

**EXPLORING THE LIVED EXPERIENCES OF BLACK EMPLOYEES REGARDING
PSYCHOLOGICAL CONTRACTING WITHIN THE CONTEXT OF AFRICAN
KNOWLEDGE SYSTEMS**

by

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DECLARATION

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I, Lutendo Bushy Mahadulula, assert that hereby declare that this dissertation entitled:

EXPLORING THE LIVED EXPERIENCES OF BLACK EMPLOYEES REGARDING PSYCHOLOGICAL CONTRACTING WITHIN THE CONTEXT OF AFRICAN KNOWLEDGE SYSTEMS: is my original individual project. All the sources cited or quoted acknowledged at the end of this project by list of references. To meet the ethics and postgraduate degree requirements, this project has never been submitted and examined at UNISA



16 February 2024

Signature

Date

Lutendo Bushy Mahadulula

DEDICATION

To my late Father, Abram Masindi Dankuru and my late Mother in-law, Esther Raisibe Ramaremela.

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If God wasn't on my side, I am not certain if I would have successfully completed this dissertation. It would not be proper if I do not acknowledge my dearest wife Tellme Mahadulula, my three daughters (Mahlatsi, Ronewa and Rendani Mahadulula) for always ensuring that I made this study a success through their unwavering endurance. I further, dedicate this dissertation to my mom for trusting in me in my academic journey thus far. By this dissertation, I am filled with words of gratitude.

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ABSTRACT

Purpose of the study: The general aim of this study was to explore the lived experiences of African black employees (male and female) about psychological contracting within the context of African knowledge systems. The research study revealed how black employees perceived their cultural values to influence their lived experiences regarding their psychological contracting.

Design/methodology/approach: The research was exploratory and, therefore, qualitative, and philosophical in its interpretive methodological posture. An interpretivist qualitative approach with semi-structured, open-ended interviews for data collection was followed. The sampling strategy consisted of a purposive sampling (N=16) process. The sample consisted of eight permanent African black managerial employees and eight permanent African black non-managerial employees between the ages of 18 and 65. The study was conducted in a South African private sector organisation where African black employees were invited to share their lived experiences on psychological contracting from the context of African knowledge systems. Participants were chosen from managerial and non-managerial level employees to understand their different perceptions and lived experiences about the psychological contract, and how they perceived their experiences to reflect on their work engagement and turnover intention. Thematic analysis was used to analyse the data.

Findings:

African black managerial and non-managerial employees perceived their lived experiences regarding the psychological contract to be affected by their race, traditions and culture. The key findings indicated that experiences related to their cultural values lead to misunderstandings and marginalisation. Perceptions of racial discrimination were evident, as were feelings of being disrespected and unappreciated. Participants experienced broken promises and unfulfilled expectations, a lack of recognition and career growth opportunities, demotivated and disengaged. Participants regarded these lived experiences to negatively influenced their perceptions of their psychological contract. Unique African characteristics (e.g., the spirit of ubuntu, traditional callings, and funerals and church customs) necessitate a different management approach.

Recommendations/value: Organisational practices that promote and respect African black employees' cultural values should be maintained where possible. This may increase African black employees' perceptions of feeling respected and appreciated, and may lead to increased engagement levels, and lower turnover intentions. Such an approach may assist in effectively managing the lived experiences of African black employees about their psychological contracting as experienced from the context of African indigenous knowledge systems.

Managerial implications: African knowledge systems' (cultures and traditions) consciousness and sensitivity should be developed to ensure the effective evaluation of human resource strategies and policies aimed at accommodating African black employees in the workplace. An organisational culture that acknowledges and respects the various indigenous cultures is imperative.

Key terms: African black employees; African knowledge systems; lived experiences; private sector organisation; psychological contract; South Africa; Tshwane metropolitan; turnover intention; western knowledge systems; work engagement.

OPSOMMING

Doel van die studie: Die algemene oogmerk van hierdie studie was om die geleefde ervarings van swart Afrika-werknemers (manlik en vroulik) met 'n agtergrond van Afrika-kennisstelsels in die konteks van die sielkundige kontrak in die werkplek te verken. Die navorsing het bepaal hoe swart Afrika-werknemers se kulturele waardes hul geleefde ervarings ten opsigte van hierdie kwessies beïnvloed het.

Ontwerp/metodologie/benadering: Die navorsing was verkennend, en dus kwalitatief en filosofies in die interpretatiewe metodologiese ingesteldheid daarvan. 'n Interpretatiewe kwalitatiewe benadering met semi-gestruktureerde, oop-einde-onderhoude vir data-insameling is gevolg. Die steekproefstrategie het uit 'n doelgerigte steekproefproses bestaan (N=16). Die steekproef het uit agt permanente swart Afrika-werknemers in nie-bestuursposte en agt permanente swart Afrika-werknemers in bestuursposte tussen die ouderdom van 18 en 65 bestaan. Die studie is in 'n privaatsektororganisasie in Suid-Afrika uitgevoer. Swart Afrika-werknemers is uitgenooi om hulle geleefde ervarings met betrekking tot die sielkundige kontrak vanuit die konteks van 'n inheemse-kennisresponsiwiteit te deel. Deelnemers is uit 'n bestuursvlak asook 'n niebestuursvlak gekies om verskillende persepsies en geleefde ervarings oor hul sielkundige kontrak beter te verstaan, en ook om te reflekteer op hulle persepsies ten opsigte van hoe hulle ervarings werksbetrokkenheid en omsetbedoeling beïnvloed het. Tematiese analise is gebruik om die data te ontleed.

Bevindings: Swart Afrika bestuurs- en nie-bestuurswerknemers het waargeneem dat hul geleefde ervarings rakende die sielkundige kontrak deur hul ras, tradisies en kultuur beïnvloed word. Die sleutelbevindinge het aangedui dat ervarings wat met hul kulturele waardes verband hou, tot misverstande en marginalisering lei. Persepsies van rassediskriminasie was duidelik, asook gevoelens van disrespek en onwaardigheid is ervaar. Deelnemers het gebroke beloftes en onvervulde verwagtinge, 'n gebrek aan erkenning en loopbaangroeigeleenthede, gedemotiveerd en onbetrokkenheid ervaar. Deelnemers beleef dat hierdie geleefde ervarings hul persepsies van hul sielkundige kontrak negatief beïnvloed. Unieke Afrika-eienskappe (bv. die gees van ubuntu, tradisionele roepings, en begrafnisse en kerkgebruike) noodsaak 'n aangepaste bestuursbenadering.

Aanbevelings/waarde: Organisasoriese praktyke wat swart Afrika werknemers se kulturele waardes bevorder en respekteer, moet waar moontlik gehandhaaf word. Dit kan swart Afrika werknemers se persepsies verhoog om gerespekteer en waardeer te voel, en kan lei tot verhoogde betrokkenheidsvlakke en laer omsetvoornemens. So 'n benadering kan help om die geleefde ervarings van swart Afrika werknemers oor hul sielkundige kontraktering soos ervaar vanuit die konteks van Afrika-inheemse kennisstelsels, effektief te bestuur.

Bestuursimplikasies: Bewustheid van en sensitiwiteit jeens inheemse Afrika-kennis moet ontwikkel word om die effektiewe evaluering van menslikehulpbronstrategieë en -beleide te verseker, wat daarop gerig is om swart Afrika-werknemers in die werkplek te akkommodeer. 'n Organisasoriese kultuur wat die onderskeie inheemse kulture erken en respekteer, is noodsaaklik.

Sleutel terme: Afrika-kennisstelsels; geleefde ervarings; omsetbedoeling; privaatsektororganisasie; sielkundige kontrak; Suid-Afrika; swart Afrika-werknemers; werksbetrokkenheid; Westerse kennisstelsels.

MANWELEDZO

Ndivho ya ngudo: Ndivho nyangaredzi ya ngudo heyi ho vha u wanulusa vhutshilo ho tshenzhelwaho nga vhashumi vha vharema vha Afrika vhane vha vha na vhubvo ha sisiteme dza ndivho ya Afrika kha thendelano i songo tou nwalwaho, nzudzanyo ya mushumo, u diimisela u litsha mushumo mushumoni. Thodisiso yo ta arali na uri vhadzheneleli vho tufuwedzwa hani murafho na mvelele u tufuwedza tshenzhemo dze vha dzi tshila kha mafhungo hayo. Ndivho ya ngudo ya zwino ho vha u ta uri vharema vha Afrika vha re na ndivho ya vhongwaniwapo u fhindula tshenzhemo ya masiandaitwa a thendelano i songo tou nwalwaho kha nzudzanyo ya mushumo na u diimisela u litsha mushumo mushumoni kha sekithara ya phuraivethe mushumoni.

Nyolo/ngona/ kuitele: Thodisiso yo vha ya u wanulusa na, nga zwenezwo, khowalithethivi na filisifikhala kha vhuvha ha thalutshedzo ya ngona. Kuitele kwa khowalithethivi kwa thalutshedzo na inthaviwu dzi songo tou dzudzanywaho na dzine dza toda thalutshedzo kha u kuvhanganya data dzo tevhedzwa. Tshirathedzhi tsha kuitele kwa tsumbonanguludzwa tsho bveledzwa nga vhumbulitshayakhonadzeo na tsumbonanguludzwa ho sedzwa khonadzeo (N=16). Tsumbonanguludzwa dzo bveledzwa nga vhashumi vha ndangulo ya vharema vha Afrika vha tshothe vha malo vhukati ha minwaha ya 18 na 65. Ngudo yo itwa kha tshiimiswa tsha sekithara ya phuraivethe tsha Afrika Tshipembe. Vhadzheneli vho nangwa u bva kha vhuimo ha ndangulo na vhuimo hu si ha ndangulo u vhone arali vha na kuhumbulele kwo fhambanaho nga ha thendelano i songo tou nwalwaho na masiandaitwa ayo kha u didzhenisa mushumoni na u diimisela u litsha mushumo. Ho shumiswa musaukanyo wa linwalwa u saukanya data.

