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COLLEGE OF HUMAN SCIENCES
School of Social Sciences
DEPARTMENT OF HEALTH STUDIES

**ANALYSIS OF THE IMPLEMENTATION PROCESS OF
EMPLOYMENT EQUITY BY UNIVERSITY NURSING
DEPARTMENTS OF SOUTH AFRICA**

*Dissertation submitted in fulfilment of the requirements for
the degree of **MASTER OF ARTS IN HEALTH STUDIES**
(MACUR)*

BY

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DECLARATION

I, MAPULE ELLEN MAELANE declare that the study entitled 'Analysis of the implementation process of Employment Equity by University Nursing Departments of South Africa' is my own work. All sources used or quoted have been indicated and acknowledged in the text and included in the list of references.

This work has never been submitted toward a qualification at any other university.

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M E MAELANE

DEDICATION

I dedicate my success in this study and the outcomes thereof to the following special people who nurtured, loved and mentored me through out my academic and personal life.

GOD, for giving me life, wisdom and courage

My Mother, for being such a mother, who is caring, loving and supportive in times of trials and hardship experiences

My two children, Viola Mantsoelengwe and Leago who have been my inspiration. What more could I ask from God.

My husband Daniel Phori, for being such a loving and understanding husband in many ways. You did a lot to enable me to focus and achieve my goals. I thank you very much. My success is yours.

ACKNOWLEDGEMENT

There are many people worth acknowledgement for the contribution they made in the completion of this study. I acknowledge their tireless efforts to see me through the study.

Prof. M. Ganga-Limando, My Research Supervisor

It was through his determination, commitment and enabling skills that I completed this study. Worth mentioning is the fact that, Prof. M. Ganga-Limando took over the supervision of my study after two years, when I thought of giving up. He did what he could to re-motivate me. Under his guidance, I have learned, developed and acquired better research skills as well as being more analytic. I am thankful.

The Heads of University Nursing Departments

Your willingness to participate in the study is highly appreciated. The success in the study has been through your support and willingness to provide information as participants.

The Heads of University employment Equity Forums

You have been instrumental to enable the researcher to be more focused in collecting relevant data. I have learned to appreciate the big challenge you encounter in enabling and monitoring the implementation of Employment Equity Act in your institutions.

Dr Jonathan Levy

You have been ready and willing to assist with the entire research methodology, assessing the tool for the reliability and feasibility for scientific and computer analysis.

Lastly, friends and colleagues

I acknowledge your patient and willingness to help at all times when I needed help and advice.

I thank you all.

ABSTRACT

Redressing the past social disparities in all spheres of the society is one of the challenges facing the democratic government's of South Africa. The Employment Equity Act 55 published in 1998 aimed at ensuring employment equity and creating a work force that reflects the demographic composition of the South African society. It is a legal framework that provides policy direction for redressing the employment imbalances of the past.

A descriptive exploratory study was taken to analyse the implementation process of EEA 55 1998 by University Nursing Departments of South Africa. The study aimed at providing guidelines that may be used to enhance the implementation of Employment Equity Act in achieving demographic staffing representation within the University Nursing Departments of South Africa. More precisely, to describe the extent to which University Nursing Departments have complied with EEA 55 of 1998 and to identify measures to be taken in order to enhance the implementation of the above Act.

Purposive sampling was carried out to select the Heads of University Nursing Departments and Employment Equity Forums from fifteen (15) universities offering nursing programs. Data was collected using a questionnaire designed by the researcher. In total, thirty questionnaires were sent to the above universities and 87% (n=26) was returned. Quantitative analysis using the Statistical Package for Social Sciences (SPSS) and content analysis were performed to analyse data.

The results of the main findings showed major disparities in academic staffing composition in terms of gender, race and rank. It was also found that

departments are faced with various problems in the implementation of the EEA 55 of 1998. Specific measures to enhance the implementation of EEA 55 of 1998 by University Nursing Departments of South Africa were identified.

The results of this study provide baseline information that can be used to re-engineer mechanisms to address the challenges of progressively implementing EEA and as a basis for further research related to policy implementation. The results of this study also have implications for the implementation of government' policies, the staffing transformation at South African universities. Specific recommendations for enhancing the implementation of EEA 55 of 1998 and further research were formulate.

Key words: *Employment Equity, implementation process, staffing transformation, University Nursing Departments, South Africa.*

LIST OF ABBREVIATIONS

AA: Affirmative Action

DENOSA: Democratic Nurses Organization of South Africa

EEA: Employment Equity Act

EEF: Employment Equity Forum

FUNDISA: Forum of University Nursing Departments in South Africa

ILO: International Labour Office

SA: South Africa

SAMDI: South African Management and Development Institute

SANA: South African Nursing Association

SANC: South African Nursing Council

SPSS: Statistical Package for Social Sciences

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CHAPTER ONE OVERVIEW OF THE STUDY

1.1. PROBLEM STATEMENT

The politic of racial segregation in South Africa led to differential and exclusive treatment in training, development and employment opportunities. The employment opportunities were based on race, colour, religion or cultural background, and residential areas. These employment practices contributed to disparities in staffing composition in most of the institutions of the country (Van Rensburg and Mokoena 1995).

The advent of the democratic government in 1994 has brought about many changes, including the need for improved policies, procedures and practices in the employment markets. South African citizens, in all professional spheres, have the constitutional right to gain access to employment opportunities previously denied to them on the racial or cultural basis. In reference to the new dispensation, Nzimande exclaimed " for the first time in South African history, we have a democratically elected government bound by a democratic constitution and committed to promote equality and accessibility to services and employment to all" (Nzimande 1996:1).

In 1998, the government passed the Employment Equity Act (EEA) with the view of promoting equal employment opportunities and redressing the inequalities of the past. This Act compelled the University Nursing Departments like any other institutions of the

country to formulate and implement employment policies that promote equity in terms of race, gender, and cultural or religious background.

However, there are some indications that even with the new Constitution and improved Employment Equity laws in place, the University Nursing Departments are not advancing enough to redress the effects of past staffing inequities. The report of Wonca World Conference held in Durban, Kwa-Zulu Natal in 2001 highlighted the need for promoting academic career opportunities for nurses from the previously disadvantaged communities.

Data from the Forum for University Nursing Departments in South Africa (FUNDISA 2002) showed disparities in academic staffing composition in terms of gender, race, and rank. More than 90% of the academics were females, White females chaired most of the departments, and Black academics were mainly found at lecturer position. A previous study conducted by Gwele (1998) on "Nursing staff career advancement opportunities in the traditionally White English speaking University Nursing Departments", revealed a lack of employment opportunities and career advancement for the previously disadvantaged black nurses in these institutions. It was also revealed that every respondent, irrespective of gender and race, thought that there had been very little equity and lack of transparency in the promotion system.

The Breakwater Monitor Report of July 1999 indicated that, there still exist disparities in career ladder. In most companies and academic tertiary institutions, White males hold 84% of top managerial positions, as opposed to females. The White employees constituted 74% of management promotions in all sectors of employment, particularly in the traditionally white only nursing academic institutions. Managerial activities are commonly delegated to the white staff, either because of the assumed ill preparation and inexperience.

It is assumed that University Nursing Departments are experiencing problems with the implementation of Employment Equity Act 55 of 1998. There is therefore, a need to analyse the implementation process of the Employment Equity Act by University Nursing Departments of South Africa and formulate guidelines that may be used to enhance the implementation of EEA 55 of 1998.

1.2. BACKGROUND TO THE PROBLEM

South African Nursing Profession had been riddled with discriminatory laws in training and career advancement opportunities. It is suggested that prior to 1994, the racial division in the nursing profession had been strongly entrenched by the 1944 Nurses Act. This racial division continued in nursing education and employment opportunities for managerial positions (Marks 1994).

Branningan (1994) supported that the situation of division in nursing profession got aggravated by the political, economic and social policies of the apartheid government, which created and legalized disparities in respect of the educational system, employment opportunities, job reservations, prejudices and segregations entrenched in the nursing profession.

The University Education Act of 1959 barred black nurses from training at the traditionally proclaimed white only universities, without the express of the Minister of education, even though they were the only institutions with advance courses for nurses. This denial played an important role to the staffing disparities and lack academic career advancement for black nurses (Marks 1994). Uys (1991) suggests that the key factor that disadvantaged many black nurses was the legacy of access denial to basic and post degree courses in nursing introduced in most traditionally white only universities of South Africa.

The first university nursing education programme (four year degree in nursing) started at Pretoria University in 1956. This programme was only opened to white nurses. The provincial administration of the Orange Free State transferred all training of white nurses in that province, to the University of Pretoria as first year nursing degree students. In October 1964, the first doctoral degree was awarded to a white South African Nurse at the University of Pretoria (Potgieter 1992).

The impact of discriminatory practices in the nursing profession may have contributed to the fears and insubordination working relations between black and white nurses, particularly in the traditionally white only academic nursing staff. For example, the media, City Press (18th June 2000:2-3) is quoted as saying, "In the ongoing racial conflict at a certain university nursing department, the white lecturers took leave due to fears and discomfort in having to work under a newly black lecturer promoted to a leadership position of a Professor".

With the new Constitution and the EEA, South African Nurse leaders are legally required to transform and restructure all the staffing policies and practices to reflect the demographics of South African society. Author (Kotze 1995) also suggested that the South African Nursing Profession should itself undergo a drastic change in an effort to redress the previous racial divisions.

The implementation of the Employment Equity Act will ensure that the nursing workforce is freed from discrimination. However, it is assumed that to rectify the inherited disparities through the implementation of Employment Equity Act requires extensive restructuring and commitment from the nursing leaders in the employment agencies (Sisulu and Mokoena, 1998).

Harper (2000:5) stated that the challenge is mostly with the management, transformation forums and the heads of departments or institutions. They need to develop and implement aggressive strategic plans or measures including a full spectrum of advanced learning and career advancement opportunities in order to address and meet the aspirations of the previously disadvantaged people.

It is implied that the employers are legally compelled to recruit employees from the designated groups, as well as giving preference to these groups in the selection, appointment and opportunities for career ladders. Importantly is, the establishment of measures to support and develop the designated groups, to explore their potential and use their skills optimally.

Within the above background, it is relevant to look at how the University Nursing Departments of South Africa have been implementing the EEA and to propose measures that can be used to facilitate barriers to the implementation of the above Act.

1.3 AIM AND OBJECTIVES OF THE STUDY

The study aims at providing guidelines that may be used to enhance the implementation of Employment Equity Act in achieving demographic staffing representation within the University Nursing Departments of South Africa. More precisely, to describe the extent to which University Nursing Departments have complied with EEA of 1998 and to identify measures to be taken in order to enhance the implementation of the above Act.

The objectives of the study are to:

- Describe the current academic staffing composition of the University Nursing Departments in terms of:
 - Gender,
 - Race,
 - Rank, and
 - Period of appointment.
- Describe the implementation process of Employment Equity Act of 1998 in terms of:
 - Availability of policies or measures,
 - Types of policies or measures in place,
 - Problems or barriers experienced in the implementation process
- Describe measures to be taken by University Nursing Departments in order to enhance the implementation of EEA.

1.4 RESEARCH QUESTIONS

The study intends to answer the following questions:

- What is the current academic staffing composition of University Nursing Departments of South Africa in terms of:
 - Gender,
 - Race,
 - Rank, and
 - Period of appointment?
- Is there any EE policy or measure available in University Nursing Departments?
- What EE policies or measures are put in place by University Nursing Departments?
- What barriers or problems are experienced by University Nursing Departments in the implementation of EEA?
- What measures or actions could be taken or are needed to enhance the implementation of EEA?

1.5 SIGNIFICANCE OF THE STUDY

Redressing the past social disparities in all spheres of the society is one of the challenges facing the democratic government's of South Africa. The Employment Equity Act 55 published in 1998 aimed at ensuring employment equity and creating a work force that reflects the demographic composition of the South African' society. It is a legal framework that provides policy direction for redressing the imbalances of the past in all sectors of the employment in the country.

It is anticipated that the results of this study will have implications for the implementation of government policies at the institutional levels. More precisely, the results will highlight measures taken by the University Nursing Departments to comply with EEA 55 of 1998. The results of this study will also inform the policy makers about the progress, problems and barriers or problems experienced if any, in the implementation process of the EEA 55 of 1998 in achieving demographic representation.

The results will also provide baseline information that can be used to re-engineer mechanisms to address the challenges of progressively implementing EEA. Finally, the results of the study may be used as a basis for further research related to policy implementation.

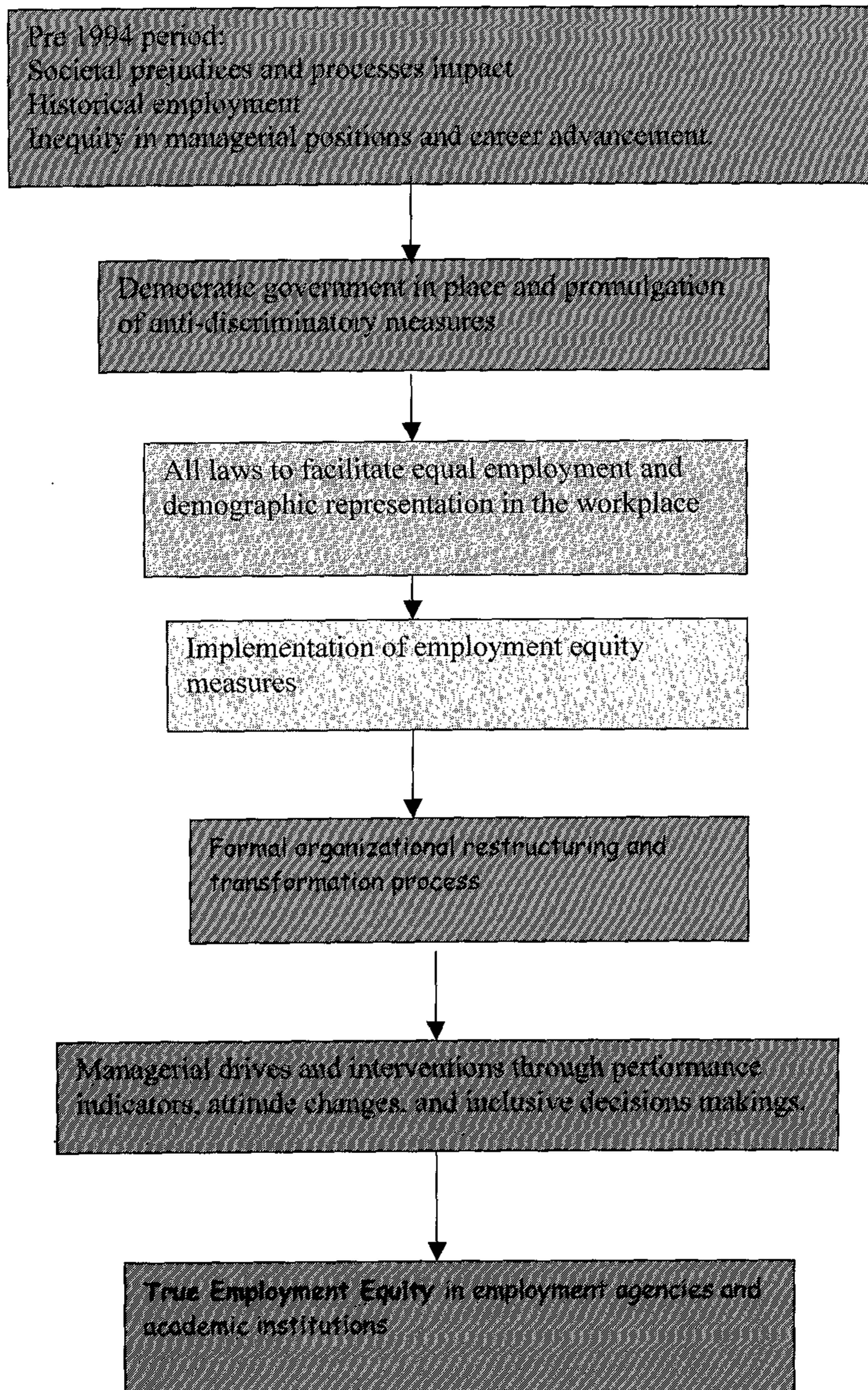
1.6 DEFINITION OF KEY CONCEPTS

1.6.1. Implementation process

Authors (Swanepoel, Erasmus, and van Wyk. 2000) view the implementation process as a series of activities or steps undertaken to achieve a set goal or mission. In respect to EEA, it relates to the steps or specific practices and relevant measures taken to ensure employment equity. Figure 1 presents an illustrated definition of the implementation process of Equity.

In the context of the study, the implementation process refers to specific employment plans or policies and measures or strategies for achieving demographic representation within the University Nursing Departments of South Africa. It also refers to barriers or problems to implementation and measures taken or to be taken to overcome the above barriers and achieve demographic representation.

Figure 1: Inequity to true equity: an illustrated definition of the implementation process of Equity



1.6.2. Employment Equity

Employment Equity is described as equal employment opportunities for all citizens, irrespective of racial, cultural or religious background. Sisulu and Mokoena (1998) describe employment equity as a staffing process that utilizes procedures restructured to include non-discriminatory criteria and principles. Equally important in introducing new staffing procedures is the transparent nature the process should follow in recruiting, appointing, and promoting staff for managerial positions.

