------------|-----------------|--------|-------|
|   |  |  | 1.00            | 2.00            |        |       |
| Employment Equity legislation has made me feel that I can freely express myself in my work. | 1.00   | Count  | 13 <sub>a</sub> | 14 <sub>a</sub> | 27     |       |
|   |  | % within Employment Equity legislation has made me feel that I can freely express myself in my work. | 48.1%           | 51.9%           | 100.0% |       |
|   |  | % within Birth year  | 24.1%           | 30.4%           | 27.0%  |       |
|   |  |  | % of Total      | 13.0%           | 14.0%  | 27.0% |
|   | 2.00   | Count  | 16 <sub>a</sub> | 12 <sub>a</sub> | 28     |       |
|   |  | % within Employment Equity legislation has made me feel that I can freely express myself in my work. | 57.1%           | 42.9%           | 100.0% |       |
|   |  | % within Birth year  | 29.6%           | 26.1%           | 28.0%  |       |
|   |  |  | % of Total      | 16.0%           | 12.0%  | 28.0% |
|   | 3.00   | Count  | 10 <sub>a</sub> | 9 <sub>a</sub>  | 19     |       |
|   |  | % within Employment Equity legislation has made me feel that I can freely express myself in my work. | 52.6%           | 47.4%           | 100.0% |       |
|   |  | % within Birth year  | 18.5%           | 19.6%           | 19.0%  |       |
|   |  |  | % of Total      | 10.0%           | 9.0%   | 19.0% |
| 4.00  | Count  | 12 <sub>a</sub>  | 6 <sub>a</sub>  | 18              |        |       |
|   | % within Employment Equity legislation has made me feel that I can freely express myself in my work. | 66.7%  | 33.3%           | 100.0%          |        |       |
|   | % within Birth year  | 22.2%  | 13.0%           | 18.0%           |        |       |
|   |  | % of Total   | 12.0%           | 6.0%            | 18.0%  |       |
| 5.00  | Count  | 3 <sub>a</sub>   | 5 <sub>a</sub>  | 8               |        |       |
|   | % within Employment Equity legislation has made me feel that I can freely express myself in my work. | 37.5%  | 62.5%           | 100.0%          |        |       |
|   | % within Birth year  | 5.6%   | 10.9%           | 8.0%            |        |       |
|   |  | % of Total   | 3.0%            | 5.0%            | 8.0%   |       |
| Total   | Count  | 54   | 46              | 100             |        |       |
|   | % within Employment Equity legislation has made me feel that I can freely express myself in my work. | 54.0%  | 46.0%           | 100.0%          |        |       |
|   | % within Birth year  | 100.0%   | 100.0%          | 100.0%          |        |       |
|   | % of Total   | 54.0%  | 46.0%           | 100.0%          |        |       |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 2.537 <sup>a</sup> | 4  | .638                  |
| Likelihood Ratio             | 2.567              | 4  | .633                  |
| Linear-by-Linear Association | .090               | 1  | .764                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.68.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .159  | .638         |
|                    | Cramer's V | .159  | .638         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me feel confident to perform my work  
tasks'.**

|  |   |   | Birth year      |                 | Total  |       |
|--|---|---|-----------------|-----------------|--------|-------|
|  |   |   | 1.00            | 2.00            |        |       |
| Employment Equity legislation has made me feel confident to perform my work tasks. | 1.00  | Count   | 12 <sub>a</sub> | 12 <sub>a</sub> | 24     |       |
|  |   | % within Employment Equity legislation has made me feel confident to perform my work tasks. | 50.0%           | 50.0%           | 100.0% |       |
|  |   | % within Birth year   | 22.2%           | 26.1%           | 24.0%  |       |
|  |   |   | % of Total      | 12.0%           | 12.0%  | 24.0% |
|  | 2.00  | Count   | 12 <sub>a</sub> | 12 <sub>a</sub> | 24     |       |
|  |   | % within Employment Equity legislation has made me feel confident to perform my work tasks. | 50.0%           | 50.0%           | 100.0% |       |
|  |   | % within Birth year   | 22.2%           | 26.1%           | 24.0%  |       |
|  |   |   | % of Total      | 12.0%           | 12.0%  | 24.0% |
|  | 3.00  | Count   | 17 <sub>a</sub> | 14 <sub>a</sub> | 31     |       |
|  |   | % within Employment Equity legislation has made me feel confident to perform my work tasks. | 54.8%           | 45.2%           | 100.0% |       |
|  |   | % within Birth year   | 31.5%           | 30.4%           | 31.0%  |       |
|  |   |   | % of Total      | 17.0%           | 14.0%  | 31.0% |
|  | 4.00  | Count   | 11 <sub>a</sub> | 6 <sub>a</sub>  | 17     |       |
|  |   | % within Employment Equity legislation has made me feel confident to perform my work tasks. | 64.7%           | 35.3%           | 100.0% |       |
|  |   | % within Birth year   | 20.4%           | 13.0%           | 17.0%  |       |
|  |   | % of Total  | 11.0%           | 6.0%            | 17.0%  |       |
| 5.00   | Count   | 2 <sub>a</sub>  | 2 <sub>a</sub>  | 4               |        |       |
|  | % within Employment Equity legislation has made me feel confident to perform my work tasks. | 50.0%   | 50.0%           | 100.0%          |        |       |
|  | % within Birth year   | 3.7%  | 4.3%            | 4.0%            |        |       |
|  |   | % of Total  | 2.0%            | 2.0%            | 4.0%   |       |
| Total  | Count   | 54  | 46              | 100             |        |       |
|  | % within Employment Equity legislation has made me feel confident to perform my work tasks. | 54.0%   | 46.0%           | 100.0%          |        |       |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |       |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |       |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 1.128 <sup>a</sup> | 4  | .890                  |
| Likelihood Ratio             | 1.143              | 4  | .887                  |
| Linear-by-Linear Association | .584               | 1  | .445                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.84.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .106  | .890         |
|                    | Cramer's V | .106  | .890         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
 'Employment Equity legislation has made me feel like I have the required knowledge  
 and skills to perform my work tasks'**