Mawanwa: Vhashumi vha vhangaphanda na vha si vha vhangaphanda kha mawanwa a ndeme o sumbedza uri kuvhonele na tshenzhemo zwa vhashumi vha vharema vha Afrika vha re kha ndangulo na vha siho kha ndangulo zwi tshi ya kha thendelano i songo tou nwalwaho; u didzhenisa mushumoni na u diimisela u litsha mushumo zwi tufuwedzwa nga murafho, sialala na mvelele. Mawanwa mahulu o sumbeza uri tshedzhemo i tutshelana na mvelo i disa phambano kha ku pfesesele na khethululo. Ku pfesesele kwa khethululo kwo vhone kha u di vhu dipfa ha u sa thonifhiwa na u sa takalelwa. Vhazheneleli vhari usa fulufhedzea na thembiso ya muhiri, u sa vhone na u huliswa mushumoni, u fhela nungo na u sa di zhenisa mushumoni zwo shela mulezhe kha mawanwa a ya. Vhazheneleli vhari, tshedzhemo ya kutshilele kwo kwama ndila yavho nga dila isi ya vhudi kha ku pfesesele kwa thendelano i songo tou nwalwaho. Zwiataluli zwo fhambanaho zwa Afrika (sa tsumbo, muya wa vhuthu, minyanya, mbidzo dza vhuanga, mbulungo na maitele a kereke) zwo fhambana na izwo zwa vhashumi vha Vhukovhela na u toda kuitele kwo fhambanaho kwa ndaulo.

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Maipfi a ndeme: Vhashumi vha vharema vha Afurika tshipembe;sisiteme dza ndivho ya vhongwaniwapo; tshenzhemo ya ku tshilele; Khamphani ya tshidzumbe; ; thendelano i songo tou nwalwaho; u diimisela u litsha mushumo; Afurika tshipembe; masipala wa tshwane; sisiteme ya ndivho ya vhukovhela ; u didzhenisa mushumoni.

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LIST OF ABBREVIATIONS AND DESCRIPTIONS

AKS.....	African Knowledge systems
BM.....	Business Management
CCMA.....	Commission for Conciliation, Mediation and Arbitration
DREC.....	Human Resource Departmental Review and Ethics Committee
EAPSA.....	Economic Active Population South Africa
EEA.....	Employment Equity Act
HRM.....	Human Resource Management
HRO.....	Human Resource Officer
IPA.....	Interpretive Phenomenology Analysis
MT.....	Main theme
SABPP.....	South African Board for Personal Professional
ST.....	Subtheme
TI.....	Turnover Intention
UNISA.....	University of South Africa
WE.....	Work Engagement
WKS.....	Western Knowledge Systems

CHAPTER 1

SCIENTIFIC OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The present study explores the lived experiences of black employees (male and female) about psychological contracting within the context of African knowledge systems (AKS). The research study revealed how black employees perceived their cultural values to influence their lived experiences regarding their psychological contracting. The purpose of the study was to understand the experiences of black employees with indigenous knowledge sensitivity and the perceived impact of these experiences on the psychological contract (PC), work engagement (WE) and turnover Intention (TI) in a South African private sector organisation. The study is exploratory, qualitative, and philosophical in its interpretive methodological posture. Central to the present study is whether managerial and non-managerial black African employees' culture come to bear on their lived experiences about their PC. From the onset of this study, the researcher had the critical awareness that the lived experiences of African black employees as it relates to psychological contracting from the context of AKS should be more investigated. The research was conducted in a South African private sector organisation.

This chapter delineates the background and the rationale of the study, and introduces the problem statement, research questions and objectives, the research approach, and highlights the significance of the study.

1.2 BACKGROUND AND MOTIVATION OF THE STUDY

Over several decades, the concept of the PC has continued to receive much attention in the fields of Human Resources Management (HRM) and organisational behaviour (Korczyński, 2023). A PC is understood as a set of beliefs and perceptions of an individual in matters pertaining to terms and conditions of the social exchange contract between the employer and the employee and, revolves around services each party must fulfil in their employment promises (Rousseau, 1989). It is based on reciprocal, social exchange relationships; the give and take between the employee and the employer (Blau, 1964). Although researchers and scholars have actively studied the PC over the past decades, the lived experiences of the PC differ from one knowledge systems to the other (Snyman et al, 2023). These lived experiences are influenced by cultures people are connected to (Schreuder et al., 2023). One can assume that people from different knowledge

systems may experience things differently, including their social employment contracts (Schreuder et., 2023).

According to Dhewa and Cummings (2023, p.15-16), knowledge is defined as “an understanding that people gained through experiences and involves experiences and skills that people gain from interacting with information that can be explicit, tacit, or implicit”. Mutasa (2022) opines that knowledge refers to anything that is known to the human mind; knowledge guides actions by which a knowledgeable person is judged, based on the consequences of their performed actions. Sharing knowledge assists in teaching people about their history and cultures. In Africa, such indigenous knowledge is referred to as African knowledge systems (AKS) (Dhewa & Cummings, 2023). Previous studies attest that the PC, from an African perspective, is a concept that is shaped by the culture and belief systems of African black people (Olaopa & Ayodele, 2023; Mutasa, 2022; Ugwu et al., 2022; Eze et al., 2021 & Gathogo, 2023).

Ugwu et al. (2022) indicated that if black employee culture is ignored, the effect of the PC negatively impacts the organisational work engagement and turnover intention levels in workplace. The concept of WE involves being fully engaged on matters related to work and employees doing that work whole heartedly in the workplace (Schaufeli, 2013; & Bakker, 2011). WE in many instances is determined by how social employment relationships are formulated between employer and employee (Agarwal & Avey, 2020). The concept of turnover intention (TI) is about employees thinking to leave their jobs because of the workplaces that are perceived as a non-favourable working places. In other words, it is the extent to which employees plan to leave their jobs within an expected period, or alternatively, stay with the organisation (Mokoena et al., 2022). According to Mokoena et al. (2022), TI is the final step that individuals or employees take that leads to the actual leaving of the organisation. TI often occurs when employees feel that they are being undermined and unfairly treated in their employment relationships (Abugu et al, 2021).

Furthermore, a study by Khomo and Mutereko (2021) revealed that most South African studies overlooked the importance of practices and belief systems of African black people in matters relating to the PC. In fact, research has shown that good management of the PC enhances WE and TI levels of employees in organisations (George et al., 2022). Moreover, a study done by Idiegbeyan-ose, Opeke and Nwokeoma (2020) attests that black employees experience cultural clashes with work obligations which result in an increase in employee TI. Research shows that disagreements result between employers and employees; and employees leave their jobs when

employers do not consider traditional practices which relate to their employees' culture (Jing & Jan, 2022).

Findings from previous studies emphasise the importance of understanding AKS and explain that this requires knowledge about what African people value most, and their way of knowing and viewing a phenomenon (Mutasa, 2022). In addition, Gathogo (2023) further explains AKS as the totality of knowledge and practices that are explicitly or implicitly used in the management of socioeconomic, spiritual, and ecological life aspects of Africans. Therefore, management should not overlook African knowledge and practices when dealing with matters relating to the PC of black employees.

To summarise, AKS refers to the shared beliefs, norms and values of the African cultural group of people which lives in a non-western society, and which provides the content and context of the AKS (Gathogo, 2023). Ineffective management of the PC within the context of AKS influences black employees' WE and TI levels negatively (Schreuder et al., 2023). Organisations are successful when they manage and retain highly engaged employees who meet the employers' expectations (Bakker, 2022).

1. 3 PROBLEM STATEMENT

The PC, WE and TI constructs have been widely researched in western cultures, where these constructs also originated (Agarwal & Avey, 2020; Aman & Harrigan, 2020; Bravo et al., 2021; Feng et al., 2021; & Gervasi et al., 2022). The studies revealed that the exploration of the constructs of PC, WE and TI considered the social norms, ethical values, traditional customs (such as beliefs) and specific artefacts and technologies that are shared within western spheres of influence (Agarwal & Avey, 2020; Aman & Harrigan, 2020; Bravo et al., 2021; Feng et al., 2021; & Gervasi et al., 2022). Although the chosen constructs have been researched widely using qualitative and quantitative research from the context of the western world, it has not received the same attention from the context of AKS.

This is an important gap to address in the literature, as previous research studies conducted from the context of AKS have shown that people from African spheres have cultural differences which account for the disparity in individual views, understanding of phenomenon and lived experiences (Chikweche & Ferdousi, 2023). Khomo and Mutereko (2021) further pointed out that despite the importance of AKS, studies conducted in South Africa still lack clarity on how best to manage black employees lived experiences about the PC and its perceived impacts on WE and TI levels

of employees. Additionally, many studies conducted from an African context revealed that the lived experiences of black employees about the PC often overlook the importance of African cultures (Eze et al., 2021 & Gathogo, 2023). In fact, Levinson et al. (1962) emphasised the importance of culture and race in understanding the concept of PC decades ago. Therefore, this points to an important research gap in extant literature that is largely silent on African black employees lived experiences about the PC within the context of AKS (Olaopa & Ayodele, 2022)

To conclude, the PC has been researched widely using qualitative and quantitative research studies from the context of WKS. However, it may be argued that it has not received the same attention from the perspective of an AKS. In fact, various studies reported that not enough emphasis is placed on the acknowledgement of differing knowledge systems and how these systems relate to the PC (Agarwal & Avey, 2020; Aman & Harrigan, 2020; Bravo et al., 2021; Feng et al., 2021; & Gervasi et al., 2022). Hence, this study serves to further investigate the lived experiences of African black employees about their PC from an AKS context. For this purpose, the study will be conducted in a South African private sector organisation. Based on the above background, the main research question formulated for this study is the following: *What are the lived experiences of African black employees (male and female) about psychological contracting within the context of African knowledge systems?*

1. 4 MAIN RESEARCH QUESTIONS AND OBJECTIVES

The problem statement above gives rise to the following main research questions and aims:

1.4.1 Main research questions of the study

- What are the lived experiences of African black employees' in a South African private organisation about their PC?
- What meaning does this knowledge about the lived experiences of African black employees pertaining to their PC hold for the discipline of Business Management (BM) and the subject area of HRM on the one hand; and for HRM practitioners on the other hand?