The concept Employment Equity in this study refers to policies and measures taken by University Nursing Departments of South Africa in response to Employment Equity Act 55 of 1998 to achieve racial and gender representation among academic staff.

1.6.2. Transformation

Authors (Simms; Price and Erwin 1994:231) view transformation as a move to provide a scenario for a new way of developing shared vision among members in various settings. It is as a process, which helps organizations to formulate and implement new strategic plans and directives to remove the discriminatory barriers of the past (Huse 1989). According to Cloete and Mokgoro (1995), the efforts to facilitate transformation are always undertaken in the face of resistance from interest groups who aim to do everything in their power to retain the status quo.

Cloete et al (1995) suggest that the implementation of equal employment opportunities requires the knowledge and understanding of three types of transformation. The first is normative transformation, which relates to changing the prevailing discriminatory value systems that underlined education and career opportunities. The second is structural transformation, which relates to changing the organizational manifestation of the traditional discriminatory practices. The third is functional transformation, which relates to introducing new values and mission statements founded on the constitutional rights and principles of equality.

Dunham and Klafen in Booyens (1998) stated that, the leaders of the present and future institutions should themselves be transformed, displaying characteristics of courtesy, acceptance and belief in the inner worth of people, irrespective of their diverse culture in order to be effective change agents.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The literature review focused on the following two main areas: the legal framework for achieving employment equity in South Africa and the contextual determinant of employment equity. The legal framework for achieving employment equity refers to laws and government policies related to employment equity. It includes the Constitution of 1996, the EEA of 1998, the Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA) of 2000, and the Basic Conditions of Employment Act (BCEA) of 1997.

The contextual determinant of employment equity refers to the environmental factors that influence the implementation process of the EEA. It includes the organizational policies and culture, management and leadership, institutional adjustment and diversity acceptance. A summary and a conceptual framework of the literature reviewed are provided at the end of the chapter.

2.2. LEGAL FRAMEWORK FOR ACHIEVING EMPLOYMENT EQUITY

2.2.1. The Constitution of the country

Aiken (1995) suggests that the Constitution guarantees individuals certain fundamental freedom by laying the foundations for improving the quality of life and freeing the potentials of each person. The right to equality for all is guaranteed in the South African Constitution (Act 108 of 1996) under the following general principles:

- One sovereign state,
- Common citizenship,
- Democratic system of government,
- Equality of race and gender,
- Fundamental rights for all citizens, and
- Outlawed discrimination.

Chapter 2 of the Constitution deals specifically with the rights of people including the affirmation of equality and freedom. Chapter 10 of the Constitution stipulates the values and principles that should govern the public staffing management. The chapter contains principles that may be used to guide the employment agencies in recruiting, training, appointing and providing opportunities for career ladders.

These principles include:

- The promotion and maintenance of a high standard of professional ethics,

- The promotion of efficient and effective use of resources, including human, of all diversities,
- Development orientation and development programmes, to facilitate gainful employment, of specifically the previously disadvantaged groups, and
- Good human resource management and career development practices cultivated to maximize all human potential, particularly of those who had been previously disadvantaged.

Sisulu et al (1998) is of the view that, the principles underlined in the Constitution should be applied to accelerate the pace of transformation, particularly in traditionally conservative institutions, which have a historical legacy of employment injustices and lack of career opportunities for people of other races and cultures.

2.2.2. Basic Conditions of Employment Act 75 of 1997

The Basic Conditions of Employment Act was based on the right to fair labour practices, referred to in the section 23(1) of the Constitution. Other basis for its enactment was the need to promote a healthy working environment and avoidance of any form of discrimination. The Act set out minimum or basic terms and conditions of employment in achieving equal opportunity. This Act prescribed the employment related rights and obligations of both the employer and employee, this means that equal employment measures should be taken in the context of improved quality of the working environment, reducing social inequality and enhancing investment in human resource development.

2.2.3. Affirmative action

In the first world countries, affirmative action emerged as a concept associated with the civil rights legislation. In the United States of America (USA), it involved making deliberate effort to correct the imbalances in employment. Its implementation went beyond equal employment opportunities, compelling employers to make an effort to hire and promote those previously disadvantaged (Monk and Harris 1992; Plunkett and Attner 1989).

The Constitution of Namibia describes affirmative action as a legislative competence the government has put in place to correct almost anything that was wrong as a result of apartheid practices and policies. Accordingly, Swanepoel et al (2000) sum it up by saying, affirmative action constituted a challenge for the South African Nursing institutions to formulate and implement comprehensive and sophisticated total employment strategies, which should facilitate equitable skills training and career development.

In South Africa, affirmative action is seen as an important tool to counteract the inequalities of apartheid legislation (Gerber, Nel and van Dyk 1996). Maphai (1997) describes affirmative action as a promotion of the recruitment of previously disadvantaged groups. It is thus a tool to facilitate equal employment opportunity and not an obsession with numbers and quotas according to race, gender and disabilities.

The aim of affirmative action is to raise the quality of life of disadvantaged communities in South Africa. It involves all aspects that must be addressed to bring about ultimate equality and enables the previously disadvantaged groups to compete on equal footing (Erlers 1996).

According to the Department of Labour, affirmative action measures in South Africa should be based on the principles of equality (Notice 564 of 1998). Those measures include:

- Appointment of members from the designated groups using transparent recruitment strategies,
- Increasing the pool of available candidates and eliminate employment barriers,
- Training and developing people from the designated groups,
- Promotion of people from the designated groups, and career advancement,
- Retention of people from the designated groups through support,
- Providing an enabling environment for advancement of the designated groups,
- Providing opportunities for career ladders of the members from the designated groups, and
- Implementing managerial leadership that affirms diversity in the work place.

All the above measures have major implications for human resource policies and development at institutional level. All South African institutions, including University Nursing Departments are compelled to implement human resource policies that redress the inequalities of

the past. These institutional human resource policies should also provide career advancement opportunities for the previously disadvantaged groups. The implementation of the above policies will enhance the ability of these institutions to meet the culturally diverse needs of the population.

2.2.4. Employment Equity Act 55 of 1998

Throughout history, Western society has accepted the principle that people should be rewarded according to the worth of their contributions. The previous South African government qualified the worth on the basis of race. New values emerged with the advent of democracy and economic changes. Any individual should advance from the most humble beginning to the highest station according to the worth of his/her contributions.

Another value that has encouraged equal opportunity has been the profit motive. It is believed that non-discriminatory practices make good business sense. If a department or organization gives opportunity to a particular race group, it will find itself cut-off from the vast reservoirs of human talents, made up of other race groups (Ivacenvich and Mattenson 1995).

The economic inequalities helped focus the national attention on employment equity as a specific area of discrimination. The EEA is one of the most significant pieces of legislation passed by the first democratic government of South Africa. It is a unique tool intended to facilitate the realization of equal employment opportunity and

equal treatment in the work place. The Act removes all discriminatory barriers to employment of the past. Its implementation will improve access to training, new career opportunities, and economic status of the previously disadvantaged groups (Pityana 1999).

The EEA provides specific guidelines to all sectors of employment for the:

- Elimination of unfair discrimination,
- Development of the previously disadvantaged groups through career advancement and supportive environment,
- Promotion of ongoing development and monitoring of employment equity plans and policies in staffing,
- Furthering of diversity and accommodating people from the designated groups,
- Maintenance and development of people from the designated group through implementation of the appropriate training measures and support programs,
- Promotion of equitable distribution of staff across the functional and managerial responsibilities, and
- Provision of the opportunities for the meaningful actualisation of the potential and talents of the previously disadvantaged groups (Chapters II and III).

The EEEA enables institutions to introduce the ethos of equal opportunity in order to:

- Promote equity of access and fair chances of advancement for all irrespective of race and gender,

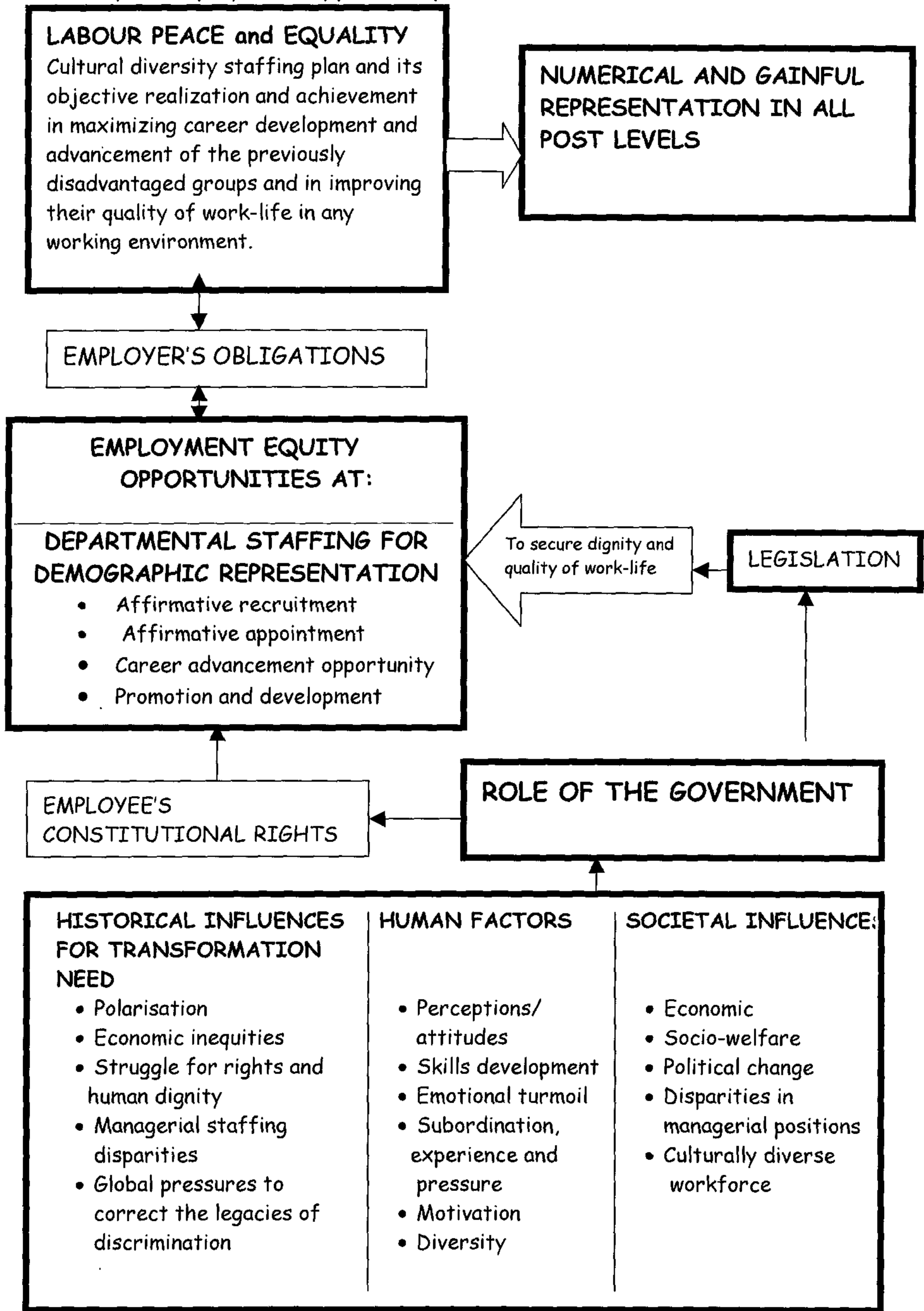
- Meet the employment needs within the context of a growing global economy through well-planned and coordinated teaching and learning opportunities,
- Support a democratic ethos and culture of human dignity, and
- Contribute to the capacity building and career advancement of all forms of knowledge and scholarship, with sensitivity to the diverse problems and demands of the nation (Government Gazette.18 April 1997 No. 17944).

Looking at international experience, equal employment opportunity laws, similar to the EEA, have fostered many profound changes in the American workplace (Marquis and Huston 2000). The Civil Rights Act of 1964 laid the foundation for equal employment opportunities for minorities in the USA. Provision of section 703(i) of the Title VII of the Act discouraged work force imbalances and preferential treatment aimed at neglecting other groups' diverse cultures. President Lyndon Johnson's Executive Orders 11246 and 11375 in 1967 strengthened the above Act and enhanced the implementation of affirmative action programs.

In South Africa, the Act has been passed to address the legacy of discrimination in relation to race, gender, and disabilities that had denied access to opportunities for education, employment, promotion and wealth creation for the majority of South Africans. Kossek (1996) stated that the correct implementation of EEA would gradually eradicate the severe form of segregation of apartheid, which existed as a constitutional standard.

Ehlers (1996) provided a descriptive summary of the expectations and the final outcome of equal employment opportunity process, and the factors that influence such a process in any human resource management. Figure 2 illustrates the obligations of employers and the state as well as the intended outcomes of demographic representation.

Figure 2. Obligations and intended outcomes of the implementation of equal employment opportunity



2.2.5. Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA) 4 of 2000

Section 9 of the Constitution, provide for the enactment of national legislation to prevent or prohibit unfair discrimination whilst ensuring the achievement of equality. The PEPUDA provides a legal framework for the implementation of measures that ensure the advancement of historically disadvantaged individuals, communities and social groups generally.

The above Act endeavours to facilitate the change of behaviour and attitudes within the context of unity in diversity. The principles of equality, fairness, justice and freedom are the basis of ethical issues inherent in the Act. Some of the objectives of PEUDA include:

- Equal enjoyment of all rights, be in: training, employment or advancement in area of choice,
- Reinforcement of equality and prevention of unfair discrimination, as stipulated in the EEA, and
- Facilitate further compliance of employers with international law obligations, including treaty obligations in terms of the Convention on Elimination of All Forms of Racial Discrimination, in job and career opportunities.

2.2.6. Performance indicators

According to SAMDI (1999), performance indicators are evidences based on the key performance areas stipulated by government. In the context of EEA, these performance indicators are bench marking tools, in assessing the speed and extend to which the institutions has achieved or are progressing to achieve demographic representation in the work-force.

Within the context of the objectives of this study, these performance indicators will include the academic staff profiles in terms of gender, race and rank. The employment equity measures in place (target or goal, recruitment policy, promotion and appointment policies and monitoring mechanisms), the barriers to the implementation of the EEA and strategies to overcome these barriers.

2.3. CONTEXTUAL DETERMINANT OF EMPLOYMENT EQUITY

2.3.1 Organizational policies and culture

It is a common understanding that the prevailing policies and culture in previous South African organizations/institutions were based on apartheid laws. Collins (1995) said that changing the rules to ensure equality in the workplace requires cultural change and policy restructuring in order to improve the status and image created by the discriminatory laws of the past. The literature (Cloete et al. 1995) suggests that sustainable reforms requires policy reform,

whilst reform requires change in institutions that involves 'long-haul' effort by all parties involved.

It is argued that policy and cultural changes are needed at all organizational levels to ensure the successful implementation of the EEA. Pityana (1999) indicated that organizational policy changes should focus on performance indicators, and tools for monitoring and evaluating the implementation process of the EEA. He further indicated that policy should provide guidelines on staffing profile auditing and the frequency of reports to the relevant stakeholders with a vested interest in that particular employing agency.

Cronje and Smith (1999) suggested that the organizational policies and culture should support the departmental strategic plans on the implementation process of the EEA. Such policies should provide guidelines in the processes of recruitment, appointment, career development and advancement.

However, Smith (1999) argued that changes in organizational policies and culture must be supported by the commitment of management of the organizations. He suggested that these organizational changes in policies and culture should encompass the drive and commitment of management to:

- Democratic principles, respect for human rights, a reconciliatory spirit and the values entrenched in the Constitution,
- Developmental oriented approach to career development for the previously disadvantaged groups,
- A succinct vision of nature and purpose of transformation,

- Set time frames and time-programmed targets regarding demographic staffing representation, and
- Promote staffing representation in terms of race and gender.

Huston (2000) viewed the commitment of management to the above principles as imperatives for any organizational staffing restructuring process. The concept "management" is often used interchangeably with "leadership", implying that the person who is providing leadership in a group is the person in the management position (Grossman and Valiga 2000). This person plays a critical role in the staffing of an organization.

According to chapter 11 of the EEA, the managers of designated employers have a duty to implement affirmative measures in dealing with groups from the previously disadvantaged employees. Their management styles should, in affirming the previous disparities in employment and advancement opportunities, ensure elimination and prohibition of unfair discrimination, directly or indirectly, against all employees in their employment policies (section 5 and 6 of the EEA).

The Department of Labour expressed the view that management should be knowledgeable about their obligation in terms of the EEA. This knowledge will enable them to succeed in achieving a demographically representative staff. Management is expected to put in place human resource structures and other practices that ensure the implementation of the EEA.

Transformational leadership and a democratic approach to management are the key determining factors in any successful organizational transformation. Tappen (1995:99) describes transformational leadership as a response to a contemporary search for meaning and to increasingly rapid and intense change. Such leaders/managers are distinguished by their special abilities to bring about innovative transition and to take an organization through major strategic change. They facilitate changes in the organization's mission, structure, and staffing development and management (Smith 1999).

The democratic manager bases managerial responsibilities on the principles of equality in-group participation, freedom of belief and action, and consideration for each group member as having rights and potential (Tappen 1995). The Constitution (section I) explains the values forming the foundation of a democratic approach to management. These values include human dignity, achievement of equality, advancement of human rights and non-racialism.