|  |   |   | Birth year      |                 | Total  |       |
|--|---|---|-----------------|-----------------|--------|-------|
|  |   |   | 1.00            | 2.00            |        |       |
| Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 1.00  | Count   | 14 <sub>a</sub> | 14 <sub>a</sub> | 28     |       |
|  |   | % within Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 50.0%           | 50.0%           | 100.0% |       |
|  |   | % within Birth year   | 25.9%           | 30.4%           | 28.0%  |       |
|  |   |   | % of Total      | 14.0%           | 14.0%  | 28.0% |
|  | 2.00  | Count   | 11 <sub>a</sub> | 10 <sub>a</sub> | 21     |       |
|  |   | % within Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 52.4%           | 47.6%           | 100.0% |       |
|  |   | % within Birth year   | 20.4%           | 21.7%           | 21.0%  |       |
|  |   |   | % of Total      | 11.0%           | 10.0%  | 21.0% |
|  | 3.00  | Count   | 15 <sub>a</sub> | 13 <sub>a</sub> | 28     |       |
|  |   | % within Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 53.6%           | 46.4%           | 100.0% |       |
|  |   | % within Birth year   | 27.8%           | 28.3%           | 28.0%  |       |
|  |   |   | % of Total      | 15.0%           | 13.0%  | 28.0% |
|  | 4.00  | Count   | 11 <sub>a</sub> | 6 <sub>a</sub>  | 17     |       |
|  |   | % within Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 64.7%           | 35.3%           | 100.0% |       |
|  |   | % within Birth year   | 20.4%           | 13.0%           | 17.0%  |       |
|  |   | % of Total  | 11.0%           | 6.0%            | 17.0%  |       |
| 5.00   | Count   | 3 <sub>a</sub>  | 3 <sub>a</sub>  | 6               |        |       |
|  | % within Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 50.0%   | 50.0%           | 100.0%          |        |       |
|  | % within Birth year   | 5.6%  | 6.5%            | 6.0%            |        |       |
|  |   | % of Total  | 3.0%            | 3.0%            | 6.0%   |       |
| Total  | Count   | 54  | 46              | 100             |        |       |
|  | % within Employment Equity legislation has made me feel like I have the required knowledge and skills to perform my work tasks. | 54.0%   | 46.0%           | 100.0%          |        |       |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |       |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |       |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 1.028 <sup>a</sup> | 4  | .906                  |
| Likelihood Ratio             | 1.042              | 4  | .903                  |
| Linear-by-Linear Association | .406               | 1  | .524                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.76.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .101  | .906         |
|                    | Cramer's V | .101  | .906         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
‘Employment Equity legislation has assisted in giving me a feeling of  
accomplishment regarding my work’**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work. | 1.00  | Count   | 11 <sub>a</sub> | 13 <sub>a</sub> | 24     |
|  |   | % within Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work. | 45.8%           | 54.2%           | 100.0% |
|  |   | % within Birth year   | 20.4%           | 28.3%           | 24.0%  |
|  |   | % of Total  | 11.0%           | 13.0%           | 24.0%  |
|  | 2.00  | Count   | 14 <sub>a</sub> | 15 <sub>a</sub> | 29     |
|  |   | % within Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work. | 48.3%           | 51.7%           | 100.0% |
|  |   | % within Birth year   | 25.9%           | 32.6%           | 29.0%  |
|  |   | % of Total  | 14.0%           | 15.0%           | 29.0%  |
|  | 3.00  | Count   | 17 <sub>a</sub> | 10 <sub>a</sub> | 27     |
|  |   | % within Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work. | 63.0%           | 37.0%           | 100.0% |
|  |   | % within Birth year   | 31.5%           | 21.7%           | 27.0%  |
|  |   | % of Total  | 17.0%           | 10.0%           | 27.0%  |
| 4.00   | Count   | 9 <sub>a</sub>  | 6 <sub>a</sub>  | 15              |        |
|  | % within Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work. | 60.0%   | 40.0%           | 100.0%          |        |
|  | % within Birth year   | 16.7%   | 13.0%           | 15.0%           |        |
|  | % of Total  | 9.0%  | 6.0%            | 15.0%           |        |
| 5.00   | Count   | 3 <sub>a</sub>  | 2 <sub>a</sub>  | 5               |        |
|  | % within Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work. | 60.0%   | 40.0%           | 100.0%          |        |
|  | % within Birth year   | 5.6%  | 4.3%            | 5.0%            |        |
|  | % of Total  | 3.0%  | 2.0%            | 5.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has assisted in giving me a feeling of accomplishment regarding my work. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 2.190 <sup>a</sup> | 4  | .701                  |
| Likelihood Ratio             | 2.202              | 4  | .699                  |
| Linear-by-Linear Association | 1.503              | 1  | .220                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .148  | .701         |
|                    | Cramer's V | .148  | .701         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me feel engrossed in my work'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me feel engrossed in my work. | 1.00  | Count   | 14 <sub>a</sub> | 13 <sub>a</sub> | 27     |
|  |   | % within Employment Equity legislation has made me feel engrossed in my work. | 51.9%           | 48.1%           | 100.0% |
|  |   | % within Birth year   | 25.9%           | 28.3%           | 27.0%  |
|  |   | % of Total  | 14.0%           | 13.0%           | 27.0%  |
|  | 2.00  | Count   | 14 <sub>a</sub> | 14 <sub>a</sub> | 28     |
|  |   | % within Employment Equity legislation has made me feel engrossed in my work. | 50.0%           | 50.0%           | 100.0% |
|  |   | % within Birth year   | 25.9%           | 30.4%           | 28.0%  |
|  |   | % of Total  | 14.0%           | 14.0%           | 28.0%  |
|  | 3.00  | Count   | 17 <sub>a</sub> | 15 <sub>a</sub> | 32     |
|  |   | % within Employment Equity legislation has made me feel engrossed in my work. | 53.1%           | 46.9%           | 100.0% |
|  |   | % within Birth year   | 31.5%           | 32.6%           | 32.0%  |
|  |   | % of Total  | 17.0%           | 15.0%           | 32.0%  |
| 4.00   | Count   | 8 <sub>a</sub>  | 2 <sub>a</sub>  | 10              |        |
|  | % within Employment Equity legislation has made me feel engrossed in my work. | 80.0%   | 20.0%           | 100.0%          |        |
|  | % within Birth year   | 14.8%   | 4.3%            | 10.0%           |        |
|  | % of Total  | 8.0%  | 2.0%            | 10.0%           |        |
| 5.00   | Count   | 1 <sub>a</sub>  | 2 <sub>a</sub>  | 3               |        |
|  | % within Employment Equity legislation has made me feel engrossed in my work. | 33.3%   | 66.7%           | 100.0%          |        |
|  | % within Birth year   | 1.9%  | 4.3%            | 3.0%            |        |
|  | % of Total  | 1.0%  | 2.0%            | 3.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me feel engrossed in my work. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 3.478 <sup>a</sup> | 4  | .481                  |
| Likelihood Ratio             | 3.716              | 4  | .446                  |
| Linear-by-Linear Association | .461               | 1  | .497                  |
| N of Valid Cases             | 100                |    |                       |

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.38.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .186  | .481         |
|                    | Cramer's V | .186  | .481         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement**