1.4.2 Main research objectives of the study

- To understand the lived experiences of African black employees' in a South African private sector organisation about their PC?

- To understand the meaning of the knowledge about the lived experiences of African black employees pertaining to the PC for the discipline of BM and the subject area of HRM and for HRM practitioners.

To answer the main research objective set out in section 1.4.2 above, the following literature research objectives were set:

1.4.3 Literature research objectives relating to the literature review

The following literature research objectives guided the first phase of the research:

Literature research objective 1: To explore how the literature conceptualises the phenomenon of a PC in AKS .

Literature research objective 2: To ascertain how the literature conceptualises the psychological process of WE within the contexts of AKS.

Literature research objective 3: To understand how the literature conceptualises the psychological process of TI within the contexts of AKS.

Literature research objective 4: To establish practical implications obtained from the theoretical analysis of the PC, WE and TI in the contexts of AKS for HRM professionals in South African private enterprises.

1.4.4 Literature research questions

Literature question 1: How does the literature conceptualise the phenomenon of a PC in WKS versus AKS?

Literature question 2: How does the literature conceptualise the psychological process of WE within the contexts of WKS versus AKS?

Literature question 3: How does the literature conceptualise the psychological process of TI within the contexts of WKS versus AKS?

Literature question 4: What implications may be formed from the theoretical analysis of the PC on WE and TI in the contexts of AKS for HRM professionals in South African private enterprises?

1.5 RESEARCH APPROACH

Qualitative research is suited for examining the lived conditions and experiences of human beings in a given setting. A qualitative research approach with a focus on interpretivist phenomenological has been employed in this study to explore the lived experiences of the participants on the research phenomenon and to achieve the empirical objectives. The focus in qualitative research is to understand, explain, explore, discover, and clarify situations, feelings, perceptions, attitudes, values, beliefs, and experiences of a group of people (Bradbury & Van Nieuwerburgh, 2023).

1.5.1 Interpretive phenomenology analysis and research strategy

The study followed an interpretive phenomenology analysis (IPA) to understand African black employees' lived experiences regarding the constructs of the PC, WE and TI. Semi-structured Interviews, asking open-ended questions about the constructs were conducted in searching for and obtaining answers in this regard (Brough, 2020). This study therefore adopted an inductive strategy to explain the multiple perceptions of the "lived experiences" of the participants and to identify patterns of responses, and to interpret the multiplicity of the participants' views (Clancy & Vince, 2018).

1.5.2 Data analysis

Data analysis is a process in which the data is broken down into smaller, meaningful pieces to interpret and conceptualise it (Brough, 2020). The qualitative research methodology used a phenomenological approach, which allowed participants to share their perceptions and lived experiences regarding the PC and its association with WE and TI within an AKS. The data were analysed with the relevant research questions in mind, and the results interpreted.

In this study, the researcher performed a process of thematic analysis (Thompson, 2022). Thematic analysis as an independent qualitative descriptive approach, is mainly a method for identifying, analysing, and reporting patterns (themes) within data (Braun & Clarke, 2023). Thematic analysis aims to generate codes and themes for analysis process (Thompson, 2022). Thematic coding enables the researcher to search and reveal the themes connected to the phenomenon being investigated (Braun & Clarke, 2021). Data was analysed by applying a categorising technique. Data was grouped together and conceptualised before axial coding was employed.

1.5.3 The unit of analysis

Sixteen (16) permanently appointed African black participants from a managerial and a non-managerial employee as representatives of a private sector organisation in South Africa were the unit of analysis for this study (Brough, 2020).

1.6 RESEARCH DESIGN

Research design is a strategy for resolving a research problem and it provides the overall structure for the procedures, the collection of data, and the data analysis (Brough, 2020). A research design describes the research approach, strategy and methods of data collection and analysis (Johnson & Christensen, 2020).

The research strategy adopted in this dissertation considered the lived experiences of African black employees on the constructs of relevance, following steps that support IPA to collect the research data. Three interrelated phases (Phase 1 to Phase 3) were designed: Firstly, in phase 1 the researcher considered extant literature to generate a deeper understanding of the relevant concepts of the study (see chapters 2 and 3). Secondly, the researcher conducted semi-structured (open-ended) interviews with a random selection of African black managerial and non-managerial employees (male and female) to ascertain their lived experiences of the phenomenon of psychological contracting and how their experiences affected their WE and TI. (See chapter 5 for discussion of Phase 2). Thirdly, during the third phase, the researcher considered the data to ascertain a better understanding of how the concepts are experienced from an African perspective, allowing the researcher to gain understanding from these viewpoints with shared western viewpoints and to provide recommendations on the management of the PC from an African perspective (see chapter 6 for discussion of Phase 3). The three phases with its related objectives as briefly discussed above are also illustrated in Figure 1.1 below.

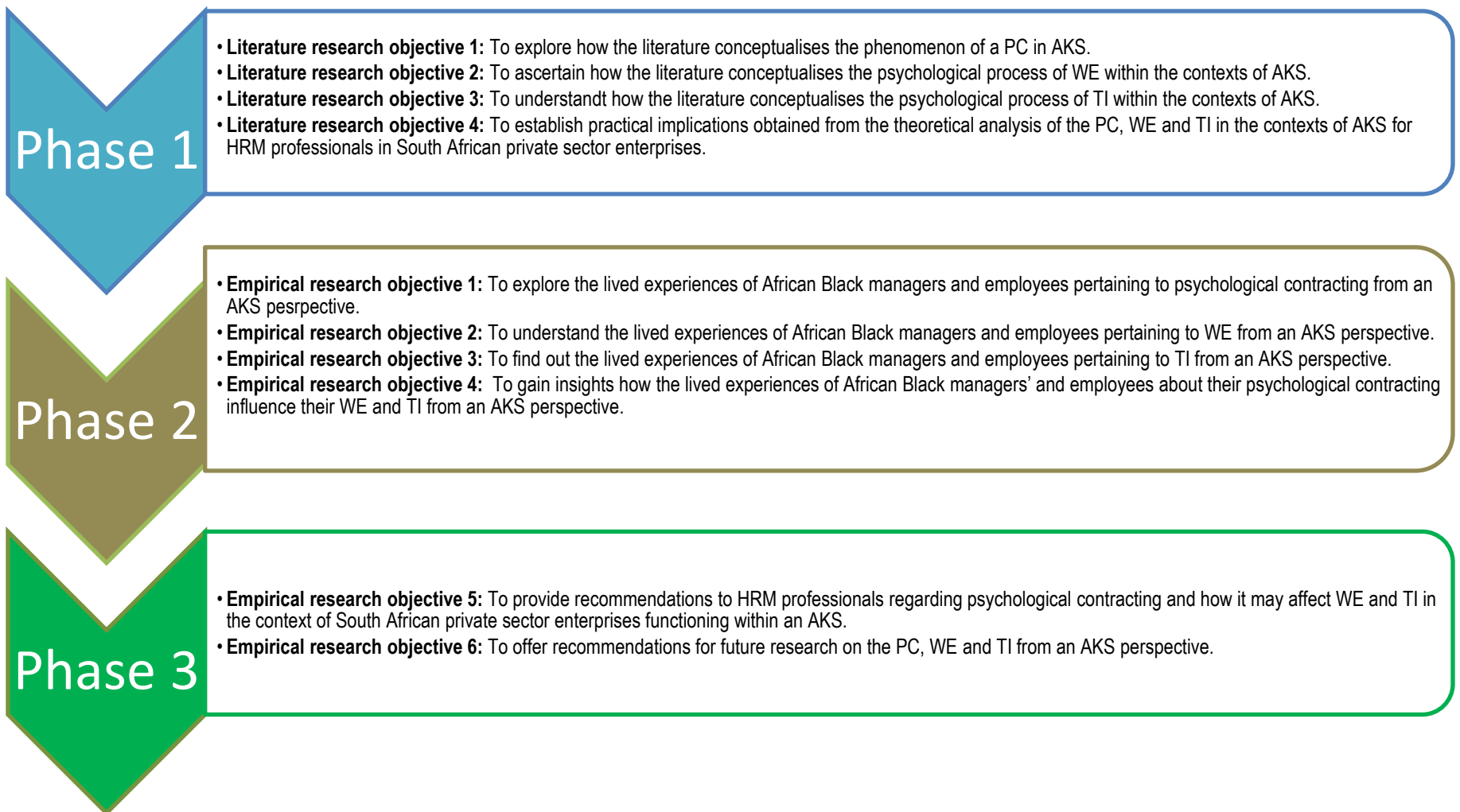


Figure 1.1 *A Three-Phased Approach to Study the Lived Experiences and Perceptions of African Black Employees' Psychological Contracting*

1.6.1 Research settings

The research setting refers to the place where the data is to be collected (Brough, 2020). The research setting of this study was a private sector company based in the north of Pretoria, Tshwane metropolitan, Gauteng Province of South Africa. The interviews were conducted at the participants' place of work in a setting provided by the participants' employers.