2.3.2. Institutional adjustment

South African institutions are adjusting to their new obligations to enhance equity in the workplace. These adjustments include the development of policy statements that reaffirm equal opportunity and non-discrimination, the setting of ultimate goals and specific targets to further diversity in workplace, establishment of employment equity forums to monitor the implementation process.

Sisulu et al (1998:36-37) suggested that the institutional restructuring should be pro-active, human-centred, coherent and visionary. It should recognize and exploit opportunities and builds on existing organizational strengths. The authors argued that the institutional adjustment process should also accommodate new functional demand for staffing transformation. This process should aim at addressing the needs for:

- A management style that is open and transparent,
- Management to recognize the individual's worth and the importance of workforce diversity,
- Effective management of change and diversity training, and
- Capacity building and skills development within the equal opportunity legal framework.

Cronje et al (1999) states that institutional adjustment to comply with the employment equity will lead to cultural diversity in the working place. This trend toward cultural diversity also requires other institutional adjustments. Harper (2000) is of the opinion that, addressing diversity issues means beginning to address the need for fundamental institutional transformation. Diversity means the inclusion of people who belong to various cultural groups or people with different human qualities.

Cross (2000) views diversity as a mechanism to realize the full potential of all culturally diverse students and staff irrespective of race, ethnicity, education and other related attributes of groups of people in society. Andrews (1999) defines diversity as referring to,

differences in race, ethnicity, education, and related attributes of groups of people in society.

However, Charlton (1992:98) advised that, understanding and accepting diversity enables to acknowledge the need for co-existence in the workforce. Within the same understanding of the concept, diversity management is viewed by Dickens and Dickens (1991) as a process in which, each employee's unique contributions are valued and used to achieve the institutional goal. Tappen (1995) argued that workforce diversity in terms of race and language presents a challenge to effective management of institutions today. Management should have a set of values which, to manage and retain the people of diverse groups. These values should be consciously and powerfully expressed in institution's mission and value statements.

Managing diversity in today's South African labour force is critical to enhance the moral and productivity of the previously disadvantaged majority group. The literature revealed that managing diversity determines the need and the importance of attracting and retaining a representative present and future labour supply. It involves an increased sensitivity and responsiveness to cultural needs as well as creating a climate that support cultural diversity (Karsten 1994).

Lobel (1995) stated that an adopted diversity management in nursing would for example facilitate bias-free recruitment, appointment, and selection, and people driven development programs. Such programs will result in growth and advancement of people from diverse

backgrounds. They will ultimately become more marketable and eligible for promotions and career advancement opportunities.

2.4. SUMMARY

The literature review acknowledged the legacy of apartheid laws in the staffing composition of the country's institutions/organizations including Nursing Education institutions. This legacy is evident in over or under representation of one racial or gender group over the other. University Nursing Departments were not exempted from these discriminatory laws. The Education Act of 1944, which reinforced the development of education on the racial line has negatively impacted on education and career advancement of the majority of black nurses in the country.

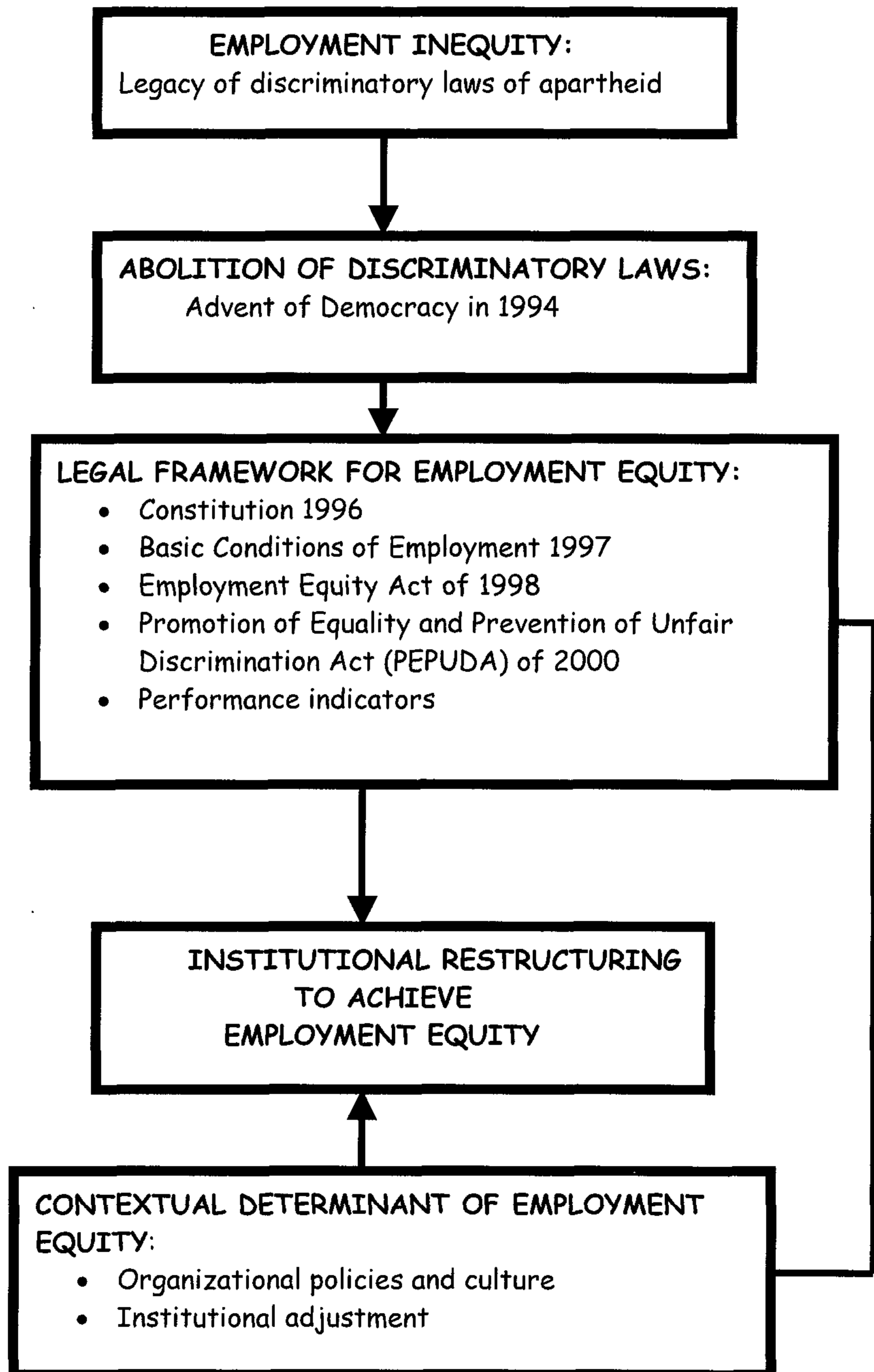
The literature also revealed that since the advent of democracy in 1994 and the introduction of the Constitution in 1996, Government has initiated various steps by passing laws and legislation toward correcting the imbalances of the past. One of these laws is the EEA, which targets the equality in the working place. The EEA as described in the literature review compels all designated employers to develop and implement measures to correct the imbalances of the past and create equity at the working place in terms of gender, race and disabilities.

The literature suggested that successful implementation of the EEA will depend on many other factors such as changes in organizational policies and culture as well as institutional adjustment. The commitment, attitude and management style of management of these employers were also identified as important factors in the successful implementation of the EEA.

Despite the legal framework provided by Government, some studies have shown that little has been done toward equity in terms of gender and race in many working places including University Nursing Departments. However, these studies did not look at the problems related to slow progress toward achieving equity as prescribed by EEA and the legal prescripts of the country. This study has the potential to inform policy makers on problems related to the implementation of EEA in one of the important areas of work in the country.

The conceptual framework derived from the literature reviewed is presented in figure 3. This conceptual framework reflects the key concepts regarded as significant in achieving equity and demographic staffing representation. These key concepts have been discussed throughout this chapter.

Figure 3. Conceptual framework derived from the literature reviewed



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study was undertaken with the view of providing guidelines that may be used to enhance the implementation process of Employment Equity Act in achieving staffing representation within University Nursing Departments of South Africa. Quantitative approach was used to guide the research process.

The third chapter describes the research design, sample and sampling, technique, data collection instruments, validity and reliability of data collection instruments, data collection process, ethical considerations, and data analysis methods.

3.2. RESEARCH DESIGN

A descriptive-exploratory design was used to generate data for this study. The design provided the researcher with an opportunity to gain a holistic view of the phenomenon and to identify the progress and problems encountered in the implementation process of the Employment Equity Act in the University Nursing Departments. Seaman and Verhonick (1989) stated that the descriptive-exploratory design has the potential of generating a broad range of data regarding the phenomenon. It also facilitates data collection on real current practices and problems or barriers encountered.

Liobondo-wood and Harber (1990:168) highlighted two major advantages of descriptive exploratory research. Firstly, a great deal of information about what exists in terms of frequencies of occurrence or its presence versus its absence is obtained from the target population in a fairly economical manner. Secondly, the information may be surprisingly accurate in generating hypotheses.

3.3 SAMPLE AND SAMPLING TECHNIQUE

Fifteen (15) South African Universities that have Nursing Departments were targeted for this study. Purposive sampling was carried out to select the Heads of Nursing Departments (one per university) and the appointed Coordinators or Heads of Employment Equity Forums/Departments (one per university). The total sample constituted of thirty participants (15 respectively from Nursing Departments and the Employment Equity Departments).

The decision to include the above was based on the fact that as heads of departments and managers, they are actively involved in the recruitment of personnel. They are entrusted with the responsibilities of driving, facilitating, and monitoring the employment equity process in their universities. The literature also supports that Purposive sampling is based on the judgment of the researcher. It allows the researcher to select participants who are knowledgeable and familiar with the phenomenon to be studied (Seaman et al. 1989). According to Burns & Grove (1993:246), purposive sampling involves the conscious selection of certain subjects who had similar key characteristics.

3.4. DATA COLLECTION INSTRUMENT

A questionnaire was used to collect data for the study. The design of the questionnaire was based on the literature reviewed and the objectives of the study. It consisted of four sections related to the objectives of the study (see appendix 1). The literature (Polit and Hungler 1995:188) indicates that questionnaires are the most common instruments used in descriptive exploratory studies. DeVos (2002:213) suggested that in descriptive -exploratory study, it is critical that the researcher obtains an overview of the actual practical situation in accordance with the objectives of the study.

The first section of the questionnaire dealt with the current academic staffing composition. The questions were related to the number of the academic staff, their distribution in terms of gender, race, rank and period of appointment. The purpose of eliciting the above information was to secure a descriptive profile of the current academic staffing and to address the first research objective.

The second section of the questionnaire elicited information on the implementation process of EEA 55 of 1998 in terms of availability of policies or measures, types of policies or measures in place, and problems or barriers to implementation. It included one closed-ended question related to the availability of EE policy or measures, and three one open-ended questions related to the reasons of the unavailability of the EE policies or measures, the type of policies or measures in place, and barriers or problems experienced in the implementation of EEA 55 of 1998. The purpose of this section was

to collect information that would address the second objective and main question of the study.

The third section looked at the participants' views regarding measures or actions to be taken to enhance the implementation of EEA by University Nursing Departments. It consisted of one open-ended question seeking the participants' views regarding measures or actions required to enhance the implementation of EEA 55 of 1998. The information generated was aimed at addressing the last objective of the study. In addition, one open-ended question was included requesting information on any aspects of the phenomena under-study, which may not have been covered by the different sections.

3.5. VALIDITY AND RELIABILITY OF DATA COLLECTION INSTRUMENT

Polit and Hungler (1995:353) viewed validity as the degree to which an instrument measures what it is supposed to measure. Burns and Grove (1993) defined the validity of an instrument as the extent to which the instrument actually reflects the abstract construct being examined. Reliability refers to the consistency with which an instrument measures variables under investigation (Bless and Higson-Smith 1995).

The literature (Parahoo 1997:265) suggests that the following questions might be used to assess the reliability of a questionnaire:

- Do all respondents interpret the instructions given by the researcher in the same way?
- Are the questions or statements clear and unambiguous enough for a respondent to understand?
- Are the questions or statements clear and unambiguous enough for a respondent to answer to them in the same way each time they are presented to him/her?

Several measures were taken to ensure the validity and reliability of the data collection instrument, including the content validity, face validity, and item analysis. According to Burns and Grove (1993:343), content validity is concerned with the extent to which the instrument includes all the major elements relevant to the construct being measured. De Vos (2002:167) argued that content validity is concerned with the representative ness or sampling adequacy of the content.

Green and Lewis (1994: 120) maintained that using literature review, identifying and defining the key concepts critical to the phenomena, and empirical analysis of the items or concepts could establish content validity. Burns and Grove (1993:343) recommended that, the evidence of content validity be obtained from three sources, namely the literature, representation of the relevant population and feedback from the content experts.

According to Woods and Cantazarro (1988:253), face validity refers to the process by which experts judge the validity of an instrument. Bless and Higson-Smith (1995:139) stated that face validity is

concerned with the way the instrument appears to the participant. They argued that face validity of an instrument depends on the level of complexity of the questions and recommended that an instrument be tailored to the needs of the subjects for whom it is intended.

Bless and Higson-Smith (1995:134) suggested that the reliability of an instrument could be enhanced through item analysis. It is viewed as a more detailed method of estimating internal consistency of instrument. They supported that in item analysis, the researcher is interested in finding out how well the responses to each item correspond to the responses to other items and to the test as a whole.

Special attention was given by the researcher to ensure the validity and reliability of the instrument. The different sections of the questionnaire were representative of what needed to be elicited as per title, objectives and research questions. An extensive literature review was done before designing the instrument. The instrument included questions related to all the objectives of the study.

The initial draft of the questionnaire was submitted to the supervisor and the professional statistician at the Medical Research Council together with the research proposal. The statistician expressed satisfaction with the instrument as being of high quality in terms of the layout and the logical sequence. Minor changes were recommended by the supervisor and statistician to facilitate easy analysis. Furthermore, the questionnaire was pre-tested using ten

(10) Heads of Departments and Equity Forums excluding Nursing Departments in five universities.

The ten (10) completed questionnaires were submitted to the statistician at the Medical Research Council, five (5) research experts at one university, which did not form part of the target respondents, and the Department of Market Research at UNISA for evaluation purposes. Minor corrections pertaining to rephrasing of few items were suggested by the above team. After these corrections were made, the instrument was re-submitted for a final review by the researcher's supervisor.

3.6 DATA COLLETION PROCESS

The research contacted the participants telephonically informing them about the study and requesting their participation. Thereafter, the questionnaires were mailed electronically (by e-mail and fax) and posted to all participants by the researcher. In total, thirty questionnaires were sent to fifteen targeted universities.

Each participant was reminded by e-mail two weeks after the first distribution. A copy of the questionnaire was attached to each of the e-mails sent as reminder. This was done in order to enhance the response rate. The cut-off period for data collection was fixed at six weeks from the first distribution of the questionnaire.

3.7 ETHICAL CONSIDERATIONS

Each questionnaire was accompanied by a covering letter (See appendix 2) requesting consent for participation to the study. The letter included the purpose of the study, the estimated time required to complete the questionnaire, and measures to ensure confidentiality and anonymity. The instrument did not contain the names of the institution or the participants. Participants were requested not to write any personal or institutional details on the returned questionnaires.

Participants were also informed that their participation is voluntary and that the returned of the questionnaire will be considered as consent for participation. They were also informed that the researcher intended to publish the results of the study and that every attempt would be made so that the data obtained did not reveal individual characteristics.

No personal or institutional details were presented in the results of the study. The researcher used a code to keep their responses nameless. The researcher maintained confidentiality and anonymity throughout data collection, analysis and reporting of findings.

3.8. DATA ANALYSIS METHOD

Each returned questionnaire was scrutinized by the researcher and compared against each other to identify any abnormality in the completion of the questionnaire and to establish internal consistency. The participants were consistent in the completion of all items and all returned questionnaires were considered for analysis.

Data collected were analysed using both quantitative and qualitative methods. Data from closed ended were coded and analysed by obtaining frequencies and percentages using the Statistical Package for Social Sciences (SPSS). The responses from the open-ended questions were analysed using content analysis. The responses were first scrutinized in order to identify the main ideas or themes. Thereafter, the themes were categorised according to their characteristics and the literature review. Some of these categories were quantified and analysed using summary statistics.

CHAPTER FOUR

PRESENTATION OF THE RESULTS

4.1 INTRODUCTION

The questionnaire was sent to fifteen University Nursing Departments of South Africa. Each University Nursing Department received two questionnaires (one for the Academic Chair or Head of Department and one the Head of Employment Equity Forum). Thirteen (13) out of fifteen (15) returned the completed questionnaires. In total, twenty-six (26) completed questionnaires were received from the above universities at the cut-off date of data collection. The above high response rate (87% n=13) supports the relevance of the topic under investigation to the participants.