**'Employment Equity legislation has made me want to increase my awareness about my organisation'**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me want to increase my awareness about my organisation. | 1.00  | Count   | 10 <sub>a</sub> | 11 <sub>a</sub> | 21     |
|  |   | % within Employment Equity legislation has made me want to increase my awareness about my organisation. | 47.6%           | 52.4%           | 100.0% |
|  |   | % within Birth year   | 18.5%           | 23.9%           | 21.0%  |
|  |   | % of Total  | 10.0%           | 11.0%           | 21.0%  |
|  | 2.00  | Count   | 16 <sub>a</sub> | 12 <sub>a</sub> | 28     |
|  |   | % within Employment Equity legislation has made me want to increase my awareness about my organisation. | 57.1%           | 42.9%           | 100.0% |
|  |   | % within Birth year   | 29.6%           | 26.1%           | 28.0%  |
|  |   | % of Total  | 16.0%           | 12.0%           | 28.0%  |
|  | 3.00  | Count   | 13 <sub>a</sub> | 9 <sub>a</sub>  | 22     |
|  |   | % within Employment Equity legislation has made me want to increase my awareness about my organisation. | 59.1%           | 40.9%           | 100.0% |
|  |   | % within Birth year   | 24.1%           | 19.6%           | 22.0%  |
|  |   | % of Total  | 13.0%           | 9.0%            | 22.0%  |
|  | 4.00  | Count   | 12 <sub>a</sub> | 10 <sub>a</sub> | 22     |
|  |   | % within Employment Equity legislation has made me want to increase my awareness about my organisation. | 54.5%           | 45.5%           | 100.0% |
|  |   | % within Birth year   | 22.2%           | 21.7%           | 22.0%  |
|  | % of Total  | 12.0%   | 10.0%           | 22.0%           |        |
| 5.00   | Count   | 3 <sub>a</sub>  | 4 <sub>a</sub>  | 7               |        |
|  | % within Employment Equity legislation has made me want to increase my awareness about my organisation. | 42.9%   | 57.1%           | 100.0%          |        |
|  | % within Birth year   | 5.6%  | 8.7%            | 7.0%            |        |
|  | % of Total  | 3.0%  | 4.0%            | 7.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me want to increase my awareness about my organisation. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 1.038 <sup>a</sup> | 4  | .904                  |
| Likelihood Ratio             | 1.037              | 4  | .904                  |
| Linear-by-Linear Association | .003               | 1  | .953                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.22.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .102  | .904         |
|                    | Cramer's V | .102  | .904         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made my work positively challenging'**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made my work positively challenging. | 1.00  | Count   | 14 <sub>a</sub> | 13 <sub>a</sub> | 27     |
|  |   | % within Employment Equity legislation has made my work positively challenging. | 51.9%           | 48.1%           | 100.0% |
|  |   | % within Birth year   | 25.9%           | 28.3%           | 27.0%  |
|  |   | % of Total  | 14.0%           | 13.0%           | 27.0%  |
|  | 2.00  | Count   | 16 <sub>a</sub> | 12 <sub>a</sub> | 28     |
|  |   | % within Employment Equity legislation has made my work positively challenging. | 57.1%           | 42.9%           | 100.0% |
|  |   | % within Birth year   | 29.6%           | 26.1%           | 28.0%  |
|  |   | % of Total  | 16.0%           | 12.0%           | 28.0%  |
|  | 3.00  | Count   | 8 <sub>a</sub>  | 16 <sub>b</sub> | 24     |
|  |   | % within Employment Equity legislation has made my work positively challenging. | 33.3%           | 66.7%           | 100.0% |
|  |   | % within Birth year   | 14.8%           | 34.8%           | 24.0%  |
|  |   | % of Total  | 8.0%            | 16.0%           | 24.0%  |
| 4.00   | Count   | 14 <sub>a</sub>   | 2 <sub>b</sub>  | 16              |        |
|  | % within Employment Equity legislation has made my work positively challenging. | 87.5%   | 12.5%           | 100.0%          |        |
|  | % within Birth year   | 25.9%   | 4.3%            | 16.0%           |        |
|  | % of Total  | 14.0%   | 2.0%            | 16.0%           |        |
| 5.00   | Count   | 2 <sub>a</sub>  | 3 <sub>a</sub>  | 5               |        |
|  | % within Employment Equity legislation has made my work positively challenging. | 40.0%   | 60.0%           | 100.0%          |        |
|  | % within Birth year   | 3.7%  | 6.5%            | 5.0%            |        |
|  | % of Total  | 2.0%  | 3.0%            | 5.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made my work positively challenging. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value               | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square           | 11.911 <sup>a</sup> | 4  | .018                  |
| Likelihood Ratio             | 13.014              | 4  | .011                  |
| Linear-by-Linear Association | .509                | 1  | .475                  |
| N of Valid Cases             | 100                 |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .345  | .018         |
|                    | Cramer's V | .345  | .018         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me feel like I am fit to perform my work  
tasks'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me feel like I am fit to perform my work tasks. | 1.00  | Count   | 13 <sub>a</sub> | 12 <sub>a</sub> | 25     |
|  |   | % within Employment Equity legislation has made me feel like I am fit to perform my work tasks. | 52.0%           | 48.0%           | 100.0% |
|  |   | % within Birth year   | 24.1%           | 26.1%           | 25.0%  |
|  |   | % of Total  | 13.0%           | 12.0%           | 25.0%  |
|  | 2.00  | Count   | 13 <sub>a</sub> | 13 <sub>a</sub> | 26     |
|  |   | % within Employment Equity legislation has made me feel like I am fit to perform my work tasks. | 50.0%           | 50.0%           | 100.0% |
|  |   | % within Birth year   | 24.1%           | 28.3%           | 26.0%  |
|  |   | % of Total  | 13.0%           | 13.0%           | 26.0%  |
|  | 3.00  | Count   | 18 <sub>a</sub> | 11 <sub>a</sub> | 29     |
|  |   | % within Employment Equity legislation has made me feel like I am fit to perform my work tasks. | 62.1%           | 37.9%           | 100.0% |
|  |   | % within Birth year   | 33.3%           | 23.9%           | 29.0%  |
|  |   | % of Total  | 18.0%           | 11.0%           | 29.0%  |
| 4.00   | Count   | 8 <sub>a</sub>  | 7 <sub>a</sub>  | 15              |        |
|  | % within Employment Equity legislation has made me feel like I am fit to perform my work tasks. | 53.3%   | 46.7%           | 100.0%          |        |
|  | % within Birth year   | 14.8%   | 15.2%           | 15.0%           |        |
|  | % of Total  | 8.0%  | 7.0%            | 15.0%           |        |
| 5.00   | Count   | 2 <sub>a</sub>  | 3 <sub>a</sub>  | 5               |        |
|  | % within Employment Equity legislation has made me feel like I am fit to perform my work tasks. | 40.0%   | 60.0%           | 100.0%          |        |
|  | % within Birth year   | 3.7%  | 6.5%            | 5.0%            |        |
|  | % of Total  | 2.0%  | 3.0%            | 5.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me feel like I am fit to perform my work tasks. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 1.365 <sup>a</sup> | 4  | .850                  |
| Likelihood Ratio             | 1.374              | 4  | .849                  |
| Linear-by-Linear Association | .009               | 1  | .926                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .117  | .850         |
|                    | Cramer's V | .117  | .850         |
| N of Valid Cases   |            | 100   |              |



# APPENDIX B

**Frequency distribution, chi squared and symmetric measures for statement 'I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks'.**

|  |   |   | Birth year      |                | Total  |
|--|---|---|-----------------|----------------|--------|
|  |   |   | 1.00            | 2.00           |        |
| I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 1.00  | Count   | 4 <sub>a</sub>  | 7 <sub>a</sub> | 11     |
|  |   | % within I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 36.4%           | 63.6%          | 100.0% |
|  |   | % within Birth year   | 7.4%            | 15.2%          | 11.0%  |
|  |   | % of Total  | 4.0%            | 7.0%           | 11.0%  |
|  | 2.00  | Count   | 3 <sub>a</sub>  | 4 <sub>a</sub> | 7      |
|  |   | % within I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 42.9%           | 57.1%          | 100.0% |
|  |   | % within Birth year   | 5.6%            | 8.7%           | 7.0%   |
|  |   | % of Total  | 3.0%            | 4.0%           | 7.0%   |
|  | 3.00  | Count   | 5 <sub>a</sub>  | 2 <sub>a</sub> | 7      |
|  |   | % within I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 71.4%           | 28.6%          | 100.0% |
|  |   | % within Birth year   | 9.3%            | 4.3%           | 7.0%   |
|  |   | % of Total  | 5.0%            | 2.0%           | 7.0%   |
| 4.00   | Count   | 21 <sub>a</sub>   | 10 <sub>a</sub> | 31             |        |
|  | % within I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 67.7%   | 32.3%           | 100.0%         |        |
|  | % within Birth year   | 38.9%   | 21.7%           | 31.0%          |        |
|  | % of Total  | 21.0%   | 10.0%           | 31.0%          |        |
| 5.00   | Count   | 21 <sub>a</sub>   | 23 <sub>a</sub> | 44             |        |
|  | % within I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 47.7%   | 52.3%           | 100.0%         |        |
|  | % within Birth year   | 38.9%   | 50.0%           | 44.0%          |        |
|  | % of Total  | 21.0%   | 23.0%           | 44.0%          |        |
| Total  | Count   | 54  | 46              | 100            |        |
|  | % within I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. | 54.0%   | 46.0%           | 100.0%         |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%         |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%         |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

### Chi-Square Tests

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 5.637 <sup>a</sup> | 4  | .228                  |
| Likelihood Ratio             | 5.740              | 4  | .219                  |
| Linear-by-Linear Association | .260               | 1  | .610                  |
| N of Valid Cases             | 100                |    |                       |

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 3.22.