1.6.2 Entrée and establishing researcher roles

The researcher acted as the primary research tool in this study, honouring all his responsibilities to ensure reliable and trustworthy research results. The researcher requested permission to conduct the study from the private sector company based in the North of Pretoria, Tshwane metropolitan South Africa. After permission was granted to enter the research field and to conduct the study, the appointed gatekeeper at the company where the research was conducted sent the requests for participation to all black employees' email work addresses to invite them to participate in the research study.

1.6.3 Population and sampling

The study population refers to the theoretical specified aggregation of the elements in a study that the researcher intends to select his population sample from (Bairagi & Munot, 2021). The target population should clearly stipulate the parameters of inclusion and exclusion for the group of potential study participants (Brink et al., 2021). Sampling on the other hand refers to the process of selecting the representative from the target population (Bairagi & Munot, 2021). A sample must be chosen from the targeted population and reflect it accurately (Brink et al., 2021).

At the time the study was conducted, the total population consisted of 256 African black employees at the specific company. A sample of 16 permanently employed African black managerial and non-managerial employees were chosen for this study.

1.6.4 Sampling methods

For this study, the researcher used a purposive sampling strategy in choosing the participants of the study. A purposive sample of sixteen African black employees (eight from a management and eight from a non-management level) were included in this study.

1.6.5 Data and data collection

The researcher used semi-structured (open ended) interviews as the data collection instrument. Sixteen qualitative interviews were conducted, audio recorded and transcribed. The interviews elicited data that provided insight about the phenomenon under study.

1.6.6 Recording of data

Digital recordings and verbatim transcriptions were used with the permission of participants to record the interviews. The researcher also kept field notes to record observations of participant's behaviour (Baragi & Munot, 2019).

1.6.7 Guidelines to ensure trustworthiness in qualitative interpretive research

The researcher implemented a guideline that is widely used in a qualitative study (Guba, 1981). The following elements of ensuring trustworthiness in the study were applied: truth value, applicability, consistency, and neutrality. These elements are discussed in chapter 4 (see section 4.6).

1.7 THE IMPORTANCE OF THE STUDY

The significance of executing this study was evident on three levels, namely on a theoretical, empirical and a practical level. The value added on each level is summarised as follows:

1.7.1 Theoretical level

The lived experiences of African Black employees pertaining to their PC are complex challenges that cannot be overlooked in workplaces. Nonetheless, most studies on the PC are conducted in western countries, where the concept also originated (Mutasa, 2022). Although some studies have been conducted on the PC from an African perspective, these studies are still not conclusive, and more information is necessary to ensure a thorough understanding of the phenomenon among African blacks (Gathogo, 2023). Hence, this research explored the lived experiences of African Black employees about their PC.

Theoretically, the study contributes to the body of knowledge pertaining to perceptions on how the PC affects WE and TI of African blacks who have an AKS perspective. The dissertation and any further publications derived from it will expand the current body of literature on the subject matter. The literature study also considered the relevant constructs from a western perspective.

1.7.2 Empirical level

The findings of the qualitative empirical study explain perceptions held by African black employees based on their lived experiences of the notion of the PC; and how these perceptions affect their WE and TI within a diverse employment relationship context.

1.7.3 Practical level

The study holds practical significance by formulating recommendations for an effective PC management strategy in the contexts of AKS. This will assist human resource managers in South African private enterprises to acknowledge and manage the PC and its effect on WE and TI within the context of an indigenous AKS. The research findings are also of value for future research concerning the field of HRM when dealing with the lived experiences of African black employees about the PC in the workplace.

1.8 DEFINITION OF CONCEPTS

It is generally acknowledged that different constructs and concepts have different meanings depending on the nature of one's perspective and research background (Inchingolo et al., 2022). For the purposes of this study, the following concepts were defined:

Psychological contract refers to a person's perception regarding the reciprocal exchange relationship that exists between an employee and an organisation (Rousseau & Ho, 2000). The psychological contract is divided into two aspects, namely, Transactional and Relational contracts.

Transactional contract refers to a contract directed towards material benefits for both the organisation and the employee (Rousseau & Ho, 2000).

Relational contract is based on intrinsic rewards, for instance trust, respect, and devotion, which require significant efforts by both the employer and employees (Rousseau & Ho, 2000).

Turnover intention refers to an employee's thoughts of quitting their job and an intention to seek out another job outside of the organisation (Mawardi, 2022).

Work engagement is the process whereby an organisation captures employee's heart and mind to fulfil their daily task with energy, involvement, and positive interaction in the workplace (Schaufeli, 2013).

1.9 THEORETICAL STATEMENT

Theoretically, the present study explores the lived experiences of African black employees about their PC in a South African private sector organisation from the context of AKS. In that way, the study is poised to contribute to the literature in BM, HRM, and related disciplines and subject areas.

1.10 ETHICAL CONSIDERATIONS

The researcher observed all ethics protocols that are enshrined in the ethics policies of the relevant Ethics committee at the University of South Africa. The gate keeper granted permission to conduct the study. Informed consent was obtained from the participants. Participants' rights to anonymity, confidentiality and voluntary participation in the research were observed.

1.11 LIMITATIONS OF STUDY

This study was limited to the views of participants (African black employees) from a private sector organisation company based in the North of Pretoria, Tshwane metropolitan, and South Africa. Black participants were specifically selected to broaden the limited knowledge base about Black African's lived experiences of the PC. Perspectives from other races especially whites were not taken. Future research should incorporate employees from other racial groups, so that their views, perceptions and lived experiences could be compared to those of Black employees. The reason for choosing blacks is because of their indigenous knowledge (their AKS). The researcher choose African Blacks in order to explore whether this knowledge, this way of life contributes to their experiences of their PC in a good or a bad way. The researcher also wanted to understand whether their experiences regarding the PC, influenced their levels of WE and TI. The study is therefore not generalisable, but only pertains to the viewpoints of the study sample. However, the

qualitative research approach that was applied is rigorous enough to make the study reliable, trustworthy, and repeatable.

1.12 DELIMITATIONS OF THE STUDY

The sample of the study was drawn from managerial and non-managerial employees (male and female) working in a private sector company based in the north of Pretoria, Tshwane metropolitan of South Africa may not be applicable to all private companies in South Africa or Africa as a whole. However, academic inferences and references can be made from the results of the study.

1.13 CONTRIBUTION OF THE STUDY

This study contributes to the body of knowledge pertaining to the African Black employees' lived experiences about their PC. This knowledge holds practical significance for workplaces and human resource managers: It explains how African black employees experience their PC and the perceived experience thereof on their levels of WE and TI. This will assist human resource managers in South African private enterprises to acknowledge and manage the PC and its effect on WE and TI within the context of African knowledge perspectives.

1.14 CHAPTER LAYOUT

The following section presents the structure of this dissertation. It presents how chapter one (1) to chapter six (6) are presented in this study and what is covered in these chapters.

Chapter 1: A background to the problem, the research questions, aim of the study, the objectives of the research, research approach, significance of the study, limitation and delimitation, the research methodology, terminology, and the layout of the dissertation were included in this chapter.

Chapter 2: Discusses the theoretical context of psychological contracting in an African knowledge perspective and its implication for work engagement and turnover intention .

Chapter 3: This chapter participates in contextualising the concepts of work engagement and turnover intention.

Chapter 4: This chapter discusses the research methodology in the research study.

Chapter 5: This chapter discusses the findings of the lived experiences of Black employees regarding the construct of the PC, WE and TI.

Chapter 6: The final chapter comes up with the summation of the study, conclusions, limitations, and recommendations for future research are also discussed in this final chapter. The contribution of the study to literature and its policy implications are addressed out in this chapter.

1.15 SUMMARY OF THE CHAPTER

This chapter has introduced the study by presenting a brief overview of what this study aimed to accomplish and how it aimed to achieve this. Research objectives, research problem statement, research design, significance of the study, study delineation, methodology, and the ethical considerations were highlighted. The following chapters (2 and 3) which forms part of Phase 1, addresses the literature review of the constructs of PC, WE and TI in the African context versus western context.