The main results of the findings are presented in this chapter according to the objectives of the study. These objectives as described in chapter one were to:

- Describe the current academic staffing composition of the University Nursing Departments in terms of:
 - Gender,
 - Race,
 - Rank, and
 - Period of appointment
- Describe the implementation process of Employment Equity Act 55 of 1998 in terms of:
 - Availability of policies or measures,
 - Types of policies or measures, and

- Barriers or problems experienced in the implementation process.
- Describe measures or actions to be taken by University Nursing Departments in order to enhance the implementation of EEA 55 of 1998 by

4.2 DESCRIPTION OF THE CURRENT ACADEMIC STAFFING COMPOSITION OF UNIVERSITY NURSING DEPARTMENTS

This objective generated quantitative information. The participants were asked to state the number of the academic staff in their departments, the distribution of the academic staff in terms of gender, race and rank. They were also asked to state the number of the academic staff employed or appointed after 1998 in terms of rank and race. Data generated were analysed with SPSS using descriptive statistics. Each University Nursing Department was assigned a letter ranging from A to M. These letters do not represent the sequence of the departments in alphabetical order, but merely an arbitrary allocation letter used for analysis purpose. The results of the main findings are presented in form of tables of frequencies and percentages, and/or graphs.

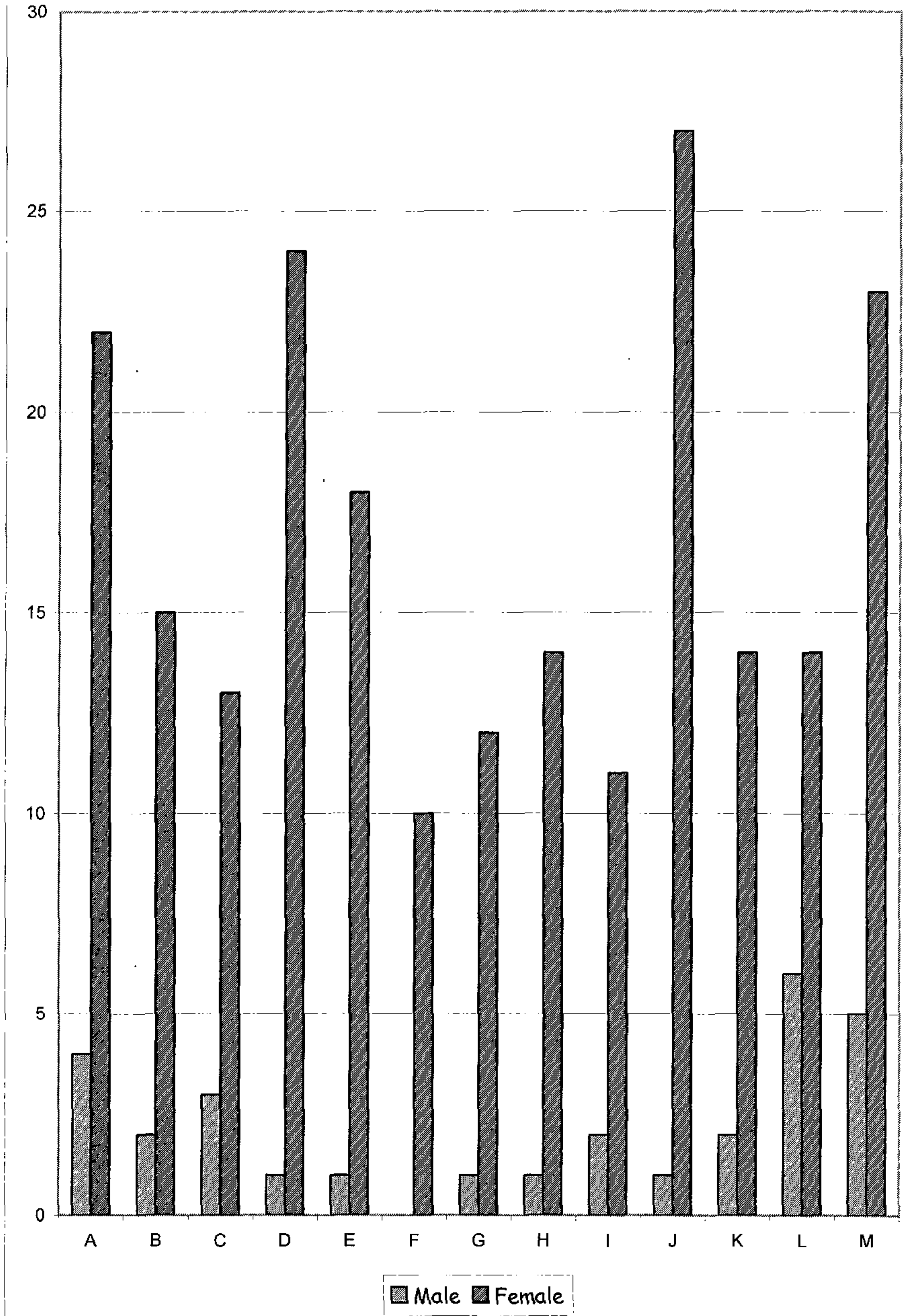
4.2.1 Description of current academic staff in term of gender

The analysis of the returned questionnaires showed that a total of 252 academic staff was employed at the thirteen University Nursing Departments during the data collection period. The majority (88,5% n=223) of these academics were females and 11,5% (n=29) was males (see Table 1). It was noted that one department did not have male academic, five departments had one male academic each, three departments had two male academics each, and one department had six male academics (the highest among all the departments). Graph 1 gives a graphical description of the gender distribution per department.

Table 1. Current composition of academic staff per gender (N=252)

Gender	Total	University Nursing Departments (n=13)												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Male	29 (11,5%)	4	2	3	1	1	0	1	1	2	1	2	6	5
Female	223 (88,5%)	22	15	13	24	18	10	12	14	11	27	14	14	29
Total	252 (100%)	26	17	16	25	19	10	13	15	13	28	16	20	34

Graph 1. Gender distribution of academic staff of the 13 University Nursing Departments (N=252)



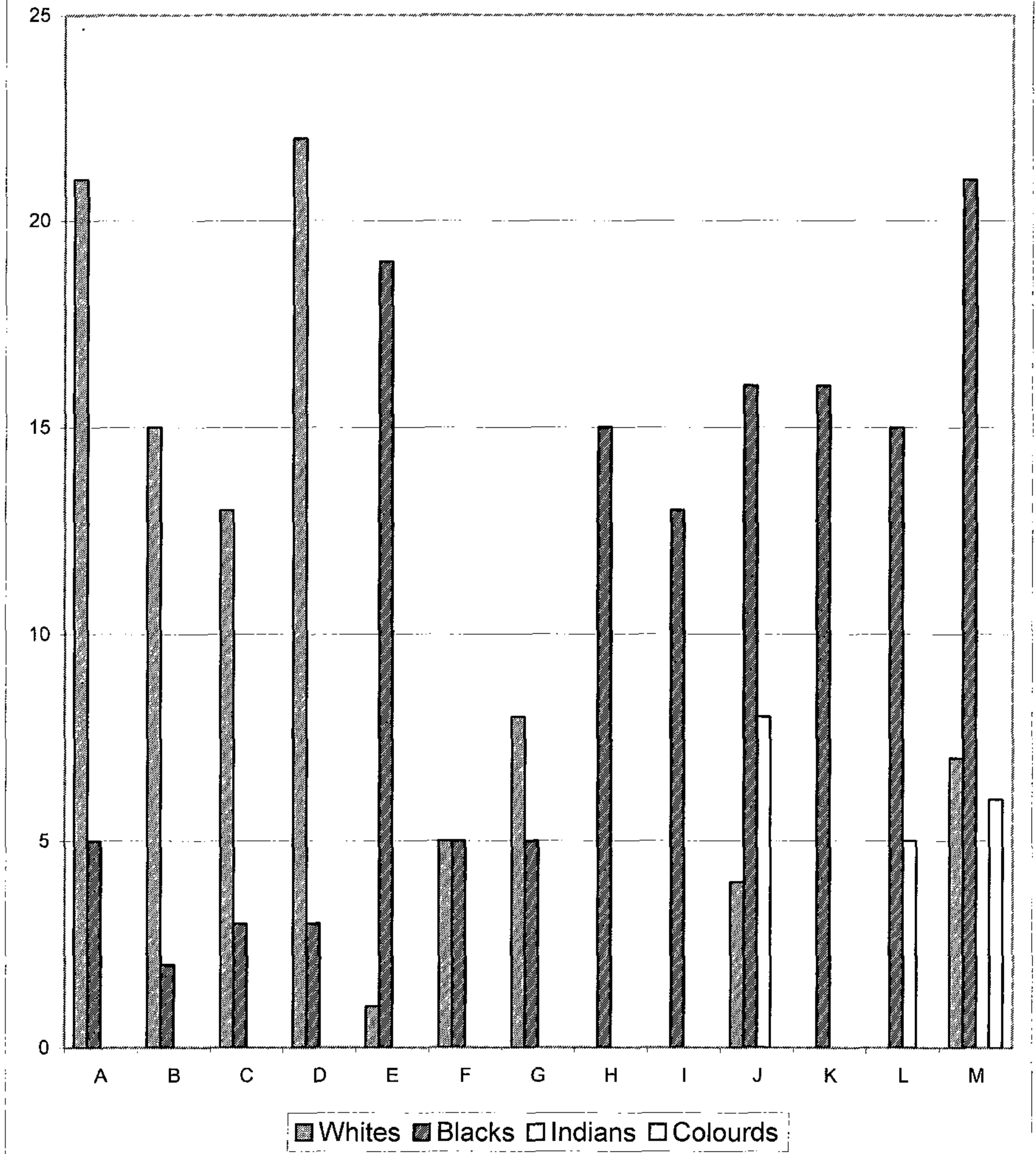
4.2.2 Description of current academic staff in term of race

In term of race, it was found that 55% (n=138) of academics were Blacks, 38% (n=95) were Whites, 5% (n=13) Indians, and 2% (n=6) coloured. The results also showed that the Coloured academics were only found in one department and the Indian academics in two departments. Four departments did not have White academics at all. Black academics were found in all thirteen departments (see Table 2). Graph 2 gives the graphical distribution of academic staff in term of race per department.

Table 2. Current composition of academic staff per race (N=252)

Race	Total	University Nursing Departments (n=13)												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Blacks	138 (55%)	5	2	3	3	19	5	5	15	13	16	1	15	21
Whites	95 (38%)	21	15	13	22	0	5	8	0	0	4	0	0	7
Indians	13 (5%)	0	0	0	0	0	0	0	0	0	8	0	5	0
Coloureds	6 (2%)	0	0	0	0	0	0	0	0	0	0	0	0	6
Total	252	26	17	16	25	19	10	13	15	13	28	7	11	34

Graph 2. Race distribution of academic staff of the 13 University Nursing Departments (N= 252)



4.2.3 Description of academic staff in term of rank

Data related to rank was grouped into three categories. The first category included Professor and Associate Professor, the second category consisted of Senior Lecturer, and the third category included Lecturer and Junior Lecturer. The first descriptive analysis looked at the distribution of academics in each of the ranks. Out of 252 academics employed at the thirteen University Nursing Departments during the data collection period, thirty (12%) were Professors and Associate Professors, sixty-seven (26,5%) were Senior Lecturers, and 155 (61,5%) were Lecturers and Junior Lecturers (see table 3).

The second descriptive analysis looked at the distribution of each race in each rank. It was found that out of 138 Black academics, 80% (n=110) was employed at the Lecturer and Junior Lecturer rank, 14% (n=20) at the Senior Lecturer rank, and 6% (8) at Professor/Associate Professor rank (see Table 3). Out of 95 White academic, 43% (n=41) was employed at the Senior Lecturer rank, 37% (n=35) at the Lecturer and Junior Lecturer rank, and 20% (n=19) at the Professor and Associate Professor rank (see Table 3). Out 13 Indian academics, 54%(n=7) was employed at the Lecturer and Junior Lecturer rank, 31% (n=4) at the Senior Lecturer rank, and 15% (n=2) at the Professor and Associate Professor rank. In terms of Coloured academics, it was shown that 50% (n=3) was employed at Lecturer and Junior Lecturer rank, 33% (n=2) at Senior Lecturer, and 17% (n=1) at Professor and associate Professor rank (see Table 3).

Table 3. Distribution of academic in terms of race per rank (N=252)

Race	Number	Rank		
		Prof/Associate Prof	Senior Lecturer	Lecturer/ Junior Lecturer
Black	138	6% (n=8)	14% (n=20)	80% (n=110)
White	95	20%(n=19)	43% (n=41)	35%(n=37)
Indian	13	15% (n=2)	31% (n=4)	54%(n=7)
Coloured	6	17%(n=1)	33%(n=2)	50%(n=3)
Total	252	30(12%)	67 (26,5%)	155(61,5%)

Each rank was further analysed in term of race. Out of thirty (30) academics in the rank of Professor and Associate Professor, 63% (n=19) were Whites, 27% (n=8) Blacks, 7% (2) Coloureds and 3% (n=1) were Indians. Out of sixty-seven Senior Lecturers, 61% (n=41) were whites, 30% (n=20) were Blacks, 6% (n=4) were Indians, and 3% (n=2) were Coloureds. Out of 155 Lecturers and Junior Lecturers, 23% (n=35) were White, 71% (n=110) were Blacks, 4% (n=7) were Indians, and 2% (n=3) were Coloureds (see Table4 and Graph 3).

Graph 3. Rank distribution of academic staff per race

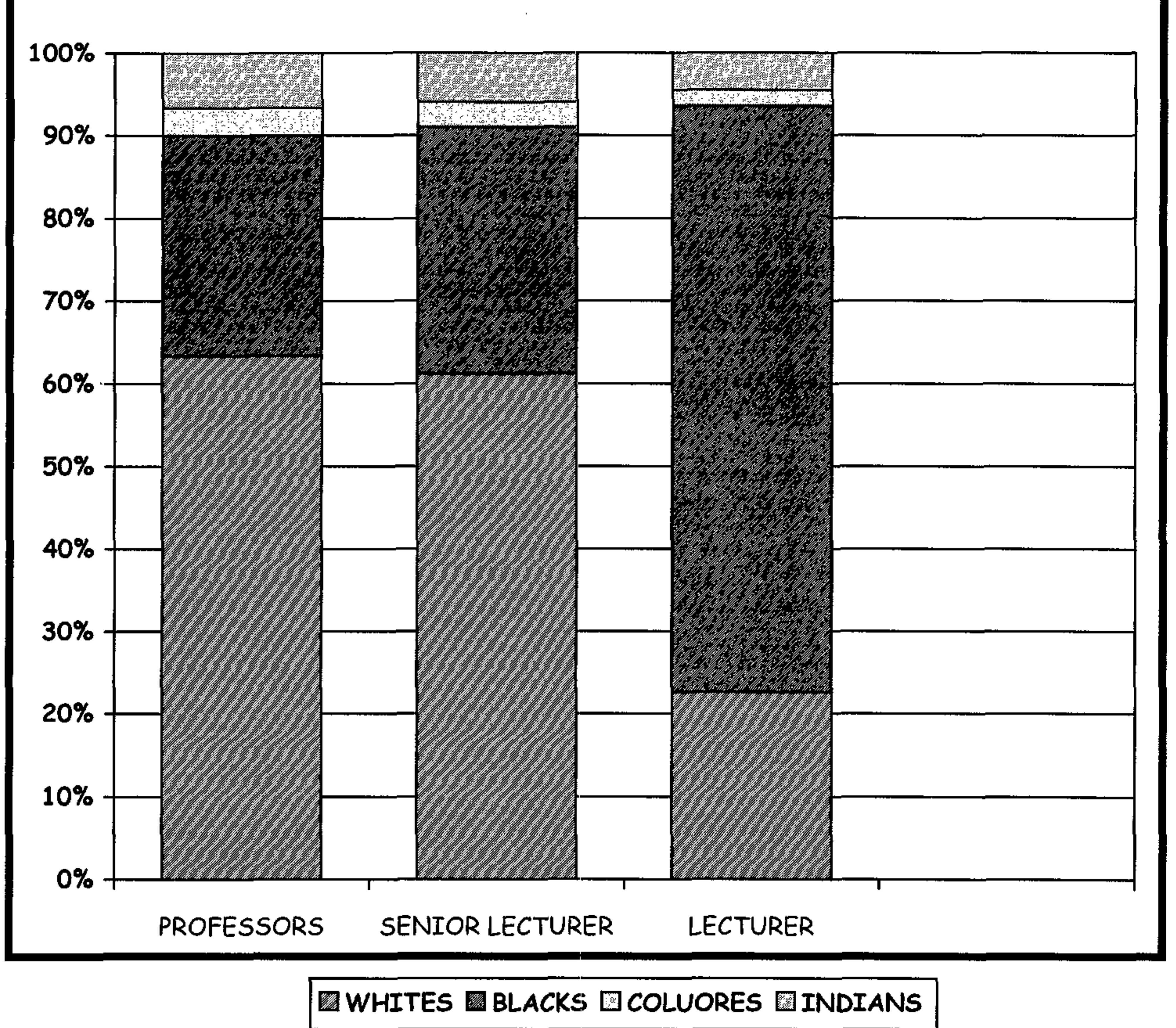


Table 4. Distribution of academic in terms of rank and race (N=252)

Rank	Race				
	Total	White	Black	Indian	Coloured
Professor / Associate Professor	30 (100%)	19(63%)	8 (27%)	2 (7%)	1 (3%)
Senior Lecturer	67(100%)	41(61%)	20 (30%)	4 (6%)	2 (3%)
Lecturer/ Junior Lecturer	155(100%)	35 (23%)	110 (71%)	7 (4%)	3 (2%)
Total	252	95	138	13	6