### Symmetric Measures

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .237  | .228         |
|                    | Cramer's V | .237  | .228         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has resulted in my organisation having effective  
leadership'.**

|  |   |   | Birth year      |                 | Total  |       |
|--|---|---|-----------------|-----------------|--------|-------|
|  |   |   | 1.00            | 2.00            |        |       |
| Employment Equity legislation has resulted in my organisation having effective leadership. | 1.00  | Count   | 5 <sub>a</sub>  | 12 <sub>b</sub> | 17     |       |
|  |   | % within Employment Equity legislation has resulted in my organisation having effective leadership. | 29.4%           | 70.6%           | 100.0% |       |
|  |   | % within Birth year   | 9.3%            | 26.1%           | 17.0%  |       |
|  |   |   | % of Total      | 5.0%            | 12.0%  | 17.0% |
|  | 2.00  | Count   | 22 <sub>a</sub> | 15 <sub>a</sub> | 37     |       |
|  |   | % within Employment Equity legislation has resulted in my organisation having effective leadership. | 59.5%           | 40.5%           | 100.0% |       |
|  |   | % within Birth year   | 40.7%           | 32.6%           | 37.0%  |       |
|  |   |   | % of Total      | 22.0%           | 15.0%  | 37.0% |
|  | 3.00  | Count   | 13 <sub>a</sub> | 11 <sub>a</sub> | 24     |       |
|  |   | % within Employment Equity legislation has resulted in my organisation having effective leadership. | 54.2%           | 45.8%           | 100.0% |       |
|  |   | % within Birth year   | 24.1%           | 23.9%           | 24.0%  |       |
|  |   |   | % of Total      | 13.0%           | 11.0%  | 24.0% |
|  | 4.00  | Count   | 10 <sub>a</sub> | 4 <sub>a</sub>  | 14     |       |
|  |   | % within Employment Equity legislation has resulted in my organisation having effective leadership. | 71.4%           | 28.6%           | 100.0% |       |
|  |   | % within Birth year   | 18.5%           | 8.7%            | 14.0%  |       |
|  |   | % of Total  | 10.0%           | 4.0%            | 14.0%  |       |
| 5.00   | Count   | 4 <sub>a</sub>  | 4 <sub>a</sub>  | 8               |        |       |
|  | % within Employment Equity legislation has resulted in my organisation having effective leadership. | 50.0%   | 50.0%           | 100.0%          |        |       |
|  | % within Birth year   | 7.4%  | 8.7%            | 8.0%            |        |       |
|  |   | % of Total  | 4.0%            | 4.0%            | 8.0%   |       |
| Total  | Count   | 54  | 46              | 100             |        |       |
|  | % within Employment Equity legislation has resulted in my organisation having effective leadership. | 54.0%   | 46.0%           | 100.0%          |        |       |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |       |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |       |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 6.345 <sup>a</sup> | 4  | .175                  |
| Likelihood Ratio             | 6.485              | 4  | .166                  |
| Linear-by-Linear Association | 1.968              | 1  | .161                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.68.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .252  | .175         |
|                    | Cramer's V | .252  | .175         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has resulted in my organisation having competent  
managers'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has resulted in my organisation having competent managers. | 1.00  | Count   | 7 <sub>a</sub>  | 11 <sub>a</sub> | 18     |
|  |   | % within Employment Equity legislation has resulted in my organisation having competent managers. | 38.9%           | 61.1%           | 100.0% |
|  |   | % within Birth year   | 13.0%           | 23.9%           | 18.0%  |
|  |   | % of Total  | 7.0%            | 11.0%           | 18.0%  |
|  | 2.00  | Count   | 17 <sub>a</sub> | 15 <sub>a</sub> | 32     |
|  |   | % within Employment Equity legislation has resulted in my organisation having competent managers. | 53.1%           | 46.9%           | 100.0% |
|  |   | % within Birth year   | 31.5%           | 32.6%           | 32.0%  |
|  |   | % of Total  | 17.0%           | 15.0%           | 32.0%  |
|  | 3.00  | Count   | 15 <sub>a</sub> | 15 <sub>a</sub> | 30     |
|  |   | % within Employment Equity legislation has resulted in my organisation having competent managers. | 50.0%           | 50.0%           | 100.0% |
|  |   | % within Birth year   | 27.8%           | 32.6%           | 30.0%  |
|  |   | % of Total  | 15.0%           | 15.0%           | 30.0%  |
| 4.00   | Count   | 12 <sub>a</sub>   | 3 <sub>b</sub>  | 15              |        |
|  | % within Employment Equity legislation has resulted in my organisation having competent managers. | 80.0%   | 20.0%           | 100.0%          |        |
|  | % within Birth year   | 22.2%   | 6.5%            | 15.0%           |        |
|  | % of Total  | 12.0%   | 3.0%            | 15.0%           |        |
| 5.00   | Count   | 3 <sub>a</sub>  | 2 <sub>a</sub>  | 5               |        |
|  | % within Employment Equity legislation has resulted in my organisation having competent managers. | 60.0%   | 40.0%           | 100.0%          |        |
|  | % within Birth year   | 5.6%  | 4.3%            | 5.0%            |        |
|  | % of Total  | 3.0%  | 2.0%            | 5.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has resulted in my organisation having competent managers. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 6.012 <sup>a</sup> | 4  | .198                  |
| Likelihood Ratio             | 6.364              | 4  | .174                  |
| Linear-by-Linear Association | 3.454              | 1  | .063                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .245  | .198         |
|                    | Cramer's V | .245  | .198         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has resulted in me having good relationships with  
my co-workers'.**

|  |   |   | Birth year      |                 | Total  |       |
|--|---|---|-----------------|-----------------|--------|-------|
|  |   |   | 1.00            | 2.00            |        |       |
| Employment Equity legislation has resulted in me having good relationships with my co-workers. | 1.00  | Count   | 8 <sub>a</sub>  | 7 <sub>a</sub>  | 15     |       |
|  |   | % within Employment Equity legislation has resulted in me having good relationships with my co-workers. | 53.3%           | 46.7%           | 100.0% |       |
|  |   | % within Birth year   | 14.8%           | 15.2%           | 15.0%  |       |
|  |   |   | % of Total      | 8.0%            | 7.0%   | 15.0% |
|  | 2.00  | Count   | 7 <sub>a</sub>  | 11 <sub>a</sub> | 18     |       |
|  |   | % within Employment Equity legislation has resulted in me having good relationships with my co-workers. | 38.9%           | 61.1%           | 100.0% |       |
|  |   | % within Birth year   | 13.0%           | 23.9%           | 18.0%  |       |
|  |   |   | % of Total      | 7.0%            | 11.0%  | 18.0% |
|  | 3.00  | Count   | 24 <sub>a</sub> | 14 <sub>a</sub> | 38     |       |
|  |   | % within Employment Equity legislation has resulted in me having good relationships with my co-workers. | 63.2%           | 36.8%           | 100.0% |       |
|  |   | % within Birth year   | 44.4%           | 30.4%           | 38.0%  |       |
|  |   |   | % of Total      | 24.0%           | 14.0%  | 38.0% |
| 4.00   | Count   | 12 <sub>a</sub>   | 10 <sub>a</sub> | 22              |        |       |
|  | % within Employment Equity legislation has resulted in me having good relationships with my co-workers. | 54.5%   | 45.5%           | 100.0%          |        |       |
|  | % within Birth year   | 22.2%   | 21.7%           | 22.0%           |        |       |
|  |   | % of Total  | 12.0%           | 10.0%           | 22.0%  |       |
| 5.00   | Count   | 3 <sub>a</sub>  | 4 <sub>a</sub>  | 7               |        |       |
|  | % within Employment Equity legislation has resulted in me having good relationships with my co-workers. | 42.9%   | 57.1%           | 100.0%          |        |       |
|  | % within Birth year   | 5.6%  | 8.7%            | 7.0%            |        |       |
|  |   | % of Total  | 3.0%            | 4.0%            | 7.0%   |       |
| Total  | Count   | 54  | 46              | 100             |        |       |
|  | % within Employment Equity legislation has resulted in me having good relationships with my co-workers. | 54.0%   | 46.0%           | 100.0%          |        |       |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |       |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |       |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 3.293 <sup>a</sup> | 4  | .510                  |
| Likelihood Ratio             | 3.311              | 4  | .507                  |
| Linear-by-Linear Association | .069               | 1  | .793                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.22.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .181  | .510         |
|                    | Cramer's V | .181  | .510         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
‘Employment Equity legislation has resulted in me having good relationships with  
my supervisors’.**