CHAPTER 2

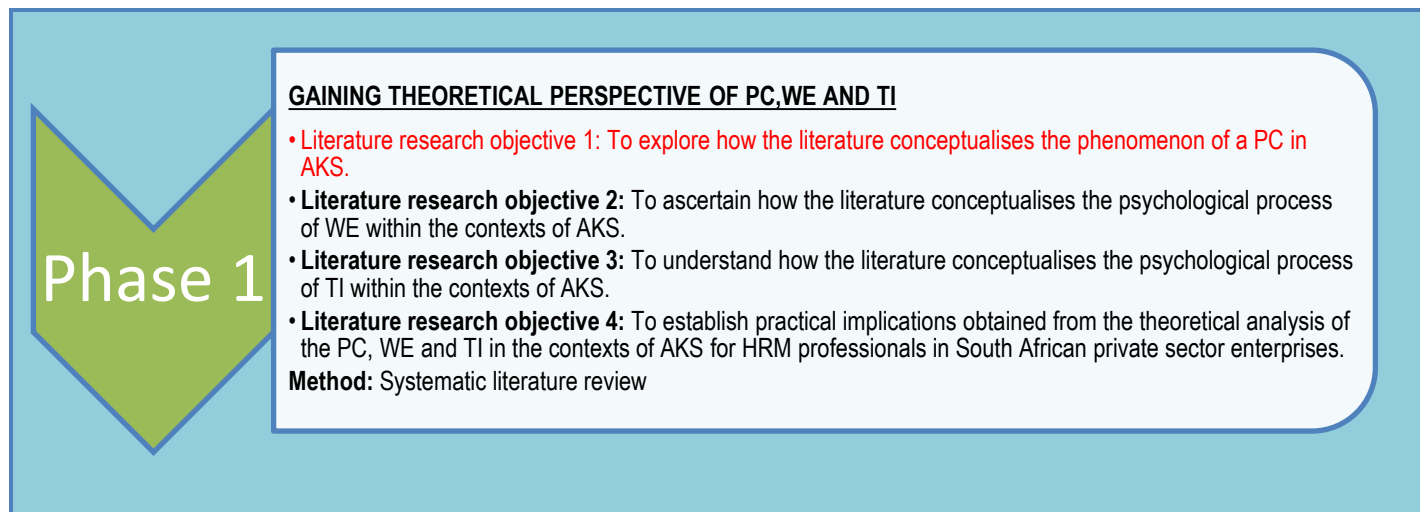
THEORETICAL CONTEXT: PSYCHOLOGICAL CONTRACTING IN AN AFRICAN KNOWLEDGE PERSPECTIVE AND ITS IMPLICATIONS FOR WORK ENGAGEMENT AND TURNOVER INTENTION

2.1 INTRODUCTION

This chapter delves into the concept of the PC which is central to the purposes of the present study. This section of the chapter, reviews the African and western perspectives regarding PC. This chapter forms part of phase 1, as illustrated in Figure 2.1 below. The chapter explores the context of African knowledge perspectives and conceptualises the construct of PC and its implications WE and TI. The chapter firstly explores AKS to contextualise the current study. Thereafter, the PC is discussed in depth in western perspectives, also briefly looking into the relationship dynamics between the PC and WE and TI. The chapter therefore addresses literature research objective 1, as highlighted in figure 2.1.

Figure 2.1

Graphical Presentation of Phase 1



2.2 AFRICAN KNOWLEDGE SYSTEMS

According to Dhewa and Cummings (2023, p.15-16), knowledge is defined as “an understanding that people gained through experiences and involves experiences and skills that people gain from interacting with information that can be explicit, tacit, or implicit”. Dhewa and Cummings (2023) add that knowledge enables a person to perform specific tasks. In the same vein, Mutasa (2022) opines that knowledge is anything that is known to the human mind and is used to guide actions by which a knowledgeable person is judged through consequences of the performed action. Afful-Arthur et al. (2021), on the other hand, compare knowledge to a science that people use to learn and to get to know their history and cultures. Eze et al., (2021) argue that culture plays a paramount role in African people as it also affects their cognitive, emotional, and social functioning.

African cultures are important to Africans because their beliefs systems, values and morals influence their behaviours and attitudes, including how and what they eat and drink, how they function, think, and grow up (Eze et al., 2021). It affects their views on leadership, what is important to them, what cultures they hold, what cultural aspects have shaped them long time ago and how they perceive things (Eze et al., 2021). The religion (Christian or traditional) of African black people also influences their behaviour and attitudes, as well as their perceptions (Mutasa, 2022). According to Sibandze and Dlodlu (2023), African religion does not only provide moral, emotional, psychological, and social stability, but also provide stability within workplace environments. The African culture is therefore not just a culture, but it is a way of life (Olaopa & Ayodele, 2022). Chantamool et al. (2023) explained that through their culture, African people learn to support and care for their families and relations. These belief systems influence the behaviour and attitudes of all age groups: young or old, educated, or uneducated (Eze et al, 2021).

African knowledge system (AKS) originated from and developed for African people (Dhewa & Cummings, 2023). This specific knowledge of AKS essentially is part of a generations' inheritance and must be passed on from one African generation to the next generation (Olaopa & Ayodele, 2022). However, Mutasa (2022) noted that the AKS is slowly becoming lost to people because it is undocumented. Yet, it is an important resource facilitating community survival and development.

The spirit of the African worldview includes wholeness, community and harmony, all characteristics which are deeply embedded in cultural values (Mutasa, 2022). African individuals

are expected to resemble their ancestral lineage and their actions must be in line with the larger family beliefs, norms, and values (Eze et al., 2021). Local and indigenous knowledge refer to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings (Eze et al, 2021). For rural and indigenous people, local knowledge informs decision-making about fundamental aspects of day-to-day life (Xego & Obioha, 2022).

The understanding of AKS requires an understanding of what African people value most, and their way of knowing and viewing phenomenon (Mutasa, 2022). Gathogo (2023) explains AKS as the totality of knowledge and practices that are explicitly or implicitly used in the management of socioeconomic, spiritual, and ecological life aspects of Africans. AKS thus refers to the shared beliefs, norms, and values of the African cultural group of people which lives in a non-western society, and which provides the content and context of the AKS (Gathogo, 2023). Gathogo (2023) describes the significance of knowledge systems as a knowledge resource for the global market, meaning that the social and intellectual capital resources of communities form part of the global knowledge production system. The AKS offers a unique knowledge base which differs radically from scientific western systems, also known as WKS (Olaopa & Ayodele, 2022).

The AKS has as its foundation a collectivist culture, generally referred to as an ubuntu philosophy (Mutasa, 2022). A collectivist culture implies that mostly group activities are taking place, and individuals depend on their group members for support and welfare (Gathogo, 2023). A collectivist culture exhibits an attitude of wholeness in times of need (Olaopa & Ayodele, 2022). Mutwarasibo (2020) explains the attitude of wholeness within the AKS as based on the Ndebele proverb that says *umuntu ngumuntu ngabantu*, meaning a person's achievement is through other persons. Ubuntu is also described as a philosophy that believes that I am because we are; or a person is a person because of other persons (Mutwarasibo, 2020). Ubuntu exists where community members live in unity with the belief that the individuals survive on collective solidarity, i.e. where each community member supports their fellow humans (Mutwarasibo, 2020). According to Mutwarasibo (2020), ubuntu signifies that our lives are bound with the lives of others as we learn from others and need other human beings (Mutwarasibo, 2020). Mutwarasibo (2020) further asserts that through ubuntu, Africans love, support, and take care of one another. The ubuntu philosophy demonstrates how African people are attached to their community and connects to the members of the community (Mutwarasibo, 2020). It is perhaps no wonder that Desmond Tutu proclaimed ubuntu as a complex phenomenon that the whole world should know about (Mutwarasibo, 2020).

Nigeria serves as a case in point. Within the Nigerian collectivist culture (Eze et al., 2021), a major ethnic group advocates a saying called *Ibo*; meaning that when one person becomes successful, the whole community becomes successful and vice versa, if one man is poor, the whole community is poor (Eze et al., 2021). Therefore, caring and giving support to families, relatives and friends is an integral part of Nigerian culture. In fact, Nigerian people are seen as part of one extended family; as such, individuals are expected to resemble care and support to their families and communities (Dhewa & Cummings, 2023). In other words, the actions of such people are expected to be in line with the larger family beliefs, norms, and values (Heiphetz & Oishi, 2021).

South Africa, like most other African countries, consists of multi-tribal and multi-racial groups namely, Zulu, Xhosa, Pedi, Tswana, South Ndebele, Basotho, Venda, Tsonga, and Swazi (Gathogo, 2023). These tribes differ in their knowledge systems, but all fall under one AKS. For instance, some cultures believe that when a king or a person from a royal house dies, this person must be buried during the night. While other tribes believe that, when a king or a person from the royal house dies, this person must be buried at the mountain and at a particular time, say for instance at the early hours in the morning. Hence, AKS' inputs include the lived experiences of people in the African milieu, together with global information, accessed and processed from a local perspective (Eze et al, 2021). It includes the spirit of support and caring of fellow Africans which is embedded in African cultural believes (Khomo & Mutereko, 2021).

Despite the clear importance of AKS, most studies conducted in South Africa do not consider the importance of the indigenous knowledge system and practices present in workplaces (Khomo & Mutereko, 2021). It is argued that this is a significant oversight of managers who often fail to acknowledge the importance of shared values lived by African blacks as a social group; values which may differ from a more developed, or western world (Gathogo, 2023). It is for this reason that the current research aims to consider the constructs of relevance from the perspective of AKS.

2.2.1 African knowledge systems and the psychological contract

In a westernised world, the PC has been widely depicted as a construct that involves an individual's beliefs systems and that are based on commitments - expressed or implied, regarding the exchange agreement between the employer and employee (Schreuder, Schalk & Batistič, 2023). The PC thus refers to the unwritten and voluntary nature of social relationship that exists between the employer and the employee (Aggarwal & Avey, 2020). It is based on reciprocal,

social exchange relationships; the give and take between the employee and the employer (Blau, 1964).

However, the PC from the African perspective is understood and experienced differently. Previous studies done in Africa reported that the PC in AKS is perceived as a concept that is shaped by the culture and belief systems of African spheres (Olaopa & Ayodele, 2022; Mutasa, 2022; Ugwu et al., 2022; Eze et al., 2021 & Gathogo, 2023). For example, individual cultural profiles are described as being both a processor of information and a source of influence on behaviour (Ugwu et al., 2021). Cultural influences is therefore described as cognitive mechanisms that are reflected in behaviours. Because individuals from different cultures, such as African blacks, have different sets of values, their behaviour and interpretations will differ from, say, their western counterparts. Mutasa (2022) explains that these different sets of values are developed into mental frames or schemas which are used by individuals to processes information about events or situations in the workplace. The social cognition, or perceptions and understanding of the PC would, for African blacks, be influenced by their African cultures (Ugwu et al., 2022).