4.2.4 Description of academic staff in term of the period of appointment

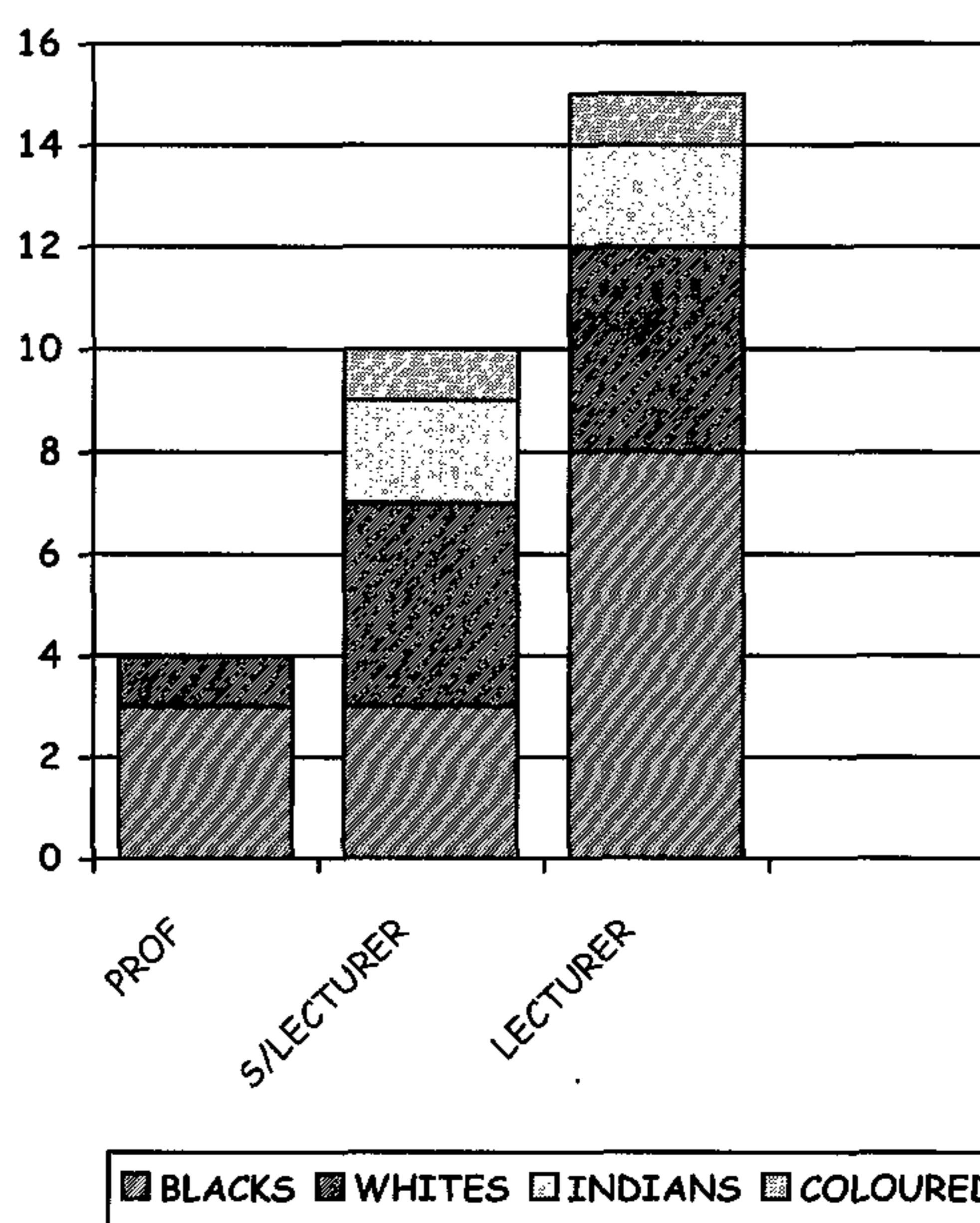
This question looked at the number of academics employed or promoted from the implementation of EEA of 1998 by the departments until the time of data collection for this study. An analysis was done to look at the distribution of the above number into the different ranks and race groups. It was found that twenty-nine (29) academics were employed by University Nursing Departments during that period. Fifteen (52%) of those twenty-nine were Blacks, eight (27%) were Whites, four (14%) were Indians, and two (7%) were Coloureds. In term of rank, 52% (n=15) were employed as Lecturer and Junior Lecturer, 34% (n=10) as Senior Lectures, and 14% (n=4) as Professors or Associate Professors (see table 5).

From the fifteen Lecturers, eight (53%) were Blacks, four (27%) were Whites, two (13%) were Indians, and one (7%) was Coloured. Blacks represented 40% (n=4) of the academic appointed as Senior Lecturers, and 75% (n=3) of Professors and Associate Professors. Whites represented 30% (n=3) of the Senior Lecturer appointment, and 25%(n=1) of the Professor and Associate Professor. They were no Indians and Coloureds appointed as Professors and Associate Professors (see Table5 and Graph 4).

Table 5. Distribution of academic staff appointed since the implementation of EEA 55 of 1998 by the various departments (N=29)

Rank	Total	Race			
		Black	White	Indian	Coloured
Prof/Ass Prof	4 (14%)	3 (75%)	1 (25%)	0 (0%)	0 (0%)
Senior Lecturer	10 (34%)	4 (40%)	3 (30%)	2 (20%)	1 (10%)
Lecturer/Junior Lecture	15 (52%)	8 (53%)	4 (27%)	2 (13%)	1 (7%)
Total	29 (100%)	15	8	4	2

Graph 4. Description of academic staff appointed after EEA 55 of 1998 in term of rank and race



4.3. DESCRIPTION OF THE IMPLEMENTATION PROCESS OF EEA 55 OF 1998 BY UNIVERSITY NURSING DEPARTMENTS

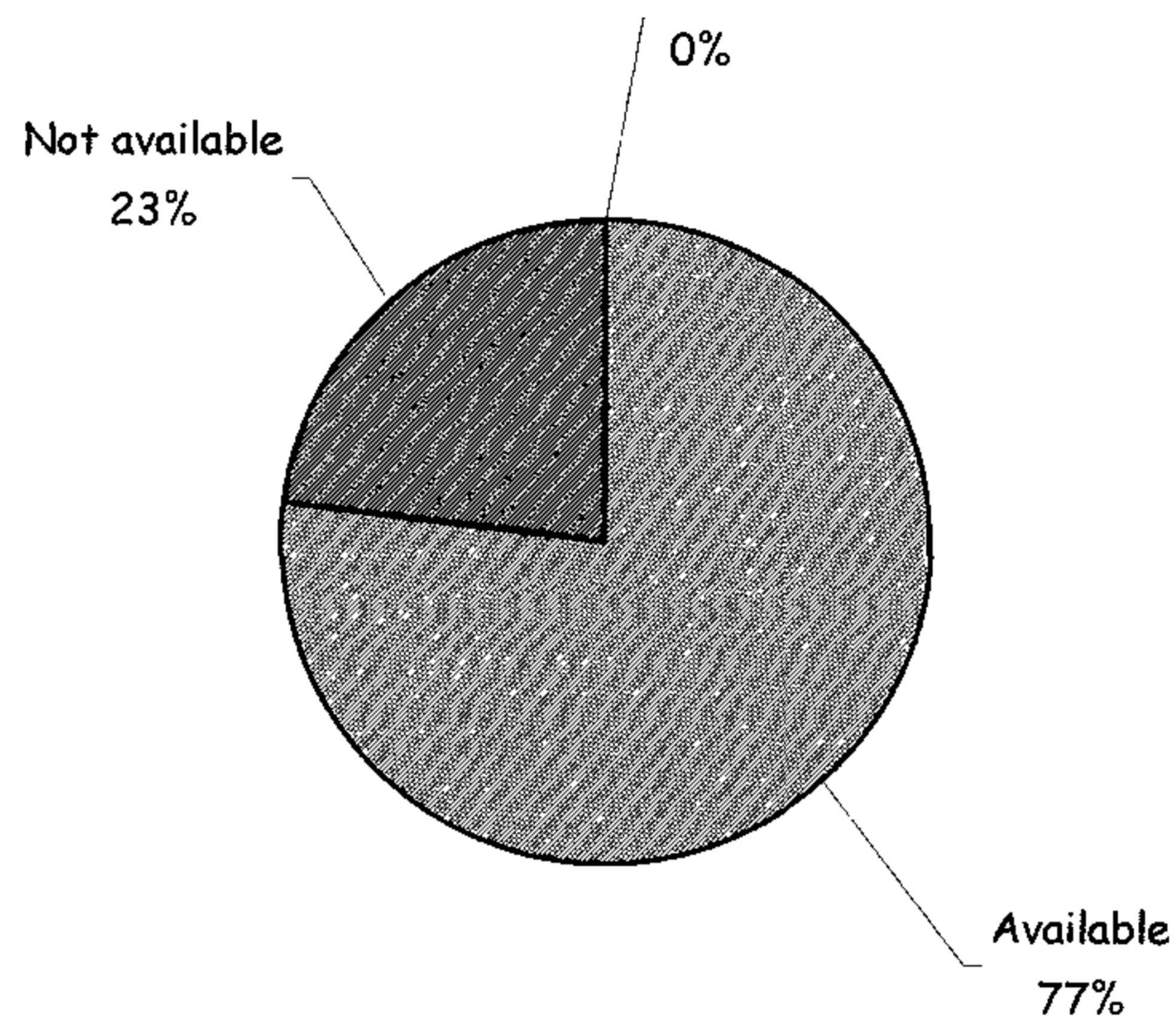
The third section of this chapter describes the results of the main findings related to the second objective of the study. It deals with the implementation process of EEA 55 of 1998 in terms of availability of policies or measures, the types of policies or measures in place, and problems or barriers to implementation. It also includes the reasons given by some universities for unavailability of EEA policies or measures. A framework describing the implementation process is represented in figure 4.

The above framework derived from the main results of the findings includes the implementation measures and the problems or barriers to the implementation.

4.3.1 Availability of Employment Equity policies or measures

Participants were asked one closed-ended question related to the availability of the implementation policy or measure of EEA 55 of 1998 at the department level. Those who answered no to this question were requested to give reasons for not having these policies or measures in place. The information generated from the closed-ended question was quantitatively analysed using summary statistic with SPSS. The result showed that three (23% n=3) departments did not have EE policy or measure in place and ten (77% n=10) admitted having EE policies or measures in place (see Graph 5).

Graph 5. Availability of the departmental policies or measures for the implementation of EEA 55 of 1998 (N=13)



4.3.2 Reasons of unavailability of measures or policies to implement EEA 55 of 1998

Content analysis was carried out to describe the reasons given by the three departments to support the lack of departmental policy or measures regarding the implementation of EEA 55 of 1998. Several reasons were given to support the lack of departmental policy or measures regarding the implementation of EEA 55 of 1998. Three following themes emerged from these reasons: resistance to change, leadership and management style, and institutional adjustment (see Table 6).

Resistance to change

The feelings of anxiety and misperception about EEA 55 of 1998 dominated this theme. Participants believed that policy or measure toward EEA 55 of 1998 would have negative consequences on the department. They believed that the implementation of EEA 55 of 1998 would discriminate against White academics or lower the standard of departments. This anxiety was found in some of the following reasons given by the participants:

- Employment Equity would lead to the lowering of standards
- Employment Equity is about retrenching white people
- Employment Equity would disadvantage the experienced academic who contributed to the department's quality outputs.

Leadership/management style

Lack of transformational leadership/management style was the central theme of this category. It was felt that the management did not show commitment to Employment Equity or provide clear guideline regarding the implementation thereof. This lack of transformational leadership style was also identified at the departmental level. It was reflected in some of the following reasons:

- Lack of mentoring and coaching programs in the departments
- No evidence of managerial commitment to provide equal opportunities
- Still awaiting directives from the university management
- Depend on support from the university Equity Forum
- Departmental activities are guided by the university regulations
- Not necessary to set up our own EE plan.

Institutional adjustment

Institutional restructuring was the central theme under this category. Participants attributed the lack of EEA 55 of 1998 policy or measures in their departments to the restructuring process. They were still adjusting themselves. This theme is reflected in some of the following reasons:

- Still being discussed
- Currently working on improving the image of "bush" university
- Creating receptive environment for the anticipated cultural changes
- Still familiarizing staff with current and anticipated changes
- Still looking into departmental strategic plan as a priority
- A lot of adaptation is required before formulating EE plan.

Table 6. Reasons given for the unavailability of EEA 55 of 1998 policy or measure

Main theme	Reasons given
<i>Resistance to change</i>	<ul style="list-style-type: none"> . Employment Equity would lead to the lowering of standards . Employment Equity is about retrenching white people . Employment Equity would disadvantage the experienced academic who contributed to the department's quality outputs.
<i>Leadership/management style:</i>	<ul style="list-style-type: none"> . Lack of mentoring and coaching programs in the departments . No evidence of managerial commitment to provide equal opportunities . Still waiting directives from the university management . Depend on support from the university Equity Forum . Departmental activities are guided by the university regulations . Not necessary to set up our own EE plan.
<i>Institutional adjustment:</i>	<ul style="list-style-type: none"> . Still being discussed . Currently working on improving the image of "bush" university . Creating receptive environment for the anticipated cultural changes . Still familiarizing staff with current and anticipated changes . Still looking into departmental strategic plan as a priority . A lot of adaptation is required before formulating EE plan.

4.3.3. Types of policies or measures in place for the implementation of EEA 55 of 1998

In terms of policies and measures in place to implement the EEA 55 of 1998, three categories derived from the content analysis of the questionnaires of the ten universities. These measures were related to recruitment, career advancement, and organizational policies and culture. Table 7 gives a summary of these policies or measures per category.

Recruitment measures or policies in place

Policy change, advertising and incentive were central themes that emerged from this category. Various strategies and measures were included in each of the above theme.

Policy change

Most University Nursing Departments stated having the following recruitment measures or policies in response to EEA 55 of 1998:

- Affirmative recruitment policies
- Renewed recruitment policy in place
- Head hunting policy
- Open and transparent recruitment policy.

Advertising and incentive

The following measures were put in place by most University Nursing Departments in response to EEA 55 of 1998:

- Vacant posts prioritised for suitably qualified designed groups
- Incentive for rural appointment
- Extensive advertising and recruitment plan
- Extensive and vigorous recruitment from the previously disadvantaged groups

Career advancement measures or policies

Training, mentoring, and support were the three themes that emerged from this category.

Training

Training measures to ensure career advancement in respect of EEA 55 of 1998 included:

- Increase training opportunities and empowerment for the previously disadvantaged staff
- Up-skilling program for the previously disadvantaged staff
- Outreach programs on managerial up-skilling to increase appointment opportunities

Mentoring and support

Mentoring and support measures were well captured by the following statements:

- Clearly written job description
- Financial grants and assistance for on-the-job training.

Organizational policies and culture

This category is related to measures or policies towards the structure and the culture of the organization. Human Resource (HR) policies or measures and cultural change measures were the central themes that emerged from the data.

Human Resource (HR) policies or measures

The results indicated that the following Human Resource (HR) policies or measures were put in place by University Nursing Departments to ensure the implementation of EEA 55 of 1998:

- Restructuring of human resource policies
- Voluntary retirement with good incentives for long service in order to create vacancies for EE appointment
- Setting of target and time frame for EE appointment
- Continued staffing profiling taking into consideration the racial profile of students
- Competitive incentives and conditions of service.

Cultural change measures

The cultural change measures were aimed at improving the interpersonal relationship between staff of different cultural background and changing the past image of the institution. These measures included:

- Organizational culture change including managing diversity and cultural sensitivity
- Awareness campaign to change institutional image
- Cultural diversity acknowledgment in recruitment of new staff

Table 7. Summary of policies or measures in place per category

Category and main themes	Measures or policies in place
<p><i>Recruitment measures or policies in place:</i></p> <ul style="list-style-type: none"> . Policy change . Advertising and incentive 	<ul style="list-style-type: none"> . Open and transparent recruitment policy. . Affirmative recruitment policies . Head hunting policy . Renewed recruitment policy in place Extensive and vigorous recruitment from the previously disadvantaged groups . Extensive advertising and recruitment plan . Vacant posts prioritised for suitably qualified designed groups . Incentive for rural appointment
<p><i>Career advancement measures or policies:</i></p> <ul style="list-style-type: none"> . Training . Mentoring and support 	<ul style="list-style-type: none"> . Increase training opportunities and empowerment for the previously disadvantaged staff Up-skilling program for the previously disadvantaged staff Outreach programs on managerial up-skilling to increase appointment opportunities . Clearly written job description . Financial grants and assistance for on-the-job training.
<p><i>Organizational measures or policies and culture:</i></p> <ul style="list-style-type: none"> . Human Resource policies . Cultural change 	<ul style="list-style-type: none"> . Restructuring of human resource policies . Voluntary retirement with good incentives for long service in order to create vacancies for EE appointment . Setting of target and time frame for EE appointment . Continued staffing profiling taking into consideration the racial profile of students . Competitive incentives and conditions of service. . Organizational culture change . Awareness campaign to change institutional image . Cultural diversity acknowledgment in recruitment of new staff

4.3.4. Barriers or problems experienced with the implementation of EEA 55 of 1998

Participants were asked one open-ended question regarding the barriers or problems they experienced or experiencing in the implementation of EEA 55 of 1998. Those who did not have the EEA policies or measures were requested not to answer this question. Content analysis was carried out to describe the answers generated from the above question. Several themes were identified and categorized according to their characteristics. They were categorized as external and internal related problems or barriers. Table 8 gives a summary of these problems per category.