|   |  |  | Birth year      |                 | Total  |       |
|---|--|--|-----------------|-----------------|--------|-------|
|   |  |  | 1.00            | 2.00            |        |       |
| Employment Equity legislation has resulted in me having good relationships with my supervisors. | 1.00   | Count  | 11 <sub>a</sub> | 8 <sub>a</sub>  | 19     |       |
|   |  | % within Employment Equity legislation has resulted in me having good relationships with my supervisors. | 57.9%           | 42.1%           | 100.0% |       |
|   |  | % within Birth year  | 20.4%           | 17.4%           | 19.0%  |       |
|   |  |  | % of Total      | 11.0%           | 8.0%   | 19.0% |
|   | 2.00   | Count  | 5 <sub>a</sub>  | 14 <sub>b</sub> | 19     |       |
|   |  | % within Employment Equity legislation has resulted in me having good relationships with my supervisors. | 26.3%           | 73.7%           | 100.0% |       |
|   |  | % within Birth year  | 9.3%            | 30.4%           | 19.0%  |       |
|   |  |  | % of Total      | 5.0%            | 14.0%  | 19.0% |
|   | 3.00   | Count  | 22 <sub>a</sub> | 15 <sub>a</sub> | 37     |       |
|   |  | % within Employment Equity legislation has resulted in me having good relationships with my supervisors. | 59.5%           | 40.5%           | 100.0% |       |
|   |  | % within Birth year  | 40.7%           | 32.6%           | 37.0%  |       |
|   |  |  | % of Total      | 22.0%           | 15.0%  | 37.0% |
| 4.00  | Count  | 12 <sub>a</sub>  | 5 <sub>a</sub>  | 17              |        |       |
|   | % within Employment Equity legislation has resulted in me having good relationships with my supervisors. | 70.6%  | 29.4%           | 100.0%          |        |       |
|   | % within Birth year  | 22.2%  | 10.9%           | 17.0%           |        |       |
|   |  | % of Total   | 12.0%           | 5.0%            | 17.0%  |       |
| 5.00  | Count  | 4 <sub>a</sub>   | 4 <sub>a</sub>  | 8               |        |       |
|   | % within Employment Equity legislation has resulted in me having good relationships with my supervisors. | 50.0%  | 50.0%           | 100.0%          |        |       |
|   | % within Birth year  | 7.4%   | 8.7%            | 8.0%            |        |       |
|   |  | % of Total   | 4.0%            | 4.0%            | 8.0%   |       |
| Total   | Count  | 54   | 46              | 100             |        |       |
|   | % within Employment Equity legislation has resulted in me having good relationships with my supervisors. | 54.0%  | 46.0%           | 100.0%          |        |       |
|   | % within Birth year  | 100.0%   | 100.0%          | 100.0%          |        |       |
|   | % of Total   | 54.0%  | 46.0%           | 100.0%          |        |       |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 8.357 <sup>a</sup> | 4  | .079                  |
| Likelihood Ratio             | 8.576              | 4  | .073                  |
| Linear-by-Linear Association | 1.024              | 1  | .312                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.68.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .289  | .079         |
|                    | Cramer's V | .289  | .079         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made my organisations procedures and  
processes fair'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made my organisations procedures and processes fair. | 1.00  | Count   | 10 <sub>a</sub> | 11 <sub>a</sub> | 21     |
|  |   | % within Employment Equity legislation has made my organisations procedures and processes fair. | 47.6%           | 52.4%           | 100.0% |
|  |   | % within Birth year   | 18.5%           | 23.9%           | 21.0%  |
|  |   | % of Total  | 10.0%           | 11.0%           | 21.0%  |
|  | 2.00  | Count   | 7 <sub>a</sub>  | 8 <sub>a</sub>  | 15     |
|  |   | % within Employment Equity legislation has made my organisations procedures and processes fair. | 46.7%           | 53.3%           | 100.0% |
|  |   | % within Birth year   | 13.0%           | 17.4%           | 15.0%  |
|  |   | % of Total  | 7.0%            | 8.0%            | 15.0%  |
|  | 3.00  | Count   | 16 <sub>a</sub> | 12 <sub>a</sub> | 28     |
|  |   | % within Employment Equity legislation has made my organisations procedures and processes fair. | 57.1%           | 42.9%           | 100.0% |
|  |   | % within Birth year   | 29.6%           | 26.1%           | 28.0%  |
|  |   | % of Total  | 16.0%           | 12.0%           | 28.0%  |
|  | 4.00  | Count   | 14 <sub>a</sub> | 10 <sub>a</sub> | 24     |
|  |   | % within Employment Equity legislation has made my organisations procedures and processes fair. | 58.3%           | 41.7%           | 100.0% |
|  |   | % within Birth year   | 25.9%           | 21.7%           | 24.0%  |
| % of Total   |   | 14.0%   | 10.0%           | 24.0%           |        |
| 5.00   | Count   | 7 <sub>a</sub>  | 5 <sub>a</sub>  | 12              |        |
|  | % within Employment Equity legislation has made my organisations procedures and processes fair. | 58.3%   | 41.7%           | 100.0%          |        |
|  | % within Birth year   | 13.0%   | 10.9%           | 12.0%           |        |
|  | % of Total  | 7.0%  | 5.0%            | 12.0%           |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made my organisations procedures and processes fair. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 1.052 <sup>a</sup> | 4  | .902                  |
| Likelihood Ratio             | 1.052              | 4  | .902                  |
| Linear-by-Linear Association | .804               | 1  | .370                  |
| N of Valid Cases             | 100                |    |                       |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.52.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .103  | .902         |
|                    | Cramer's V | .103  | .902         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me understand the goals set up by my  
organisation'.**