These disparities in cognition account for how the PC is perceived and experienced by a specific social group (e.g. African black employees) in their workplaces. Motivational implications arise due to differences in self-concepts as individuals try to fulfil varied motives that are related to their cultural values and obligations within the exchange relationship (Olaopa & Ayodele, 2022). For instance, individuals with independent selves (individualists) usually feels good about themselves, express inner attributes, rights, and show greater capacity to withstand undue social pressure. Conversely, those with interdependent selves (collectivists) draw positive images from in-group experiences, exhibit belonging, maintain harmony, are receptive to others and show restraint to personal desires (Gathogo, 2023).

Motives that are experienced within the exchange relationship also influence how individuals formulate their PCs as either transactional or relational (Schreuder et al., 2023). Transactional contracts are directed towards material benefits for both the organisation and the employee (Schreuder et al., 2023). On the other hand, a relational contract is based on intrinsic rewards, for instance trust, respect, and devotion, which require significant efforts by both the employer and employees (Schreuder et al., 2023). The question remains how the transactional psychological contract and the relational psychological contract will differ for employees who approach workplaces from their AKS perspective.

In conclusion, in the cultures of African black people life is perceived and interpreted differently from their western counterparts. Employees with a western background are shaped by their own varied cognition and motivational mechanisms as influenced by their knowledge system. Hence, it is argued that these respective cultures influence individual PC formations, perceptions, experiences, and responses.

The next section discusses the PC in WKS in more depth.

2.3 HISTORICAL DEVELOPMENT OF THE PSYCHOLOGICAL CONTRACT

During its inception, the construct of PC consisted of the classical era (1930-1980) dominated by early writers such as Barnard 1938 (Robinson, 1995), Argyris (1960) and Blau (1964), and the reformist era dominated by Rousseau (1989). In the human resources literatures, the idea of the PC originated from Barnard in 1938 (Bloomberg et al., 2020). Barnard (1938) based the phenomenon of the PC on the social employment relationship that is based on the reciprocal exchange between employer and employee that includes implicit expectations of material & non-material outcomes (Blomberg et al., 2020). According to Barnard (1938), the PC emphasises the importance of the strategic employer-employee relationship (Mulade, & Akhigbe, 2022). The strategic employer-employee relationship not only reflect on the social employment relationship from a transactional reward perspective, but also consider the importance of recognition and moral support (Mulade, & Akhigbe, 2022). In another words, the theory of Barnard (1938) points out that the PC should consist of both material rewards and recognition within social relationship, as both these factors solidifies the social employment relationship between parties (Bloomberg et al., 2020). The theory of Barnard (1938) stresses that the most important aspect to be considered in the PC is the employee perception about the social employment relationship (Mulade, & Akhigbe, 2022). The next scholar in the development of the PC was Argyris (1960) whose work on the PC focused on the relationship between employees and supervisors based on their mutual expectations (Anwer et al., 2020).

Levinson et al. (1962) differed on how he conceptualised the construct of the PC (Anwer, Rashidi & Hamid, 2020). Levinson et al. (1962) based their PC theory on the implicit and mutual expectation formed between employee-organisational relationships (Levinson et al., (1962), stating that, the relationship is based on mutual and reciprocal expectations. Hence, according to these authors, the PC refers to “a series of mutual expectations of which the parties to the relationship may not themselves be even aware, but which nonetheless govern their relationship

to each other” (Levinson et al., 1962. p. 28). These mutual expectations are usually nonverbalised and mostly based on the employee’s experience and background prior to their membership of the organisation (Levinson et al, 1962).

The modern-day theory of Blau (1964) on the concept of the PC, focused on the social exchange relationship between individuals (Aggarwal & Avey, 2020). The exchange ideology of Blau (1964) encompasses material, economic, social, and cultural dimensions in the social employment relationship (Aggarwal & Avey, 2020). Schein (1965) also sees the concept of the PC as mutual expectations between employer and employee (Pandita et al., 2023). Schein (1965) indicates that not only material benefits (such as money) should be a driving force in the social employment relationship, but non-material benefits should also be considered in the social employment PC sphere (Pandita et al., 2023). Schein’s (1965) definition of the PC was mainly used in research until the emergence of Rousseau’s work (1989).

Towards the close of the 1980s’ there were renewed interest amongst scholars regarding the PC phenomenon (Pandita et al., 2023). This was catalysed by the changes in management, economy, and new staff management approaches (Aggarwal & Avey, 2020). A refined definition of the construct of PC was presented by Rousseau (1989), who indicated that the concept was widely misunderstood. The PC, Rousseau (1989) argued, involves beliefs and perceptions about the employment relationship, as viewed by the employer or employee.

Rousseau (1989) further argued that the PC has a promissory characteristic, thus emphasizing the subjective perceptions held by individual parties to a relationship that forms part of the PC. The PC does not necessarily involve expectations, as some expectations are not contractual (Rousseau & Tijoriwala, 1998). For instance, a newly appointed employee may expect an increase in salary after a short period of time because the same happened in their previous appointment. Nevertheless, if this expectation is not contractually implied by the new employer, it is not included in the PC (Pandita et al., 2023). Similarly, obligations do not necessarily hold the same contractual agreement as promises (Pandita et al., 2023). The theory of Rousseau (2010, p. 22), defined the PC as “an individual’s subjective perceptions based on commitments expressed or implied, regarding the exchange agreement with another.” These early writers highlighted the unwritten and voluntary nature of the social relationship that exists between the employer and the employee (Agarwal & Avey, 2020).

In summary, these early theorists emphasised the critical role of implicit and unwritten expectations as a factor in understanding the behaviour of employees and employers in social relationships at workplaces (Agarwal & Avey, 2020). According to Rousseau et al., (1995) the PC consists of two components namely, transactional, and relational components. Transactional contracts are directed toward material benefits for both the organisation and the employee (Sharma et al., , 2022). In this case, the requirements and the job expectations are outlined before getting into the contract (Agarwal & Avey, 2020). On the other hand, relational contracts are premised on social or emotional and non-monetary exchanges which are vivid, not time bound and are subject to people's beliefs and perceptions (Lu et al., 2021). Relational contracts are based on intrinsic rewards, for instance trust, respect, and devotion (Wang et al., 2023), which require significant efforts by both the employer and employees (Guest, 2020). The transitional contract has been recognised in situations where the employer has to alter the terms of the contract in order to respond to an emergency (Rousseau, 2003).

2.3.1 Defining the psychological contract

The Psychological contract (PC) has continuously being redefined and expanded upon by sociologists (Van den Groenendaal et al., 2023). Since the emergence of the construct of PC, many definitions were formulated depending on the research that was embarked on (Rousseau, 1995). Therefore, the PC has no universally accepted definition as this construct is based and built on human perceptions (Kensbock et al., 2021). Moreover, Kensbock et al. (2021) reported that there are different views on what constitute the PC. Some authors reported that the PC revolve implicit obligations, expectations, and reciprocal exchange in social employment relationship (Rousseau & Tijoriwala, 1998). Despite different opinions from different authors, it can be alluded that the construct of the PC deals with implicit reciprocal promises and obligations which is based on the relational contract between parties in contractual relationship (Van den Groenendaal et al., 2023).

Scholars who wrote on the construct of the PC depicted this construct as complex and diverse (Van den Groenendaal et al., 2023). At a complex level, the PC has been conceptualised as “a metaphor that captures workplace dynamics” (Aggarwal & Avey 2020, p. 15). These obligations may be implicit and may not be openly discussed and agreed upon (Kensbock et al., 2021). For instance, the expectations of employees include pay, promotion, job security, and career development (Aggarwal & Avey, 2020). In return, the employer expects the employee to be loyal and give their best services (Sharma et al., 2022). Clearly, this proves and indicates that the PC

is a non-verbal, and often not discussed type of a contract during its inception (Sharma et al., 2022). Sharma et al. (2022) further state that the nature of the PC is subjective because it is based on perceptions between employee and employer on matters pertaining the PC. As a result, there is a no binding contract between the employer and employee to some set of reciprocal obligation (Aggarwal & Avey, 2020). Aggarwal and Avey (2020) indicate that perception is open to individual interpretation which may be influenced by one's beliefs, values, past experiences and background or culture. Aggarwal and Avey (2020) posit that the interpretation and understanding of the PC by persons differ and may be influenced by an individual's beliefs. As a result, employees may behave differently from what is implied through written contracts (Aggarwal & Avey, 2020).

2.3.2 The psychological contract as schema

Schema is referring to a cognitive element that shows how the knowledge about an individual or situation is organised; it may be expressed either verbally or non-verbally; and may include either conscious or unconscious elements (Gresse & Linde, 2021). Schemas help individuals to organise personal experiences into patterns and meanings (Gresse & Linde, 2021). This enables employees to make sense of information about the actions of the employer (Gresse & Linde, 2021). Balogun (2023), states that schemas relate to pre-existing beliefs, cultures, and experiences that influence people's behaviour and perceptions. Schema thus influence people's behaviour and perceptions about organisational practices that can lead to either positive or negative responses that affect ones PC (Balogun, 2023).

2.3.3 Psychological contract formation

When people join an organisation, it involves a period that consists of sense making processes. For new employee's psychological contract formation involves understanding and interpreting the new environment (Balogun, 2023). Balogun (2023 p. 15) refers this process "as a process of employees to adopt new attitudes and behaviours to enable them to function effectively within their new workplace". PCF is the dynamic framework through which the connections between person's characteristics, experiences and behaviours come to together to be clearly understood (Van den Groenendaal et al., 2023). Once the process of the psychological contract formation has been completed it drives social employment relationship between employer and employee (Van den Groenendaal et al., 2023).