External related problems or barriers

The external related problems or barriers refer to problems that cannot be controlled by the departments. Legacy of the past, financial constraint, and the nature of Nursing Profession were the central themes that emerged from this category.

Nature of Nursing Profession

Problems or barriers related to the nature of Nursing Profession were well articulated in some of the following statements:

- Difficulty to attract male candidates to nursing academia
- Non-competitive nursing staffing structure as compared to other health professions
- Historical perceptions of nursing as a non-competitive career.

Legacy of the past

Most of the participants acknowledge experiencing problems dealing with the legacy of the past. Some of the problems or barriers included:

- Limited education and skills from the pool of the target groups
- Great competition for limited target pool
- Inhibitory historical conservativeness policies of the University
- The legacy of the university as intended for a particular race group.
- Negative perceptions of university as a "bush" university
- Negative Historical perceptions of the university
- Perception of the university as a sub-standard institution

Financial constraint

Financial constraint was identified by all the departments as one of the barriers or problems in the implementation of EEA 55 of 1998.

Some of these problems were stated as:

- Lack of funded vacant posts
- Lack of adequate financial resources to compete with other departments offering the same programs
- The funding formula used by the Ministry of Education places limitation on new recruitment
- Lack of incentives for employment in an unfamiliar environment
- Lack of incentives for "rural or previously disadvantaged" areas
- The costs escalate as inexperienced academics appointed to management positions are to be given opportunities for on-the-job development.

Internal problems or barriers

The internal problems or barriers were directly linked to the implementation of EEA within the departments. Resistance to change, institutional support and leadership, and organizational policies and culture were the main themes that emerged from the data.

Resistance to change

Participants articulated a general feeling of anxiety due to uncertainty for the future among the existing staff, which perceived EEA 55 of 1998 as a threat to their future. It was argued that this situation has negatively affected the morale of the majority of staff and an increasing unhappiness and strained working relations.

Some of the problems articulated under this theme included:

- Fear of decline of standards
- Fears and negative perceptions of EEA implementation
- Fear of losing jobs and positions
- Inaccurate information about people of other race
- The perception of EE measures as reverse discrimination
- Uninformed perceptions of diverse groups
- Cultural biased perceptions and views about integration.

Institutional support and leadership

It was also felt that the leadership was not committed to transformation or was not providing enough support or direction for the implementation of EEA 55 of 1998. These views were reflected in the following statements:

- Lack of readiness in diversity management
- Lack of effective support and mentoring for the recruits
- Unsupportive and de-motivating work environment
- No training and development opportunities specific to future managerial position
- Exclusion of members from functional committee participation
- Negative environmental support and climate
- Unstable leadership position to drive the implementation of EEA 55 of 1998

Organizational policies and culture

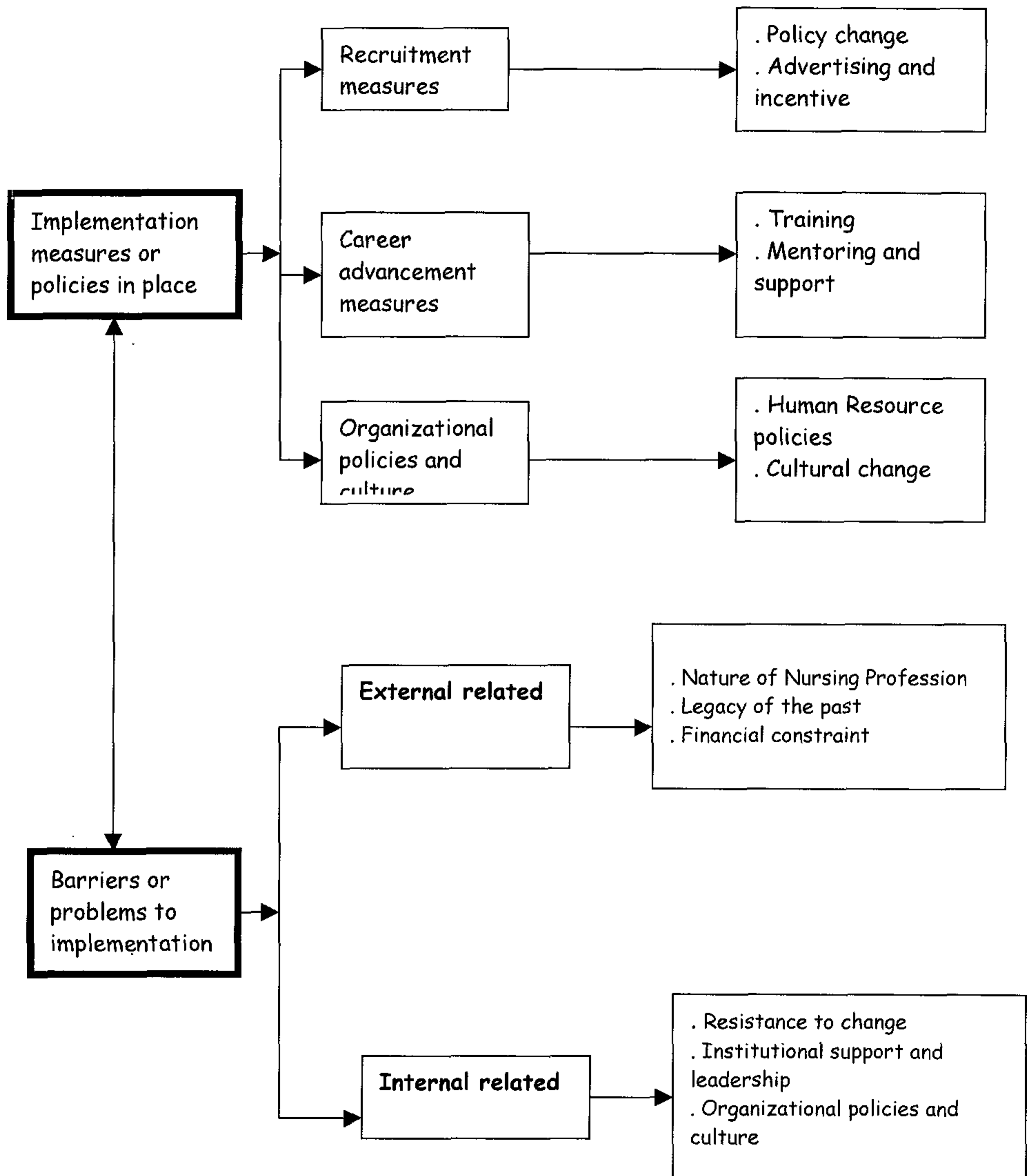
It was suggested that institutions were failing to adjust to changes related to the implementation of EEA 55 of 1998. They stated that organizational policies and the prevailing culture of the organization don't promote the implementation of EEA 55 of 1998. The following statements supported these views:

- Low staff turnover from previously employed staff
- Inhibitory University staffing policy
- Inhibitory organizational culture of the department
- Inability to retain recruited and trained junior lecturers
- Reduced number of students versus academic staffing plans
- Lack of a human resource plan for the departments
- Over-protection of the university's culture of performance
- Inhibitory university staffing and promotion criteria
- Poor and ineffective organizational measures of equal opportunities.
- Insensitive recruitment and appointment policies

Table 8. Summary of problems to implementation of EEA 55 of 1998

Category	Main themes	Problems or barriers
External	Nature of Nursing Profession	Difficulty to attract male candidates to nursing academia Non-competitive nursing staffing structure as compare to other Health Professions Historical perceptions of nursing as a non-competitive career.
	Legacy of the past	Limited education and skills from the pool of the target groups Great competition for limited target pool Inhibitory historical conservativeness policies of the University The legacy of the university as intended for a particular race group Negative perceptions of university as a "bush" university Negative Historical perceptions of the university Perception of the university as a sub-standard institution
	Financial constraint	Lack of funded vacant posts Lack of adequate financial resources to compete with other departments offering the same programs The funding formula used by the Ministry of Education places limitation on new recruitment Lack of incentives for employment in an unfamiliar environment Lack of incentives for "rural or previously disadvantaged" areas The costs escalate as inexperienced academics appointed to management positions are to be given opportunities for on-the-job development.
Internal	Resistance to change	Fear of decline of standards Fears and negative perceptions of EEA implementation Fear of losing jobs and positions Inaccurate information about people of other race The perception of EE measures as reverse discrimination Uninformed perceptions of diverse groups Cultural biased perceptions and views about integration
	Institutional support and leadership	Lack of readiness in diversity management Lack of effective support and mentoring for the recruits Unsupportive and de-motivating work environment No training and development opportunities specific to future managerial position Exclusion of members from functional committee participation Negative environmental support and climate Unstable leadership position to drive the implementation of EEA 55 of 1998
	Organizational policies and culture	Low staff turnover from previously employed staff Inhibitory University staffing policy Inhibitory organizational culture of the department Inability to retain recruited and trained junior lecturers Reduced number of students versus academic staffing plans Lack of a human resource plan for the departments Over-protection of the university's culture of performance Inhibitory university staffing and promotion criteria Poor and ineffective organizational measures of equal opportunities. Insensitive recruitment and appointment policies

Figure 4. EEA 55 of 1998 implementation framework as described by participants



4.4. MEASURES TO BE TAKEN TO ENHANCE THE IMPLEMENTATION PROCESS OF EEA 55 OF 1998

This section of the results described the main findings related to the third and last objective of this study. It looked at the measures required to enhance the implementation of EEA 55 of 1998 by University Nursing Departments of South Africa. Participants were asked to express their views on measures to be taken to enhance the implementation of the EEA 55 of 1998. All thirteen universities answered this question. The information generated was qualitatively analysed using content analysis.

It was found that several measures are required to enhance the implementation of the EEA 55 of 1998 by University Nursing Departments. These measures should be taken at national and institutional levels. The results are presented according to the above two levels. Figure 5 describes the framework for enhancing the implementation of EEA 55 of 1998 as viewed by participants.

National level

The national Ministry of Education and Nursing Professional bodies were expected to play a meaningful role in enhancing and facilitating the implementation of EEA 55 of 1998.

Ministry of Education

The Ministry of Education as viewed by participants should take policy decision that include the following aspects:

Human Resource policy

- Put in place national redeployment strategy of academic staff taking into account cultural diversity of the student population served by each institution
- Reinforce and monitor compliance with EEA 55 of 1998 through Performance Indicators.

Financial policy

- Revise the subsidy formula in order to attract academic and facilitate transformation

Improvement of infrastructure

- Improve infrastructures in the previously disadvantaged universities in order to attract qualified academic in those institutions.

Nursing Professional Bodies

Improvement of the image of the profession and advocacy were the central themes. It was felt that Nursing Professional bodies including SANC, DENOSA, FUNDISA should enhance the implementation of EEA 55 of 1998 by University Nursing Departments by:

- Organizing awareness campaigns aim at improving the image of the profession
- Developing strategies to attract male candidates into the profession
- Advocating for the improvement of the working conditions of nursing academia.

Institutional level

The top management of the universities and Heads of Departments including Equity Forums were expected to show more commitment to the transformation of the institution as expected by the legal prescripts. This commitment should be translated in organizational policies and culture, and institutional adjustment that support the implementation of EEA 55 of 1998.

Organizational policies and culture

The measures related to this category were grouped into the following four main themes:

Recruitment policy or measure

- Restructure the recruitment and selection policies to allow for EE appointment.
- Engage in head hunting of the suitably qualified candidates for EE appointment

Career development and advancement

- Orientation and enabling programs for the Head of Departments as drivers of the implementation process of EEA 55 of 1998

- Provide sufficient exposure and preparation of the designated group for managerial positions
- Establish supportive work environment to facilitate retention of the newly appointed staff
- Organize on-the-job training and up-skilling programs to address the fear of standards decline

Financial policy or measure

- Introduce incentives in the nursing profession to facilitate competitiveness

Institutional adjustment

Three main themes were identified under institutional adjustment. Most departments suggested that the following institutions adjustment measures would enhance the implementation of EEA 55 of 1998:

Organizational restructuring

- Effective enabling and monitoring by the Employment Equity Forums of the universities
- Restructure staffing policies in line with EEA 55 of 1998
- Develop Performance Indicators (PI) to monitor the progress of the implementation of EEA 55 of 1998

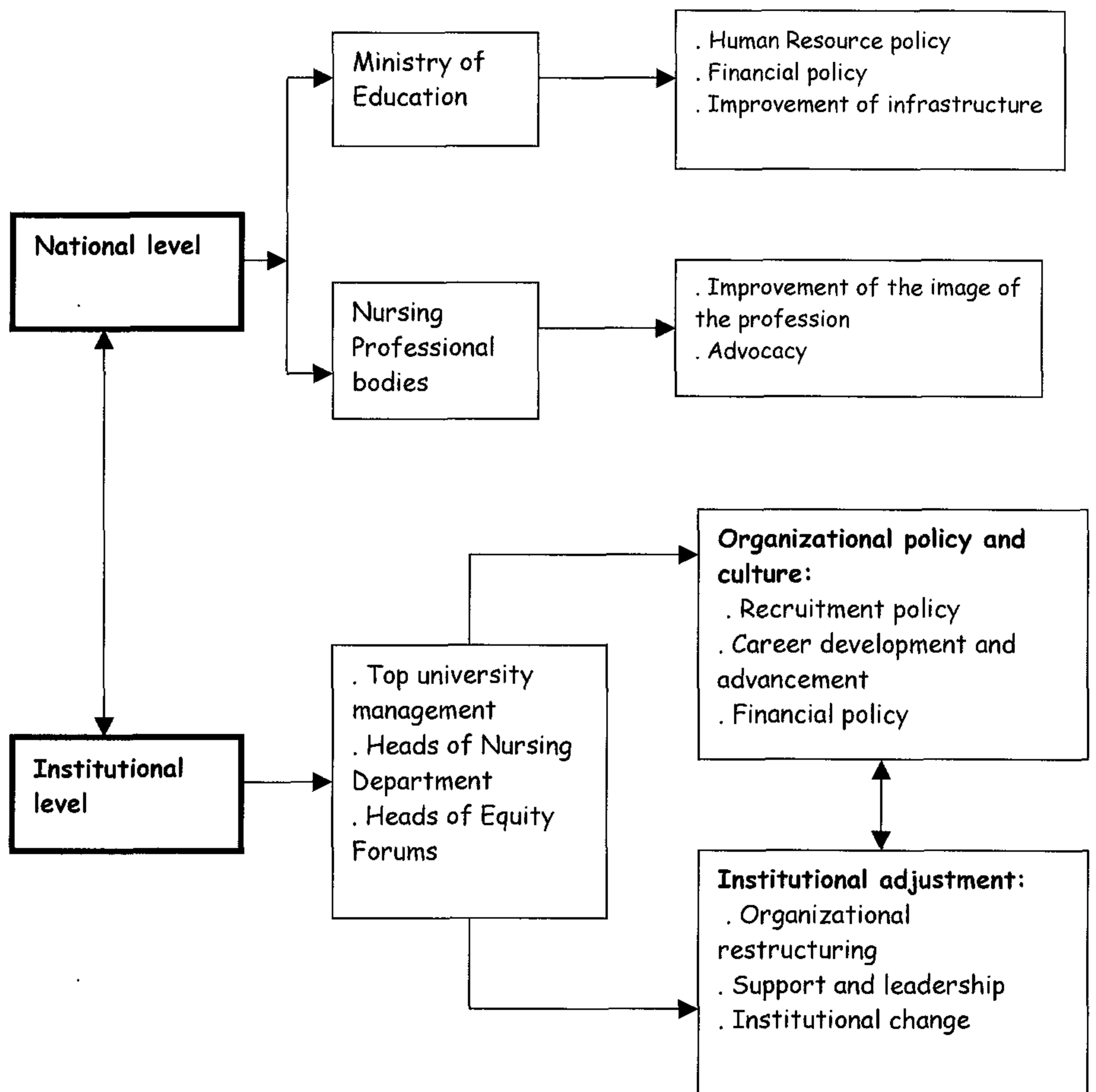
Support and leadership

- Avoid over reliance on normative and traditional staffing practices
- Decentralized the management
- Give autonomy to the departments in order to sustain quality outputs from suitable staff

Institutional change

- Assist staff to change the attitudes and negative perceptions about other race groups
- Assist the departments in rebuilding their image

Figure 5. Framework for enhancing the implementation process of EEA



4.5 SUMMARY OF THE FINDINGS

The study aims at providing guidelines that may be used to enhance the implementation of Employment Equity Act in achieving demographic staffing representation within University Nursing Departments of South Africa. More precisely, to describe the extent to which University Nursing Departments have complied with EEA 55 of 1998 and to identify measures to be taken in order to enhance the implementation of the above Act.

Although, the results of the main findings of the study indicated that most University Nursing Departments are complying with EEA 55 of 1998, little has been done toward achieving demographic representation among academic staffing composition. Problems or barriers to implementation and specific measures to enhance the implementation of EEA 55 of 1998 were identified and described in this chapter.

In relation to the current academic staffing composition, it was shown that disparities in terms of gender, race, and rank do exist. Females represent almost 90% of academic nursing staff. The number of male academics at University Nursing Departments varies from 0 to 6 as opposed to 11 to 29 for female academics. More than 50% of academics are Blacks. They are found in all University Nursing Departments with a variation of 1 to 21 per department. White, Indian and Coloured academics are found in selected universities. The last two racial groups constitute less than 10% of the academic staff.