|   |  |  | Birth year      |                 | Total  |
|---|--|--|-----------------|-----------------|--------|
|   |  |  | 1.00            | 2.00            |        |
| Employment Equity legislation has made me understand the goals set up by my organisation. | 1.00   | Count  | 9 <sub>a</sub>  | 10 <sub>a</sub> | 19     |
|   |  | % within Employment Equity legislation has made me understand the goals set up by my organisation. | 47.4%           | 52.6%           | 100.0% |
|   |  | % within Birth year  | 16.7%           | 21.7%           | 19.0%  |
|   |  | % of Total   | 9.0%            | 10.0%           | 19.0%  |
|   | 2.00   | Count  | 9 <sub>a</sub>  | 15 <sub>a</sub> | 24     |
|   |  | % within Employment Equity legislation has made me understand the goals set up by my organisation. | 37.5%           | 62.5%           | 100.0% |
|   |  | % within Birth year  | 16.7%           | 32.6%           | 24.0%  |
|   |  | % of Total   | 9.0%            | 15.0%           | 24.0%  |
|   | 3.00   | Count  | 21 <sub>a</sub> | 14 <sub>a</sub> | 35     |
|   |  | % within Employment Equity legislation has made me understand the goals set up by my organisation. | 60.0%           | 40.0%           | 100.0% |
|   |  | % within Birth year  | 38.9%           | 30.4%           | 35.0%  |
|   |  | % of Total   | 21.0%           | 14.0%           | 35.0%  |
|   | 4.00   | Count  | 13 <sub>a</sub> | 4 <sub>b</sub>  | 17     |
|   |  | % within Employment Equity legislation has made me understand the goals set up by my organisation. | 76.5%           | 23.5%           | 100.0% |
|   |  | % within Birth year  | 24.1%           | 8.7%            | 17.0%  |
|   | % of Total   | 13.0%  | 4.0%            | 17.0%           |        |
| 5.00  | Count  | 2 <sub>a</sub>   | 3 <sub>a</sub>  | 5               |        |
|   | % within Employment Equity legislation has made me understand the goals set up by my organisation. | 40.0%  | 60.0%           | 100.0%          |        |
|   | % within Birth year  | 3.7%   | 6.5%            | 5.0%            |        |
|   | % of Total   | 2.0%   | 3.0%            | 5.0%            |        |
| Total   | Count  | 54   | 46              | 100             |        |
|   | % within Employment Equity legislation has made me understand the goals set up by my organisation. | 54.0%  | 46.0%           | 100.0%          |        |
|   | % within Birth year  | 100.0%   | 100.0%          | 100.0%          |        |
|   | % of Total   | 54.0%  | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 7.324 <sup>a</sup> | 4  | .120                  |
| Likelihood Ratio             | 7.556              | 4  | .109                  |
| Linear-by-Linear Association | 2.531              | 1  | .112                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .271  | .120         |
|                    | Cramer's V | .271  | .120         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me understand how I am measured by my  
organisation'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me understand how I am measured by my organisation. | 1.00  | Count   | 11 <sub>a</sub> | 12 <sub>a</sub> | 23     |
|  |   | % within Employment Equity legislation has made me understand how I am measured by my organisation. | 47.8%           | 52.2%           | 100.0% |
|  |   | % within Birth year   | 20.4%           | 26.1%           | 23.0%  |
|  |   | % of Total  | 11.0%           | 12.0%           | 23.0%  |
|  | 2.00  | Count   | 7 <sub>a</sub>  | 14 <sub>b</sub> | 21     |
|  |   | % within Employment Equity legislation has made me understand how I am measured by my organisation. | 33.3%           | 66.7%           | 100.0% |
|  |   | % within Birth year   | 13.0%           | 30.4%           | 21.0%  |
|  |   | % of Total  | 7.0%            | 14.0%           | 21.0%  |
|  | 3.00  | Count   | 22 <sub>a</sub> | 13 <sub>a</sub> | 35     |
|  |   | % within Employment Equity legislation has made me understand how I am measured by my organisation. | 62.9%           | 37.1%           | 100.0% |
|  |   | % within Birth year   | 40.7%           | 28.3%           | 35.0%  |
|  |   | % of Total  | 22.0%           | 13.0%           | 35.0%  |
|  | 4.00  | Count   | 11 <sub>a</sub> | 4 <sub>a</sub>  | 15     |
|  |   | % within Employment Equity legislation has made me understand how I am measured by my organisation. | 73.3%           | 26.7%           | 100.0% |
|  |   | % within Birth year   | 20.4%           | 8.7%            | 15.0%  |
| % of Total   |   | 11.0%   | 4.0%            | 15.0%           |        |
| 5.00   | Count   | 3 <sub>a</sub>  | 3 <sub>a</sub>  | 6               |        |
|  | % within Employment Equity legislation has made me understand how I am measured by my organisation. | 50.0%   | 50.0%           | 100.0%          |        |
|  | % within Birth year   | 5.6%  | 6.5%            | 6.0%            |        |
|  | % of Total  | 3.0%  | 3.0%            | 6.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me understand how I am measured by my organisation. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 7.365 <sup>a</sup> | 4  | .118                  |
| Likelihood Ratio             | 7.519              | 4  | .111                  |
| Linear-by-Linear Association | 2.701              | 1  | .100                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.76.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .271  | .118         |
|                    | Cramer's V | .271  | .118         |
| N of Valid Cases   |            | 100   |              |



**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me feel valued in my organisation'.**

|   |  |  | Birth year      |                 | Total  |
|---|--|--|-----------------|-----------------|--------|
|   |  |  | 1.00            | 2.00            |        |
| Employment Equity legislation has made me feel valued in my organisation. | 1.00   | Count  | 16 <sub>a</sub> | 17 <sub>a</sub> | 33     |
|   |  | % within Employment Equity legislation has made me feel valued in my organisation. | 48.5%           | 51.5%           | 100.0% |
|   |  | % within Birth year  | 29.6%           | 37.0%           | 33.0%  |
|   |  | % of Total   | 16.0%           | 17.0%           | 33.0%  |
|   | 2.00   | Count  | 8 <sub>a</sub>  | 11 <sub>a</sub> | 19     |
|   |  | % within Employment Equity legislation has made me feel valued in my organisation. | 42.1%           | 57.9%           | 100.0% |
|   |  | % within Birth year  | 14.8%           | 23.9%           | 19.0%  |
|   |  | % of Total   | 8.0%            | 11.0%           | 19.0%  |
|   | 3.00   | Count  | 18 <sub>a</sub> | 10 <sub>a</sub> | 28     |
|   |  | % within Employment Equity legislation has made me feel valued in my organisation. | 64.3%           | 35.7%           | 100.0% |
|   |  | % within Birth year  | 33.3%           | 21.7%           | 28.0%  |
|   |  | % of Total   | 18.0%           | 10.0%           | 28.0%  |
| 4.00  | Count  | 9 <sub>a</sub>   | 3 <sub>a</sub>  | 12              |        |
|   | % within Employment Equity legislation has made me feel valued in my organisation. | 75.0%  | 25.0%           | 100.0%          |        |
|   | % within Birth year  | 16.7%  | 6.5%            | 12.0%           |        |
|   | % of Total   | 9.0%   | 3.0%            | 12.0%           |        |
| 5.00  | Count  | 3 <sub>a</sub>   | 5 <sub>a</sub>  | 8               |        |
|   | % within Employment Equity legislation has made me feel valued in my organisation. | 37.5%  | 62.5%           | 100.0%          |        |
|   | % within Birth year  | 5.6%   | 10.9%           | 8.0%            |        |
|   | % of Total   | 3.0%   | 5.0%            | 8.0%            |        |
| Total   | Count  | 54   | 46              | 100             |        |
|   | % within Employment Equity legislation has made me feel valued in my organisation. | 54.0%  | 46.0%           | 100.0%          |        |
|   | % within Birth year  | 100.0%   | 100.0%          | 100.0%          |        |
|   | % of Total   | 54.0%  | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 5.686 <sup>a</sup> | 4  | .224                  |
| Likelihood Ratio             | 5.828              | 4  | .212                  |
| Linear-by-Linear Association | .819               | 1  | .365                  |
| N of Valid Cases             | 100                |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.68.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .238  | .224         |
|                    | Cramer's V | .238  | .224         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me trust my organisation'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me trust my organisation. | 1.00  | Count   | 12 <sub>a</sub> | 17 <sub>a</sub> | 29     |
|  |   | % within Employment Equity legislation has made me trust my organisation. | 41.4%           | 58.6%           | 100.0% |
|  |   | % within Birth year   | 22.2%           | 37.0%           | 29.0%  |
|  |   | % of Total  | 12.0%           | 17.0%           | 29.0%  |
|  | 2.00  | Count   | 11 <sub>a</sub> | 12 <sub>a</sub> | 23     |
|  |   | % within Employment Equity legislation has made me trust my organisation. | 47.8%           | 52.2%           | 100.0% |
|  |   | % within Birth year   | 20.4%           | 26.1%           | 23.0%  |
|  |   | % of Total  | 11.0%           | 12.0%           | 23.0%  |
|  | 3.00  | Count   | 21 <sub>a</sub> | 11 <sub>a</sub> | 32     |
|  |   | % within Employment Equity legislation has made me trust my organisation. | 65.6%           | 34.4%           | 100.0% |
|  |   | % within Birth year   | 38.9%           | 23.9%           | 32.0%  |
|  |   | % of Total  | 21.0%           | 11.0%           | 32.0%  |
| 4.00   | Count   | 8 <sub>a</sub>  | 2 <sub>a</sub>  | 10              |        |
|  | % within Employment Equity legislation has made me trust my organisation. | 80.0%   | 20.0%           | 100.0%          |        |
|  | % within Birth year   | 14.8%   | 4.3%            | 10.0%           |        |
|  | % of Total  | 8.0%  | 2.0%            | 10.0%           |        |
| 5.00   | Count   | 2 <sub>a</sub>  | 4 <sub>a</sub>  | 6               |        |
|  | % within Employment Equity legislation has made me trust my organisation. | 33.3%   | 66.7%           | 100.0%          |        |
|  | % within Birth year   | 3.7%  | 8.7%            | 6.0%            |        |
|  | % of Total  | 2.0%  | 4.0%            | 6.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me trust my organisation. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 7.707 <sup>a</sup> | 4  | .103                  |
| Likelihood Ratio             | 7.982              | 4  | .092                  |
| Linear-by-Linear Association | 2.264              | 1  | .132                  |
| N of Valid Cases             | 100                |    |                       |