2.3.4 Mutuality and reciprocity elements in psychological contract

The essence of mutuality in psychological contracting means the contracting parties hold the same beliefs about each other's obligations (Agarwal et al., 2020)). Mutuality is built on empathy and support towards each party in a relationship and leads to favourable outcomes for the relating parties (Kraak et al., 2023). This information must be commonly shared, understood and interpreted by both parties in their reciprocity (Balogun, 2023). This could be in the form of perceived expectations and promises from both the employing organisation and the employees (Agarwal et al., 2020). Notable, reciprocity refers to a meeting point between employer and employee in terms of their respective obligations that should be observed all the time and during their employment relationship (Agarwal et al., 2020).

2.3.5 Types of psychological contract

According to Rousseau (1995), the psychological contract has two components i.e., transactional, and relational contracts.

2.3.5.1 Transactional psychological contract

The transactional psychological contract is a contract directed towards material benefits for both the organisation and the employee (Kraak et al.,2023). With transactional contract, socio-emotional investment does not take place for a long period of time (Kraak et al., 2023). In this type of contract, time frames are specific and not open-ended, and thus it differs from relational psychological contracts (Kraak et al., 2023). For instance, transactional contract are common for seasonal workers. The objective of transactional psychological contracting in the relationship is a wage or a salary as compensation for work done (Jones & Griep, 2021).

2.3.5.2 Relational psychological contracts

The relational psychological contract is based on intrinsic rewards. For instance trust, respect and devotion require significant efforts by both the employer and employees (Jones & Griep, 2021). Snyman et al. (2023) indicate that terms such as stability and loyalty are included within the RCP. The relational psychological contracts can be characterised by economic, social, and economic investment (Snyman et al., 2023). Both the employee and employer commit considerably to the contract and there are no set time frames to the agreement (Snyman et al., 2023). Hence, it gives

the impression of an open-ended or long-term relationship. In return for the development of careers and job security, employees with relational psychological contract give loyalty to their employers (Bravo et al, 2021). The likelihood of employees working beyond their normal hours irrespective of whether they receive a financial reward is more likely possible in RPC (Bravo et al, 2021). In the relational psychological contract, there is the tendency of the employer to cushion the employee from uncertainties and risks that may arise from difficult economic times (Snyman et al., 2023).

Bravo et al. (2021), believe that when expectations of one party to the agreement (particularly the employee) are perceived to have not been met or satisfied, it provokes intense negative emotional reactions such as anger. However, due to the entrenched commitments that characterise relational contracts, employees are likely to seek solutions for the sake of social employment relationships (Snyman et al., 2023). In addition, relational contracts are better preferred by employees over those that offer the limited type of transactional psychological contract (Ampofo, 2021). More so, employees who are regarded as valuable by their employers are more likely to be offered relational psychological contracts than employees whose contribution is perceived to be less critical to the success of the organisation (Poisat et al., 2020).

2.3.6 The psychological contract versus a formal contract

It is imperative for scholars, students, and researchers to understand the differences and the importance of the PC and formal contract. Similarities can be drawn between the PC and the formal employment contract within social employment relationships (Snyman et al., 2023). Snyman et al. (2023), mention that a formal contract is governed by rules, regulations, and laws which are context specific. Formal contracts include salaries, conditions of work and employee benefits as part of the informed general systems and rules of the contract (Snyman et al., 2023). In addition, formal contracts spells out the expectation by both parties within the employment agreement, while the PC is based on the unwritten mutual agreements (Agarwal et al., , 2020).

2.3.7 Influential factors for psychological contracting

Psychological contracts (PC) are affected by several factors within organisations (Botha & Steyn, 2023). Botha and Steyn (2023), argue that these factors influence employment relations between the employer and employee. Below are some of the influential factors associated with the PC:

Gender: Gender is one of the factors that affect the PC (Snyman et al., 2023). Van der Heijden and Peters (2022) supported the fact that women are different from men in terms of how they do and perform their jobs within workplaces. Women are said to have a shorter perception about what is happening in their place of work compared to men (Van der Heijden & Peters, 2022). Therefore, women tend to derive their social identity from other aspects of their lives, such as being a mother (Van Der Heijden & Peters, 2022). In some instances, women are regarded as so called “organisational liabilities,” since their priorities sometimes lie elsewhere and do not entirely depend on their organisation as a source of income (Van Der Heijden & Peters, 2022, p. 21). On the other hand, men could be the opposite of women, implying that men are said to be connected with their workplaces over longer periods than women (Van Der Heijden & Peters, 2022).

Age: The aging process is linked to several changes, such as, personality, organisational experiences, and psychosocial perceptions (Aman, 2020). Aging can also affect the PC because, the older an employee becomes, the more different they become from their colleagues (Vantilborgh et al., 2020). Older employees’ experience more complex patterns related to organisational experiences, including their social employment relationship (Kraak et al., 2023).

Personal experiences: The individual’s previous experiences regarding the PC can be influenced by attitudes and behaviour at work (Aman, 2020). This personal experience is another influence of the PC that could encourage employees to focus on their personal goals instead of those of the organisation (Aman, 2020). Previous experiences may catalyse employees to lose focus on their social employment and focuses on other personal goals which negatively affect PC (Aman, 2020).

Hierarchical levels: Hierarchical levels within an organisation have been found to influence the PC (Kraak et al., 2023). People in management positions tend to have more RPC with the organisation, compared to auxiliary staff (Kraak et al., 2023). Kraak et al. (2023) further add that white employees normally have more opportunities such as training opportunities compared to black employees, affecting their PC (Aman, 2020). Kraak et al. (2023) revealed that, black employees are less privileged than white counterparts and that makes them stay with the organisation, even though they do not want to. Aman (2020) mentions that white employees are often not as committed to their organisations for as long periods of time as black employees.

2.3.8 Psychological contract breach and violation

Many studies on the construct of the PC have focused on the perceived breach of implicit contracts, but do not delve in outlining the differences between psychological contract breach versus psychological contract violation (Balogun, 2023; Botha & Steyn, 2023 & Bakker, 2022). This may be ascribed to the dire effects of implicit contract breach on employees and other organisational outcomes (Gong & Sims, 2023). Below are possible difference from psychological contract breach and violation:

2.3.8.1 Psychological contract breach

Bari, Khan and Waqas (2023) mention that psychological contract breach occurs when one party in the social employment relationship fails to fulfil perceived obligations that could lead to the erosion of trust and a breakdown in the employment relationship. In other words, psychological contract breach means an individual perceives that their employer failed to meet expected obligations within the PC (Gong & Sims, 2023). Psychological contract breach brings forth negativities within the social employment relationship (Bakker, 2022). Botha and Steyn (2020) mention that, psychological contract breach is the emotional and affective state that is a multifaceted combination of feelings such as disappointment, frustration, and resentment towards the organisation as a response to the failure of not receiving what has been promised. In addition, Botha, and Steyn (2020), point out that, psychological contract breach can lead to psychological distress, which may manifest into health issues such as increased blood pressure and heart rate, anger, and an aggressive or apathetic tone of voice.

2.3.8.2 Psychological contract violation

The word breach and violation have been used interchangeably without differentiation (Afolabi et al., 2020). Perceived violation of the PC occurs when an organisation failed to live up to its promises or obligations within its employment relationships (Afolabi et al., 2020). The psychological violation is usually accompanied with a sense of anger and disappointment from those who perceive the violation (Botha & Steyn, 2020). The findings from the study by Bari, Khan and Waqas (2023) reported that violation usually results in a negative behavioural response i.e. reduced levels of WE, higher absenteeism and increasing high levels of TI.

In conclusion, both psychological breach and psychological violation trigger employees' negative emotions regarding the employment relationship. As a result, employees develop negative attitudes which influences their levels of WE and TI. This view is supported by Afolabi et al. (2020), who indicated that employees' WE and TI levels within organisations depend on how the organisation honour and fulfil their PC.

2.3.9 Theories of psychological contracting

There are two types of PC theories which explain the diverse exchange relationship in employment. The following section examines these theories:

2.3.9.1 Social exchange theory

Social exchange theory has been conceptualised first back in the 1920s (Blau, 1964). Social exchange theory describes the reciprocal nature of employment relationships (Odinga, 2023). Although different views of social exchange have emerged, theorists agree that social exchange theory is among the most influential conceptual paradigms for understanding workplace behaviour related to the PC (Odinga, 2023). When individuals feel that they are being taken care of in their workplaces, they will display reciprocal positive working attitudes and behaviours (Ng, 2023). Social exchange theory refers to the process of an employee and an employer that behaves in a reciprocal manner – the input-output ratio is thus seen to be in balance. These reciprocal behaviours often determine the employees' working attitudes and performance (Odinga, 2023). Blau (1964) indicated that these behaviours are influenced by the responsive actions from another person (Ng, 2023). Blau (1964) indicates that with social exchange theory, one can have effective PC because employment relationships must evolve, building trust, loyalty, and mutual commitments (Ng, 2023).

2.3.9.2 Equity theory

Equity theory means that individuals within an employment relationship assume that their exchange relationship will be fair and just from both parties (Davlembayeva & Alamanos, 2023). The focus of the equity theory is on the exchange relationship where individuals give something and expect something in return (Davlembayeva & Alamanos, 2023). Davlembayeva and Alamanos (2023) further emphasised that the greater inequity an individual perceives in the form of rewards, the more distressed the individual feels, which bears a negative effect on the

employment relationship. For example, high performance employees expect to get a high pay level for a high input effort (Davlembayeva & Alamanos, 2023).