In general, it was shown that career advancement opportunity in nursing academia is very limited. More than 80% of academics in University Nursing Departments are employed at the lectureship position (Senior Lecturers, Lecturers and Junior Lecturers) with 61,5% occupying the position of Lecturer and Junior Lecturer. Even after 1998, more than 80% of the 29 academic appointments took place at the Lecturer and Junior Lecturer ranks. However, it was found that major disparity still exists within the above limited career opportunity. More than 60% of professorship and senior lectureship positions are occupied by White academics. The majority (80%) of Black academics are employed as Lecturers and Junior Lecturers.

In term of the implementation process of EEA 55 of 1998, it was shown that the majority (77%) of University Nursing Departments have EE policies or measures in place. Reasons for the unavailability of the implementation measures or policies of EEA in the few departments were also explored and described. Anxiety, leadership and institutional adjustment were the main reasons given by the above departments to explain the unavailability of the departmental EEA policies or measures.

The departmental EEA implementation measures or policies were related to recruitment, career advancement, and organizational policy and culture. The recruitment measures or policies included policy change, advertising and incentive. Career advancement measures or policies included training, mentoring and support. The organizational and cultural measures included human resource policy and cultural change. However, it was found that the above departments are faced with problems or barriers in the implementation of EEA 55 of 1998. These

problems or barriers were external or internal related. The external related problems or barriers were related to the nature of Nursing Profession, financial constraint, and legacy of the past. The internal problems or barriers were related to resistance to change, institutional support and leadership, and organizational policies and culture.

Furthermore, measures to enhance the implementation process of EEA 55 of 1998 were identified and described. These measures need to be taken at the national and institutional levels. It was shown that the Ministry of Education and Nursing Professional bodies would have to play a meaningful role in enhancing the implementation of EEA 55 of 1998. Specific measures to be taken by the two institutions were identified and described. At the institutional level, the top management, the Heads of Nursing Departments and Equity Forums were expected to take specific measures that would enhance the implementation of EEA 55 of 1998.

Two frameworks derived from the study and represented in figure 4 and 5 in chapter four. The framework in figure 4 described the implementation process of EEA 55 of 1998 by University Nursing Departments. The framework in figure 5 described measures required to enhance the implementation of EEA 55 of 1998.

CHAPTER FIVE

DISCUSSION OF THE MAIN RESULTS OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The study aims at providing guidelines that may be used to enhance the implementation of Employment Equity Act in achieving demographic staffing representation within University Nursing Departments of South Africa. More precisely, to describe the extent to which University Nursing Departments have complied with EEA 55 of 1998 and to identify and describe measures to be taken in order to enhance the implementation of the above Act. In this chapter, the main results of the findings are discussed and presented according to the main objectives of the study, and in the light of the literature reviewed. The conclusion and recommendations derived from the main results of the findings and the researcher's interpretation of these findings.

5.2. DISCUSSION OF THE MAIN RESULTS OF THE FINDINGS

5.2.1 Description of the current academic staffing composition

The current academic staffing composition was described in term of gender, race, rank and the number of academic staff appointed after 1998. The result showed that 252 academic staff was employed by the thirteen University Nursing Departments during the data collection period (10 October 2003 to 10 January 2003). The results of the main findings are discussed in terms of the demographic distribution, rank and period of appointment.

5.2.1.1 Description of current academic staff in term of gender

It was shown that the majority (88,5% n=223) of academics in University Nursing Departments were females. Male academics represented only 11,5% (n=29). The number of male academics in the above departments varies from zero to six. One department did not have a single male academic amongst it staff, and the highest number (6) of male academics was found in one department.

The over-representation of females in the academic staffing composition reflects the general trend in gender composition of the Nursing Profession in the country. In 1997, the national register of the South African Nursing Council (SANC) showed that male registered nurses represented only 4,6% of the total number of registered nurses (SANC 1997:4). The result is also supported by the study conducted FUNDISA (2002), which showed that females

constituted the large majority of academics in University Nursing Departments.

Can the gender disparity as shown in the study be attributed to the traditional nature of Nursing Profession or to the lack of compliance with EEA 55 of 1998? It can be argued that this disparity is more related to the nature of the Nursing Profession than to the lack of compliance with EEA 55 of 1998. As indicated in chapter four, this study showed that one of the problems or barriers experienced by participants in achieving gender equality as prescribed by EEA 55 of 1998 was related to the nature of the Nursing Profession. They indicated experiencing difficulty attracting male candidates to nursing academia as well as difficulty in finding suitable candidates from a limited pool of qualified male nurses.

It seems that compliance with the gender equality in nursing academia as prescribed by EEA 55 of 1998 will go beyond the commitment of University Nursing Departments. The literature suggested that the South African Nursing Profession should itself undergo a drastic change in an effort to redress the previous racial division. Addressing gender inequity in University Nursing Departments would require specific strategies aim at changing the image of the Nursing Profession and attracting more males to the profession. This will increase the pool of candidates from which to recruit.

5.2.1.2 Description of current academic staff composition in terms of race and rank

The results of this study suggested many inequities in the current academic staffing composition in terms of race and rank. These inequities varied between departments. It was found that Blacks represented more than half (55%) of the total number of academics, followed by White academics (38%), and Indians and Coloureds with respectively 5% and 2%. Black academics were found in each department but mainly in the previously Black only universities. Their representation in those universities varies from 12% to 19%.

White academics were mainly concentrated in the previously White only universities. They represented more than 80% of academics in those departments. It was also noted that four out of thirteen universities did not have whites in their departments. Indians and coloureds were the most under represented academics. They were found respectively in two and one departments with 7% (5% and 2%) of the total number of 252 academics.

Inequalities also were found in term of ranks. Although, Black academics constituted more than half of the academics, they were mainly concentrated at the rank of Lecturer and Junior Lecturer (80% n=110). Only 20% (n=28) of them were employed as Senior Lecturer (14% n=20) and Professor/Associate Professor (6% n=8) ranks. However, 63% (n=60) of White academics occupied the posts of Senior Lecturer (43% n=41) and Professor/Associate Professor (20% n=19). More than 50% of the Indian and Coloured academics were found at the Lecturer and Junior Lecturer positions. It was also noted

that 63% (n=19) and 61%(n=41) of the Professor/Associate Professor and Senior Lecturer positions were occupied by White academics.

The above results confirmed the findings of the previous studies, which revealed inequities in race and career advancement within the University Nursing Departments of South Africa (FUNDISA, 2002; Gwele 1998; Marks 1994; Van Rensburg et al 1995). These studies suggested that the legacy of racial divide of the past resulted in the under-representation or over-representation of one race group over the other. Furthermore, they suggested that in most University Nursing Departments as well in other institutions, White occupied the high positions.

Can the above results of the findings be attributed to a lack of compliance with EEA 55 of 1998 or to the legacy of the past? The under representation of non-White nurses in academia may be seen within the legacy of the past. The literature (Uys 1991) suggested that the factor that disadvantaged the majority of nurses in this country was the legacy of access denial to university education. This legacy of access denial to university education might explain the high representation of non-Whites at the Lecturer and Junior Lecturer ranks as opposed to White academics. White might have the required qualifications to access high positions in academia than the non-White.

It can also be attributed to slow pace in the implementation of EEA 55 of 19998. Measures to enhance the achievement of demographic representation are required by all University Nursing Departments. These measures should look at the number as well as the academic

positions. These measures should also differ from one department to another. However, special attention should be given to the number of Indian and Coloured academics.

5.2.1.3 Description of academic staff in term of period of appointment

The results of the findings showed that non-Whites represented the majority (73% n= 21) of the appointments (Blacks, 52% n=15; Indians, 14% n=4; and Coloureds, 7% n=2) that took place after 1998 (N=29). They also represented the majority (71% n=10) of the appointment at the ranks of Professor/Associate Professor and Senior Lecturer (50% n=7 Blacks, 14% n=2 Indians, and 7% n=1 Coloured).

The results also showed that 50% (n=4) of the White academics that were appointed during the same period were appointed at the ranks of Professor/Associate Professor and Senior Lecturer. More than 50% of Blacks appointed occupied the rank of Lecturer or Junior Lecturer. However, they were no appointment for Indian and Coloured academics at the ranks of Professor/Associate Professor and Senior Lecturer.

The above results of the findings suggest that University Nursing Departments are starting to comply with the EEA 55 of 1998. However, there seems to be a trend toward perpetuating the legacy of the past or bias toward White. As indicated in the above results, 50% of White was appointed at the rank of Senior Lecturer and

above. While more than 50% of Black academics took place at the lower rank.

Lobel (1995) looking at "The implications of management diversity on the management styles" stated that an adopted diversity management in nursing departments for example, would facilitate a bias-free recruitment, appointment, and selection, and a people driven development programs. The above programs will result in growth and advancement of people from diverse backgrounds. They will ultimately become more marketable and eligible for promotions and career advancement opportunities.

The number of appointment that took place since the implementation of EEA 55 1998 suggests that career opportunity for nursing academia is very limited in the country. Equity would not be achieved if new job opportunities were not created within University Nursing Departments of the country. The literature (Wonca World Conference 2001) highlighted the need for promoting academic career opportunities for nurses, more precisely those from previously disadvantaged communities.

However, Kossek (1996:27) stated that the correct implementation of Employment Equity Act 55 of 1998 would gradually eradicate the severe form of segregation, which existed as a constitutional standard.

5.2.2 Description of the implementation process of EEA 55 of 1998

5.2.2.1 Availability of Employment Equity policies or measures

The majority (77% n=10) of University Nursing Departments admitted having EE policies or measures in place as opposed to 23% (n=3), which did not have these policies or measures in place. This means that the majority of University Nursing Departments is committed to transformation and complying to the legal prescripts of the country.

The supreme law of the country compels every single institution to restructure, plan, and implement-staffing transformation based on the principles of equality, social justice, and fair labour practices. Sisulu et al (1998) said that, in applying the principles underline in the Constitution, there is a need to accelerate the pace of transformation, particularly in the traditionally conservative white only institutions, which have a historical legacy of employment injustices and lack of career opportunities for the people of other race and culture.

5.2.2.2 Reasons for unavailability of Employment Equity policies or measures

Three University Nursing Departments did not have EEA policies or measures in place for reasons related to resistance to change, leadership and institutional adjustment. This lack of EE policies can be explained by literature (Cloete et al 1995), which suggests that the efforts to facilitate transformation are always undertaken in the face

of resistance from interest groups who aim to do everything in their power to retain the status quo.

Resistance to change

These departments stated that the implementation of EEA 55 of 1998 would lead to the lowering of standards, retrenchment of Whites, and disadvantage the experienced academics. These views are not in line with the goal of EEA 55 of 1998. The Director-General of Labour viewed the Employment Equity Act as a unique tool, intended to facilitate the realization of equal employment opportunity and equity treatment in the work place. Its implementation will improve access to training, new career opportunities, and economic status of the previously disadvantaged groups (Pityana 1999:5).

Leadership/management style

Lack of transformational leadership/management style was another central theme related to reasons given to the unavailability of EEA measures or policies. They felt that the management was not committed to the implementation of EEA 55 of 1998 and no directives or support was given from the top management. Leadership style is crucial in the implementation of the EEA. The literature suggests that the transformational leadership and the democratic approach to management are the key determining factors in any successful organizational transformation.

Tappen (1995:99) describes transformational leadership as a response to a contemporary search for meaning and to increasingly rapid and intense change. Transformational leaders/managers are viewed as

managers distinguished by their special ability to bring about innovative transition and to take an organization through major strategic change. Transformational managers facilitate the necessary changes in the organization's mission, structure, and staffing development and management (Smith 1999).

Institutional adjustment

The unavailability of EEA policies or measures was attributed to the restructuring process. Participants stated that they were not ready yet to implement EEA as they were still discussing, improving the image of the university, creating an environment conducive to change or familiarizing staff with anticipated change. The above result suggests that these departments are adjusting well to change. Sisulu et al (1998) suggested that the institutional restructuring should be pro-active, human-centred, coherent and visionary. It should recognize and exploit the opportunities and builds on existing organizational strengths.

Furthermore, the author argued that the institutional adjustment process should also accommodate new functional demand for staffing transformation. This process should aim at addressing the needs for a management style that is open, transparent, and that recognizes individuals' worth, the importance of workforce diversity, the value of effective management of change and diversity training.

5.2.2.3 Types of Employment Equity policies or measures in place

It was found that specific EEA measures or policies were put in place by University Nursing Departments. These measures or policies were related to recruitment, career advancement, and organizational policy and culture. The above results of the findings mean that University Nursing Departments are complying with EEA and seem committed to transformation. The literature (Sisulu et al 1998) describes employment equity as a staffing process that utilizes procedures restructured to include non-discriminatory criteria and principles.

The above findings are also in line with the literature (Swanepoel, Erasmus, and van Wyk. 2000) which views the implementation process as a series of activities or steps undertaken to achieve a set goal or mission. In respect to EEA, it relates to the steps or specific practices and relevant measures taken to ensure employment equity.

Recruitment measures or policies

The recruitment measures or policies included policy change, advertising and incentive. Measures such as Affirmative Action policy, head hunting, academic staff restructuring, extensive and vigorous recruitment from previously disadvantaged groups, open and transparent recruitment policy were mentioned. These measures are in line with the legal prescripts of the country and the literature related to transformation.

Cloete and Mokgoro (1995) suggested that the EEA and other equity policies compel employers to make an extra effort to hire and

promote those previously disadvantaged using appropriate management change strategies. Maphai (1997) describes Affirmative Action as a promotion of the recruitment of previously disadvantage groups. It should be seen as a tool to facilitate equal employment opportunity and not an obsession with numbers and quota.

It is suggested that transformation is a move toward providing a scenario for a new way of developing shared vision among members in various settings. This process is viewed as helping organizations to formulate and implement new strategic plans and directives to remove the discriminatory barriers of the past (Huse et al 1989; Simms et al 1994).

According to the Department of Labour, Affirmative Action measures in South Africa should be based on the principles on equality (Notice 564 of 1998). Those measures include among others the appointment of members from the designated groups using transparent recruitment strategies, increasing the pool of available candidates and eliminate employment barriers.

Career advancement

Career advancement measures or policies included training, mentoring and support. Measures such as increase training opportunities and empowerment for the previously disadvantaged staff, skills training program for managerial position, financial grants for on-the-job training were mentioned.

It is argued that Employment Equity Act would enable institutions to introduce the ethos of equal opportunity in order to promote equity of access and fair chances of advancement for all irrespective of race and gender, provide coordinated teaching and learning opportunities, contribute to the capacity building and career advancement of all forms of knowledge and scholarship, with sensitivity to the diverse problems and demands of the nation (Gov.Gazette.18 April1997 No.17944).

Organizational policies and culture

The organizational policies and cultural measures included human resource policy and strategy, and cultural change. The results showed that University Nursing Departments developed and restructured the existing policies on staffing to facilitate wider recruitment and to provide equal opportunities for all the nurses of South Africa. Other departments went further to implement incentives for rural appointment, an awareness campaign on diversity management, human resource affirmative policies, and measures to deal with institutional image and culture. These measures are in line with the legal guidelines and contextual determinant of Employment Equity.

Swanepoel et al (2000) referring to transformation and equity stated that South African nursing institutions are challenge to formulate and implement comprehensive and sophisticated total employment strategies, which should facilitate equitable skills training and career development. Cronje et al (1999) suggested that the organizational policies and culture should support the departmental strategic plans on the implementation process of EEA. Such policies should provide

guidelines in the processes of recruitment, appointment, career development and advancement.

Collins (1995) said that changing the rules, to ensure equality in the workplace requires cultural change and policy restructuring in order to improve the status and image created by the discriminatory laws of the past. Cloete et al (1995) suggested that sustainable reforms requires policy reform, whilst reform requires change in institutions that involves 'long-haul' effort by all parties involved. It is argued that policy and cultural changes are needed at all organizational levels to ensure the successful implementation of Employment Equity Act.

5.2.2.4. Barriers or problems to implementation

It was found that University Nursing Departments are faced with problems or barriers in the implementation of EEA 55 of 1998. These problems or barriers were external or internal related. The above results suggest that University Nursing Departments should be supported in the implementation process of EEA. The commitment to implement the EEA as expressed by these departments should be supported by various other measures.

External related barriers or problems

The external related problems or barriers referred to the nature of Nursing Profession, financial constraint, and legacy of the past.

Nature of Nursing Profession

Particular attention should be given to problems or barriers related to the nature of Nursing Profession. These problems or barriers included the difficulty to attract male candidates, non-competitive nursing staffing structure as compare to other Health Professions, historical perceptions of nursing as a non-competitive career.

Redressing the above problems will go beyond the commitment of University Nursing Departments to comply with EEA. South African Nursing Profession should itself undergo a drastic change in an effort to redress the previous racial division. Specific strategies aim at changing the image of the Nursing Profession and creating competitive working conditions for nurses are required. This will increase the pool of candidates from which to recruit.

Financial constraint and legacy of the past

The implementation of EEA 55 of 1998 was affected by problems related to financial constraint and legacy of the past. Some of the problems mentioned included: lack of funded vacant posts, lack of adequate financial resources to compete with other departments offering the same programs, the funding formula used by the Ministry of Education, and lack of incentives for rural or previously disadvantaged areas. The historical legacy of the past was reported to be a major inhibitory factor in recruiting widely and effectively.