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.76.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .278  | .103         |
|                    | Cramer's V | .278  | .103         |
| N of Valid Cases   |            | 100   |              |

**Frequency distribution, chi squared and symmetric measures for statement  
'Employment Equity legislation has made me want to continue to stay with my  
organisation'.**

|  |   |   | Birth year      |                 | Total  |
|--|---|---|-----------------|-----------------|--------|
|  |   |   | 1.00            | 2.00            |        |
| Employment Equity legislation has made me want to continue to stay with my organisation. | 1.00  | Count   | 11 <sub>a</sub> | 15 <sub>a</sub> | 26     |
|  |   | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 42.3%           | 57.7%           | 100.0% |
|  |   | % within Birth year   | 20.4%           | 32.6%           | 26.0%  |
|  |   | % of Total  | 11.0%           | 15.0%           | 26.0%  |
|  | 2.00  | Count   | 6 <sub>a</sub>  | 12 <sub>a</sub> | 18     |
|  |   | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 33.3%           | 66.7%           | 100.0% |
|  |   | % within Birth year   | 11.1%           | 26.1%           | 18.0%  |
|  |   | % of Total  | 6.0%            | 12.0%           | 18.0%  |
|  | 3.00  | Count   | 27 <sub>a</sub> | 12 <sub>b</sub> | 39     |
|  |   | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 69.2%           | 30.8%           | 100.0% |
|  |   | % within Birth year   | 50.0%           | 26.1%           | 39.0%  |
|  |   | % of Total  | 27.0%           | 12.0%           | 39.0%  |
|  | 4.00  | Count   | 9 <sub>a</sub>  | 3 <sub>a</sub>  | 12     |
|  |   | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 75.0%           | 25.0%           | 100.0% |
|  |   | % within Birth year   | 16.7%           | 6.5%            | 12.0%  |
|  | % of Total  | 9.0%  | 3.0%            | 12.0%           |        |
| 5.00   | Count   | 1 <sub>a</sub>  | 4 <sub>a</sub>  | 5               |        |
|  | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 20.0%   | 80.0%           | 100.0%          |        |
|  | % within Birth year   | 1.9%  | 8.7%            | 5.0%            |        |
|  | % of Total  | 1.0%  | 4.0%            | 5.0%            |        |
| Total  | Count   | 54  | 46              | 100             |        |
|  | % within Employment Equity legislation has made me want to continue to stay with my organisation. | 54.0%   | 46.0%           | 100.0%          |        |
|  | % within Birth year   | 100.0%  | 100.0%          | 100.0%          |        |
|  | % of Total  | 54.0%   | 46.0%           | 100.0%          |        |

Each subscript letter denotes a subset of Birth year categories whose column proportions do not differ significantly from each other at the .05 level.

**Chi-Square Tests**

|                              | Value               | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square           | 12.625 <sup>a</sup> | 4  | .013                  |
| Likelihood Ratio             | 13.003              | 4  | .011                  |
| Linear-by-Linear Association | 2.421               | 1  | .120                  |
| N of Valid Cases             | 100                 |    |                       |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.30.

**Symmetric Measures**

|                    |            | Value | Approx. Sig. |
|--------------------|------------|-------|--------------|
| Nominal by Nominal | Phi        | .355  | .013         |
|                    | Cramer's V | .355  | .013         |
| N of Valid Cases   |            | 100   |              |

# APPENDIX C



## Introduction

My name is Amina Mula and I am currently studying towards a Master of Business Administration degree at the Gordon Institute of Business Science (GIBS). The focus of my study is on employment equity and the title of my research is: **The impact of Employment Equity Legislation on Employee Engagement within Generation Y.**

I would like to invite you to participate in this survey. It should take you no more than 10 minutes to complete and there are no costs involved. Your participation is voluntary and you can withdraw at any time without any penalty. You are not required to write your name or any other confidential or personal information on the survey. All data will be kept confidential. By completing the survey, you indicate that you voluntarily participate in this research.

Should you have any concerns, please contact me or my supervisor. Our details are provided below.

Researcher name: Ms. Amina Mula  
Maphalala

Research Supervisor Name: Mr. Jabu

Email: Amina.Allawoodeen@gmail.com

Email: jabumaphalala88@gmail.com

Phone: 073 456 7865

Phone: 071 679 2770

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## SECTION A

Please select a response from the options available for each question:

| <p>1. Please select your gender by marking an X.</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td></td> </tr> <tr> <td>Female</td> <td></td> </tr> </tbody> </table>  | Gender           | Mark X | Male           |  | Female     |  | <p>2. Please select the most applicable option regarding your birth year by marking an X.</p> <table border="1"> <thead> <tr> <th>Birth Year</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>I was born before 1980</td> <td></td> </tr> <tr> <td>I was born during or after 1980</td> <td></td> </tr> </tbody> </table> | Birth Year | Mark X               | I was born before 1980 |                   | I was born during or after 1980 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
|--|------------------|--------|----------------|--|------------|--|---|------------|----------------------|------------------------|-------------------|---------------------------------|---|------------------|--|------------------|--------|--------------------|--|-----------------|--|-----------------------|--|------------------------|--|-----------|--|-------|--|
| Gender   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Male   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Female   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Birth Year   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| I was born before 1980   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| I was born during or after 1980  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| <p>3. Please select your highest qualification by marking an X.</p> <table border="1"> <thead> <tr> <th>Occupation</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>Matric</td> <td></td> </tr> <tr> <td>Diploma</td> <td></td> </tr> <tr> <td>Under-graduate degree</td> <td></td> </tr> <tr> <td>Post-graduate degree</td> <td></td> </tr> <tr> <td>Other</td> <td></td> </tr> </tbody> </table>   | Occupation       | Mark X | Matric         |  | Diploma    |  | Under-graduate degree   |            | Post-graduate degree |                        | Other             |                                 | <p>4. Please select your race group by marking an X.</p> <table border="1"> <thead> <tr> <th>Population Group</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td></td> </tr> <tr> <td>White</td> <td></td> </tr> <tr> <td>Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Coloured</td> <td></td> </tr> </tbody> </table> | Population Group | Mark X   | Black            |        | White              |  | Indian          |  | Asian                 |  | Coloured               |  |           |  |       |  |
| Occupation   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Matric   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Diploma  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Under-graduate degree  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Post-graduate degree   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Other  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Population Group   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Black  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| White  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Indian   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Asian  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Coloured   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| <p>5. Please select the race group of your line manager/supervisor by marking an X.</p> <table border="1"> <thead> <tr> <th>Population Group</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td></td> </tr> <tr> <td>White</td> <td></td> </tr> <tr> <td>Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Coloured</td> <td></td> </tr> </tbody> </table>   | Population Group | Mark X | Black          |  | White      |  | Indian  |            | Asian                |                        | Coloured          |                                 | <p>6. Please indicate if you are regarded as a person with a disability according to the Employment Equity Act No.55 of 1998 by marking an X.</p> <table border="1"> <thead> <tr> <th>Population Group</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td></td> </tr> <tr> <td>No</td> <td></td> </tr> </tbody> </table>                             | Population Group | Mark X   | Yes              |        | No                 |  |                 |  |                       |  |                        |  |           |  |       |  |
| Population Group   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Black  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| White  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Indian   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Asian  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Coloured   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Population Group   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Yes  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| No   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| <p>7. Please select the most accurate description of your current job/position by marking an X.</p> <table border="1"> <thead> <tr> <th>Population Group</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>Administrative</td> <td></td> </tr> <tr> <td>Specialist</td> <td></td> </tr> <tr> <td>Junior Management</td> <td></td> </tr> <tr> <td>Middle Management</td> <td></td> </tr> <tr> <td>Senior Management</td> <td></td> </tr> <tr> <td>Other</td> <td></td> </tr> </tbody> </table> | Population Group | Mark X | Administrative |  | Specialist |  | Junior Management   |            | Middle Management    |                        | Senior Management |                                 | Other   |                  | <p>8. Please select the department in which you work by marking an X.</p> <table border="1"> <thead> <tr> <th>Population Group</th> <th>Mark X</th> </tr> </thead> <tbody> <tr> <td>Accounting/Finance</td> <td></td> </tr> <tr> <td>Human Resources</td> <td></td> </tr> <tr> <td>Operations/Production</td> <td></td> </tr> <tr> <td>Purchasing/Procurement</td> <td></td> </tr> <tr> <td>Marketing</td> <td></td> </tr> <tr> <td>Sales</td> <td></td> </tr> </tbody> </table> | Population Group | Mark X | Accounting/Finance |  | Human Resources |  | Operations/Production |  | Purchasing/Procurement |  | Marketing |  | Sales |  |
| Population Group   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Administrative   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Specialist   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Junior Management  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Middle Management  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Senior Management  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Other  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Population Group   | Mark X           |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Accounting/Finance   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Human Resources  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Operations/Production  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Purchasing/Procurement   |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Marketing  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |
| Sales  |                  |        |                |  |            |  |   |            |                      |                        |                   |                                 |   |                  |  |                  |        |                    |  |                 |  |                       |  |                        |  |           |  |       |  |

## SECTION B

9. Employment Equity legislation was introduced in South Africa in 1998. Consider the legislation when answering the following questions:

9.1. What does Employment Equity legislation mean to you?

9.2. Please complete the scale below indicating the degree of agreement/disagreement you have

relating to each statement (1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree).

| Questions   | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
|---|-----------------------|--------------|-------------|-----------|--------------------|
| 9.2.1) Employment Equity legislation is necessary.  |                       |              |             |           |                    |
| 9.2.2) My organisation complies with Employment Equity legislation.                                   |                       |              |             |           |                    |
| 9.2.3) Employment Equity legislation has made my organisation perform better.                         |                       |              |             |           |                    |
| 9.2.4) Employment Equity legislation has hampered individuals from being effective in their job.      |                       |              |             |           |                    |
| 9.2.5) My organisation has sometimes made poor hiring decisions due to Employment Equity legislation. |                       |              |             |           |                    |

### SECTION C

10. Please complete the scale below indicating the degree of agreement/disagreement you have relating to each statement (1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree).

| Questions  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
|--|-----------------------|--------------|-------------|-----------|--------------------|
| Employment Equity legislation has made me/my:                                      |                       |              |             |           |                    |
| 10.1) work meaningful  |                       |              |             |           |                    |
| 10.2) energetic about my work  |                       |              |             |           |                    |
| 10.3) feel passionate about my work  |                       |              |             |           |                    |
| 10.4) love my work   |                       |              |             |           |                    |
| 10.5) feel that investing in my work will benefit my career                        |                       |              |             |           |                    |
| 10.6) dedicated to the success of my work  |                       |              |             |           |                    |
| 10.7) feel attached to my work   |                       |              |             |           |                    |
| 10.8) feel that I can freely express myself in my work                             |                       |              |             |           |                    |
| 10.9) feel confident to perform my work tasks                                      |                       |              |             |           |                    |
| 10.10) feel like I have the required knowledge and skills to perform my work tasks |                       |              |             |           |                    |
| 10.11) work give me a feeling of accomplishment                                    |                       |              |             |           |                    |
| 10.12) feel engrossed in my work   |                       |              |             |           |                    |
| 10.13) want to increase my awareness about my organisation                         |                       |              |             |           |                    |
| 10.14) work positively challenging   |                       |              |             |           |                    |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 10.15) feel like I am fit to perform my work tasks |  |  |  |  |  |
|--|--|--|--|--|--|

**SECTION D**

11. Consider the implementation of Employment Equity legislation by your organisation when answering the following questions. Please complete the scale below indicating the degree of agreement/disagreement you have relating to each statement (1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree)

| Questions  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
|--|-----------------------|--------------|-------------|-----------|--------------------|
| 11.1) I feel that irrespective of my racial background I am able to work autonomously when performing my work tasks. |                       |              |             |           |                    |
| 11.2) Employment Equity legislation has resulted in my organisation having effective leadership.                     |                       |              |             |           |                    |
| 11.3) Employment Equity legislation has resulted in my organisation having competent managers.                       |                       |              |             |           |                    |
| 11.4) Employment Equity legislation has resulted in me having good relationships with my co-workers.                 |                       |              |             |           |                    |
| 11.5) Employment Equity legislation has resulted in me having good relationships with my supervisors.                |                       |              |             |           |                    |
| 11.6) Employment Equity legislation has made my organisations procedures and processes fair.                         |                       |              |             |           |                    |
| 11.7) Employment Equity legislation has made me understand the goals set up by my organisation.                      |                       |              |             |           |                    |
| 11.8) Employment Equity legislation has me understand how I am measured by my organisation.                          |                       |              |             |           |                    |
| 11.9) Employment Equity legislation has me feel valued in my organisation.   |                       |              |             |           |                    |
| 11.9) Employment Equity legislation has me trust my organisation.  |                       |              |             |           |                    |
| 11.10) Employment Equity legislation has me continue to stay with my organisation.                                   |                       |              |             |           |                    |

12. Do you have any other comments about how your organisation has implemented Employment Equity legislation?

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Thank you for completing the questionnaire. If you have any concerns or queries, please do not hesitate to contact Amina Mula at [Amina.Allawoodeen@gmail.com](mailto:Amina.Allawoodeen@gmail.com)