The above results suggest that the implementation of EEA should be facilitated and supported with relevant resources and strategies. The leadership needs to anticipate external factors that might obstruct the implementation process and plan accordingly. Sisulu and Mokoena

(1998) suggested that the institutional restructuring should be proactive, human-centered, coherent and visionary. It should recognize and exploit the opportunities and builds on existing organizational strengths and accommodate new functional demand for staffing transformation.

Internal related problems or barriers

The internal problems or barriers were related to organizational policies and culture, institutional support, resistance to change, and leadership. It was revealed that the organizational policies and culture do not promote the implementation of EEA.

Resistance to change

Fear of standards decline as sighted by some respondents has inhibited progressive implementation process of employment equity in staffing functions. EEA was perceived as an attempt to implement reverse discrimination. These problems should be seen in line with the literature (Cloete et al 1995), which suggests that the efforts to facilitate transformation are always undertaken in the face of resistance from interest groups who aim to do everything in their power to retain the status quo.

It also means that the implementation of EEA requires change in the individual value system. As suggested by Dunham and Klafen in Booyens (1998:437), the leaders of the present and future institutions should themselves be transformed, displaying characteristics of courtesy, acceptance and belief in the inner worth

of people, irrespective of their diverse culture in order to be effective change agents.

Institutional support and leadership

Some of the problems mentioned by participants included: the lack of effective support and mentoring for the recruits, unsupportive and de-motivating work environment, lack of training and development opportunities specific to future managerial position, exclusion of members from functional committee, unstable leadership position to drive the EEA processes.

From the above results, it can be deduced that the management and stakeholders are not fully committed to the implementation of EEA. It appears that staff members involved in the implementation of EEA are not receiving the expected support and leadership from the institution. Staff members from the previously disadvantaged groups should be given opportunities to participate actively in key operational committees to empower them and prepare them in managerial position. It is also critical that the leadership be trained in diversity management and transformation process.

Karsten (1994:75) suggested that managing diversity in today's South African labour force is critical to enhance the moral and productivity of the previously disadvantaged majority group. It is believed that managing diversity will determine the need and the importance of attracting and retaining a representative labour supply. It involves an increase sensitivity and responsiveness to the cultural needs as well as creating a climate that support cultural diversity.

Cloete et al (1995) suggest that the implementation of equal employment opportunities requires the knowledge and understanding of three types of transformation. The first is normative transformation, which relates to changing the prevailing discriminatory value systems that underlined education and career opportunities. The second is structural transformation, which relates to changing the organization traditional discriminatory practices. The third is functional transformation, which relates to introducing new values and mission statements founded on the constitutional rights and principles of equality.

Organizational policy and culture

It was felt that the prevailing organizational policies and culture were obstructing the implementation of EEA 55 of 1998. Inhibitory organizational culture of the department, lack of human resource plan for the departments, insensitive recruitment and appointment policies, inhibitory university staffing promotion policy, and inability to retain recruited staff were among the problems mentioned by participants.

From the above results, it can be deduced that the management does not support the organizational policies and culture implemented by the various departments. Smith (1999:8) argued that changes in organizational policies and culture must be supported by the commitment of the management of the organizations. He suggested that these organizational changes in policies and culture should encompass the drive and commitment of the management to the democratic principles and the values entrenched in the Constitution.

Huston (2000:59) viewed the commitment of the management as imperative for any organizational staffing restructuring process. Collins (1995:3) suggested that changing the rules, to ensure equality in the workplace requires cultural change and policy restructuring in order to improve the status and image created by the discriminatory laws of the past. Cloete et al (1995) are of the view that sustainable reforms require policy reform, whilst reform requires change in institutions that involves 'long-haul' effort by all parties involved. It is argued that policy and cultural changes are needed at all organizational levels to ensure the successful implementation of Employment Equity Act.

5.2.3. Measures to enhance the implementation process of EEA 55 of 1998

The study showed that the majority (77% n=10) of University Nursing Departments has complied with EEA 55 of 1998 and implemented various measures or policies. These measures or policies are related to recruitment, career advancement, and organizational policies and culture. However, it was revealed that additional measures must be taken at national and institutional levels to enhance the implementation process of EEA 55 of 1998. These measures cover a variety of aspects including organizational policies and culture, and institutional adjustment.

National level

The national government through the Ministry of Education and Nursing Professional bodies (South African Nursing Council and National Nursing Organizations) are expected to take specific measures in order to enhance the implementation of EEA 55 of 1998.

National government through the Ministry of Education

It was felt that the Ministry of Education should take policy decision to Human Resources, Financial aspect, and infrastructure. The Ministry of education as viewed by the participants should put in place effective national redeployment strategy of academic staff taking into account cultural diversity of the student population served by each institution, reinforce the mechanism of performance indicators, revise the subsidy formula in order to attract academic in previously disadvantaged institutions and facilitate transformation, and improve

infrastructure in the previously disadvantaged universities in order to attract qualified academics in those institutions.

These measures are in line of the legal prescripts and responsibilities of the government. Chapter 10 of the supreme law of the country (the 1996 Constitution), which guides the action of the government, stipulates the values and principles that should govern the public staffing management. It calls on among others to the promotion of efficient and effective use of resources, including human, of all diversities, and good human resource management and career development practices.

The literature also supports the need for the establishment of performance indicators for monitoring and evaluation of the government policy. According to SAMDI (1999:20), the performance indicators are evidences based on the key performance areas stipulated by the Government. In the context of EEA, these performance indicators are the bench marking tools, in assessing the speed and extend to which the institutions has achieved or are progressing to achieve demographic representation in the work-force.

Nursing Professional bodies (SANC and National Nursing Organizations)

It was felt that Nursing Professional bodies including SANC, the Democratic Nurses Organization of South Africa (DENOSA), and FUNDISA should engage in awareness campaigns aim at improving the image of the profession and attract male candidates to the

profession. It was also suggested that they should advocate for the improvement of the conditions of employment of nurses.

The above results are in line with the literature, which suggests that the South African Nursing Profession should itself undergo a drastic change in an effort to redress the previous racial divisions (Kotze 1995:4). It is further suggested that the implementation of the Employment Equity Act to rectify the inherited disparities in nursing profession would require extensive restructuring and commitment from the nursing leaders (Sisulu et al 1998).

Institutional level

It was suggested that the management of the university and the departments including Equity Forums should take specific measures to enhance the implementation of EEA 55 of 1998. These measures as described in chapter four were related to organizational policies and institutional adjustment.

The above measures are supported by the literature, which suggests that the challenge of the implementation of EEA 55 of 1998 is mostly with the management, transformation forums and the heads of departments or institutions. They need to develop and implement aggressive strategic plans or measures including a full spectrum of advanced learning and career advancement opportunities in order to address and meet the aspirations of the previously disadvantaged people (Harper 2000:5).

Organizational policies

These policies were related to organizational structure, recruitment, career advancement, financial restructuring, and leadership or management style. Some of the measures mentioned included the development of Performance Indicators (PI), restructuring of staffing policies in accordance with EEA 55 of 1998, introduction of incentives, training programs for Heads of Departments, decentralized management.

These measures are in line with the legal prescripts and the literature on staffing transformation. Pityana (1999) indicated that organizational policy change should focus on the performance indicators, and tools for monitoring and evaluating the implementation process of EEA. He further indicated that policy should provide guidelines on staffing profile auditing and the frequency of reports to the relevant stakeholders with vested interest in that particular employing agency.

According to chapter 11 of the Employment Equity Act, the managers of the designated employing agencies have a duty to implement affirmative measures in dealing with groups from the previously disadvantaged employees. Their management styles should, in affirming the previous disparities in employment and advancement opportunities, ensure elimination and prohibition of unfair discrimination, directly or indirectly, against all employees in their employment policies (Chapter 11 Section 5&6 of EEA 55 of 1998).

The Employment Equity user's guide of the National Department of Labour of South Africa expressed the view that management should

be knowledgeable about their obligation in terms of the Employment Equity Act. Such knowledge will enable them to succeed in achieving a demographically representative staff.

The management is expected to plan, organize, lead, and control resources of the organization to achieve the stated organizational goals, as efficient as possible. It is essential for the manager or leader to show commitment to perform its role of driving the process of transformation as a transformational agent (Smith et al. 1999:11).

According to Levy (1992:72) the essential element in any organizational management is the inculcation of a culture of organizational change. This will create and facilitate an environment of equity and appropriate mentoring for the disadvantaged group to work in and develop managerial competency. The democratic manager bases managerial responsibilities on the principles of equality in-group participation, freedom of belief and action, and consideration for each group member as having rights and potentials (Tappen 1995: 82). Chapter 1 of the South African Constitution of 1996 explains the values forming the foundation of democratic approach to management. These values include human dignity, achievement of equality, advancement of human rights and non-racialism.

Institutional adjustment

Assisting departments to rebuilding their image and to change the attitudes and negative perceptions about other race groups, and avoid over reliance on normative and traditional staffing practices are mentioned among the measures to be taken. Cronje et al

(1999:429) states that institutional adjustment in transforming staffing patterns to comply with the employment equality will lead to cultural diversity in a the working place. This trend toward cultural diversity also requires other institutional adjustments. Harper (1997:1) is of the opinion that, addressing diversity issues means beginning to address the need for fundamental institutional transformation.

It seems that understanding and accepting diversity in staffing would help to enhance the implementation of EEA 55 of 1998. Charlton (1992:98) advised that, understanding and accepting diversity enables members to acknowledge the need for a co-existence of other race groups in the workforce. Dickens et al (1991:393) view diversity management as a process in which, each employee's unique contributions are valued and used to achieve the institutional goal. Tappen (1995:447) argued that workforce diversity in terms of race and language presents a challenge to effective management of institutions today.

Simon et al (1993:117) suggested that management should have a set of values which, to manage and retain the people of diverse groups. These values should be consciously and powerfully expressed in institution's mission and value statements.

5.3. CONCLUSION

Redressing the past social disparities in all spheres of the society is one of the challenges facing the democratic government's of South Africa. The Employment Equity Act 55 published in 1998 aimed at ensuring employment equity and creating a work force that reflects the demographic composition of the South African' society. It is a legal framework that provides policy direction for redressing the imbalances of the past in all sectors of the employment in the country.

A descriptive exploratory study was taken to analyse the implementation process of EEA 55 1998 by University Nursing Departments of South Africa. The study aimed at providing guidelines that may be used to enhance the implementation of Employment Equity Act in achieving demographic staffing representation within the University Nursing Departments of South Africa. More precisely, to describe the extent to which University Nursing Departments have complied with EEA 55 of 1998 and to identify measures to be taken in order to enhance the implementation of the above Act.

The results of the main findings as presented and discussed above, indicate that the legacy of the past is still engraved in the organizational policies and culture of most University Nursing Departments. This legacy constitutes an inhibitory factor in the achievement of demographic representation. The demographic discrepancy in academic staff composition, particularly at the management level and high rank of academic positions reflects the lack of commitment to transformation. Fear of standards decline as

sighted by some respondents has inhibited progressive implementation process of EEA 55 of 1998. Negative perception of EEA as an attempt to implement reverse discrimination by affording the previously disadvantage opportunities is a matter of great concern.

It is evident that a lot needs to be done in order to correct the imbalances of the past. University Nursing Departments should show more commitment and willingness to fulfil their social and legal obligations in order to achieve demographic representation among academic staff.

Two frameworks derived from the study. The first framework described the implementation process of EEA 55 of 1998 by University Nursing Departments, which included the implementation measures or policies in place and the barriers or problems to implementation. The second framework described the measures or policies to be taken to enhance the implementation process of EEA 55 of 1998. The above frameworks provide baseline information that can be used to re-engineer mechanisms to address the challenges of progressively implementing EEA and as a basis for further research related to policy implementation.

5.4. RECOMMENDATIONS

The results of the main findings of this study showed that inequity in academic staffing composition in term of race, gender, and rank still exist in South African' University Nursing Departments even seven years after the EEA 55 of 1998. Most University Nursing Departments are experiencing problems in implementing the EEA 55 of 1998 as indicated in the study.

It is therefore recommended that the following measures should be taken in order to enhance the implementation of EEA 55 of 1998 by University Nursing Departments of the country.

The Ministry of Education

- Provide financial and infrastructure support required for the implementation of the EEA 55 of 1998
- Establish and reinforce the monitoring and evaluation mechanisms for the implementation of EEA 55 of 1998
- Establish performance indicators in all universities as evidence of their commitment to implement the Employment Equity.

Nursing Professional bodies

- Undertake specific measures toward the improvement of the image of the nursing profession, and precisely attract more male candidates from the previously disadvantaged groups
- FUNDISA should facilitate the inter-departmental relationships and sharing of common staffing and student

recruitment issues as opposed to competitive approach of nursing departments.

- Organize training for skills and managerial development for the previously advantaged staff in order to compete effectively in the labour market
- Nursing Profession provide an essential service, but the historical perceptions of nursing being a female profession needs to be redressed in order to ensure its competitiveness with other health professions in respect of gender representation
- Advocate for the improvement of the conditions of employment and introduction of incentives, in order to recruit and facilitate retention of qualified nurses especially in rural areas
- Establish exchange programs and structured training and development programs like internship, on-the-job mentoring and coaching for the previously disadvantaged staff should be introduced.

University Nursing Departments and top management

- Management must demonstrate commitment to restructuring and reconstruction of staffing policies and practices in compliance with the Employment Equity laws to redress the past disparities
- Put in place strategies that would promote retention and career development and advancement for nursing academics
- Reinforce and monitor the implementation of EEA 55 of 1998
- Create more affirmative Action posts

- Provide support and training for the newly appointed staff from the previously disadvantaged groups
- Promote a culturally sensitive working environment
- Analyse all staffing policies, practices, and procedures and prepare a profile of their staff in order to redress problems relating demographic under/ over-representation in their departments
- Prepare and implement Employment Equity measures in all activities of the departments including recruitment, career advancement opportunities and participation in managerial committees. Such activities should be made to avoid all forms of tokenism
- Adjust the "institutional culture" in the light of EEA and the democratic changes taking place in the country
- Incentives for staff employed in rural and disadvantaged areas should be introduced to facilitate recruitment and retention of staff
- The university's EEF should continue or start to play a critical role in enabling and monitoring the implementation process of Employment Equity
- The negative perceptions inculcated by the past in respect of leadership, fears and diversity workforce challenges in an organization should be dealt with amicably and responsibly
- Transformation and development of a culture of democracy and non-discrimination should be done systematically in a consultative manner to alleviate the fears that may lead to non-compliance.

It is also recommended that further research should be taken to:

- Look at the way government policies are being implemented at the grass root level
- Look at the impact of the implementation of EEA 55 of 1998 on the quality of the programs, outputs of the departments and students academic performance
- Look at how Employment Equity has been implemented in the Technichons and other institutions offering high level nurse training.

The commitment and determination to change for the best within the legal framework of equal opportunity must continue in nursing. " Any lack of dynamism is lack of innovation, progress or foresight. Shaping a quality competitive outcome based future multicultural human resource management is an important foresight and critical challenge to realize equality in work places. Abilities to affirm and capitalize upon opportunities for transformation and asserting leadership to manage diverse human resource is an imperative in bringing about change management for improved performance management" (Molitor, 1998:59).

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Appendix 1

**ANALYSIS OF THE IMPLEMENTATION PROCESS OF
EMPLOYMENT EQUITY ACT BY THE UNIVERSITY NURSING
DEPARTMENTS OF SOUTH AFRICA**

Dear Sir / Madam

I hereby request your participation in the study entitled " Analysis of the implementation process of Employment Equity by University Nursing Departments of South Africa."

This study is undertaken towards the fulfilment of the requirements for the degree of Master's (MACUR) in the Health Service Management, with the University of South Africa (UNISA).

I kindly request 45 minutes of your time to complete the attached questionnaire and return it to the address indicated below. Your return of the questionnaire will be regarded as consent for participation to the study. All the information collected will be treated with highest confidentiality and anonymity.

Your soonest response in this regard will be highly appreciated.

M E Maelane

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Appendix 2

QUESTIONNAIRE**Instruction:**

Department in this questionnaire refers to the Nursing Department of your university.

I. Academic staffing composition

1. How many academics are employed in your departments?

2. From the above number, how many are:
 - Females:.....
 - Males:.....

3. What is the racial and rank composition of academic staff in your department?

	Professors	Ass. Prof	Senior Lecturer	Lecturer and Junior Lecturer	Total
Whites					
Blacks					
Indians					
Coloureds					

Appointment after 1998

1. How many academics were appointed in your department after 1998?(total number)

2. Give the distribution of the above number in terms of race and rank in the table below:

	Professors	Ass. Prof	Senior Lecturer	Lecturer and Junior Lecturer
Whites				
Blacks				
Indians				
Coloureds				

II. Implementation of Employment Equity Act in your department

1. Do you have any Employment Equity policy or measures in your department? **Yes/ No**

. If no, Give reasons for the unavailability of the above policy or measures and go to questions 3.

. If yes, answer the rest of the questions

2. Describe the implementation policy or measures of EEA 55 of 1998 of your department.

3. What problems or barriers do you experienced in the implementation of EEA 55 of 1998?

4. What measures do you think should be taken to enhance the implementation of EEA 55 of 1998 in your department?

5. What is your personal view about the implementation of EEA 55 of 1998?