The next section briefly explores the concept of psychological contracting and its influence on WE and TI.

2.4 PSYCHOLOGICAL CONTRACTING AND ITS PERCEIVED INFLUENCE ON WORK ENGAGEMENT AND TURNOVER INTENTION

There is no doubt that employees' (WE and TI) levels within organisations are influenced by how the PC is managed (Botha & Steyn, 2020). However, scholars reveal that the management of the PC could be influenced by the knowledge systems that these organisations are operating from, i.e., AKS versus WKS (Uchendu & Chinedu-Eze, 2021). When management are failing to manage the concept of PC within workplaces, the consequences thereof can influence the employees WE and TI negatively.

The concept of WE in WKS reflects on how an organisation captures an employee's heart and mind to fulfil their daily task with energy, involvement, and positive interaction in the workplace (Schaufeli & Barker, 2011). Bakker (2022) concurs that organisations are successful when they effectively retain highly engaged employees who meet the employers' expectations. However, when employees perceive any form of psychological breach, they reduce their WE levels and enhance TI levels which negatively impact the organisation's effectiveness and success.

Employee TI refers to the probability that an individual is either thinking of leaving or staying with his or her organisation within the near future (Mokoena et al., 2022). Turnover intention (TI) serves as an indicator of how employees are not fulfilled with their management or work environment (Jing & Jan, 2022). High TI levels of employees negatively affect the organisation competitiveness (Mokoena et al., 2022).

Although researchers and scholars have actively studied the constructs of PC, WE and TI over the past decades, not enough emphasis is placed on the acknowledgement of differing knowledge systems in workplaces and how knowledge systems relate to these constructs. This research study argues that the constructs of the PC, WE and TI are experienced differently from an AKS perspective, which is characterised by a strong sense of collectivism (Griffiths, 2022), versus WKS employees who embrace a culture of high individualism (Griffiths, 2022). Specifically, it is argued

that organisations should acknowledge the unique characteristics pertaining to the AKS when operating within an African context. African black employees' lived experiences in workplaces differ from their western counterparts because each interpret and perceive things from their own unique perspective. Hence, this study serves to further expand on how these constructs are perceived and experienced by African black employees versus employees with westernised cultures.

2.5 SUMMARY OF THE CHAPTER

This chapter explored the context of AKS and conceptualised the PC and its implications for WE and TI. To do this, the PC within the context of AKS was firstly addressed and thereafter, the PC construct was dealt with in more detail within the context of WKS. This was done to meet the literature research objective of this chapter which aimed to understand how the central construct of the PC is conceptualised within AKS. The chapter highlighted that from an African perspectives the central concept of the PC within the context of AKS is influenced by culture of African black people with indigenous knowledge sensibility experiences (Oladiran and Ayodele, 2021). The chapter further outlined that the construct of the PC within the context of WKS is influenced by the culture of the westernised world, which considers the social norms, ethical values, traditional customs (such as beliefs) and specific artefacts and technologies that are shared within western spheres of influence (Agarwal & Avey, 2020; Aman & Harrigan, 2020). The differences on how the literature explains these constructs from an AKS versus a WKS were pointed out. The chapter thus concluded the following research objective:

- **Literature research objective 1:** To explore how the literature conceptualises the phenomenon of a PC in AKS .

As discussed in the chapter, extant literature points to the fact that African black people and culture are potentially important elements to consider when managing the constructs of the PC, WE and TI within South African private entities. This is assumed to be true, as the study of Intharacks et al. (2023) has shown that people from different racial groups have cultural differences which account for the disparity in individuals' views and understanding of the PC. This is because of the innate differences between AKS versus WKS, which are likely to influence the perceptions and experiences of employees regarding their responses and reactions on the formation of the PC.

The next chapter addresses the following literature research objectives:

- **Literature research objective 2:** To ascertain how the literature conceptualises the psychological process of WE within the contexts of AKS .
- **Literature research objective 3:** To understand how the literature conceptualises the psychological process of TI within the contexts of AKS.

CHAPTER 3

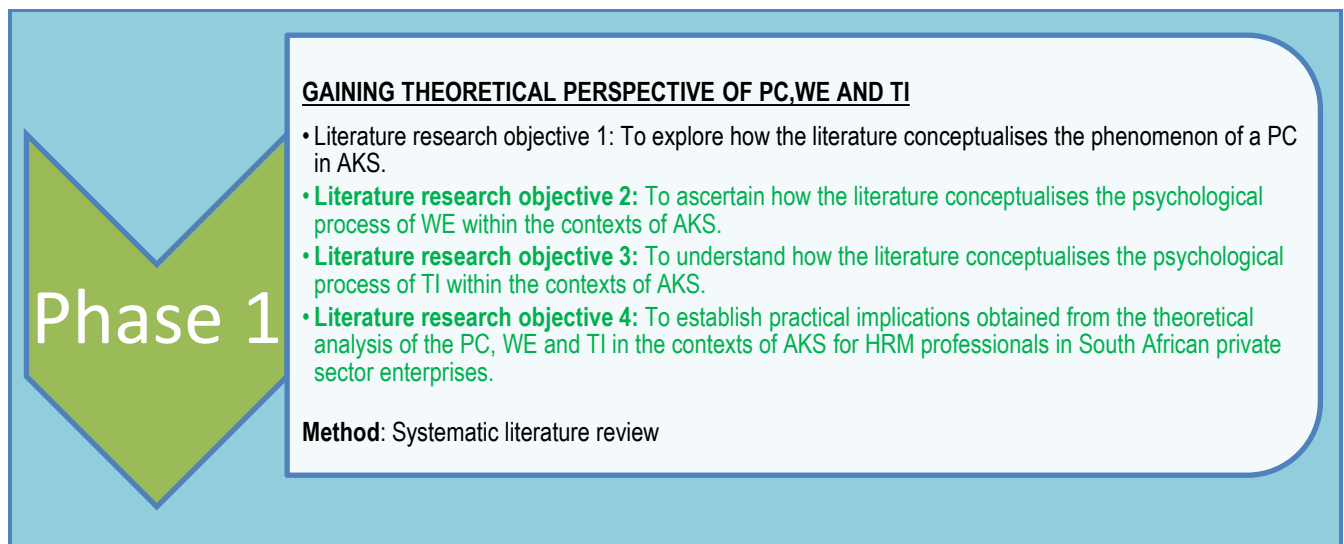
THEORETICAL CONTEXT: WORK ENGAGEMENT AND TURNOVER INTENTION

3.1 INTRODUCTION

This chapter delves into the concepts of WE and TI that are also central to the purpose of the present study. The previous chapter explored the AKS to contextualise the current study and discussed the construct of the PC in depth, and briefly referred to the influence of the PC on WE and TI. This chapter firstly discusses the concepts of WE and TI within an African knowledge perspectives to contextualise the current study. Thereafter, the concepts of WE and TI are discussed in depth from the perspective of WKS. Chapter 3 forms part of Phase 1 of the current study, this chapter therefore addresses the following literature research objectives as illustrated in figure 3.1 below.

Figure 3.1

Graphical Representation of Phase 1



3.2 THE CONCEPTS OF WORK ENGAGEMENT AND TURNOVER INTENTION WITHIN AFRICAN KNOWLEDGE SYSTEMS

From the start of this study, it was emphasised that the constructs under study have been widely researched from the western spheres, more so than from an AKS perspective. This section aims to explore the constructs of WE and TI from the perspective of AKS. AKS is endowed with various cultures of African black people (George et al., 2022). Because of the different cultures of African black people, the disparities could have a tremendous impact on HRM and ultimately affect how the organisation functions (George et al., 2022). High work disengagement and TI levels within private sector organisations are influenced by the management styles of these entities, because they often fail to understand that people from different racial groups and cultures perceive and experience things differently. Dichaba (2018) confirms that within organisations, employees from different races and cultures, perceive, think, feel, and do things differently. The following sections discuss the influence of AKS on the constructs of WE and TI:

3.2.1 Work engagement and African knowledge system perspectives

According to Schaufeli and Bakker (2011), WE is a concept which reflects how an organisation captures an employee's heart and mind to fulfil their daily task with energy, involvement, and positive interaction in the workplace. Bakker (2022) concurs that organisations are successful when it manages to retain highly engaged employees who meet the employers' expectations.

From an African perspectives, WE is perceived as positive perceptions and attitudes held by employees towards their organisations and its culture (Sani et al., 2023). Engaged employees understand what needs to be done, and what the job is about (George, Okon & Akaihe 2022). Ugwu et al. (2022) add that, engaged employees are aware of their responsibilities, their organisation's culture, and the culture of the people they work with. When employees understand their colleagues' culture, it becomes easier to work together and achieve organisational objectives (Ugwu et al., 2022). If this is not the case, employees from different racial groups might not work together efficiently because of their cultural disparities (Ugwu et al., 2022).

However, Pepple et al. (2021) argued that companies that employ people from different races and cultures, stand a good chance in driving productivity. The positive side to have people from different races and cultures is that the workforce becomes innovative and applies problem-solving skills (Obsuwan et al., 2021) Furthermore, people from different cultures share different skills and

knowledge which propels high levels of employees WE (Obsuwan et al., 2021). In fact, research has shown that to enhance WE levels of employees within private sector organisations, organisations should follow a system of employment, appointment, and promotion with apt consideration to the employees' different cultures (George et al., 2022).

Nonetheless, culture and customs also increase related challenges, for example, a study by George et al. (2022) revealed that Nigerian employees are often not fully engaged in their work because of traditional customs such as attending initiation schools for becoming traditional healers (George et al., 2022). The result of this study revealed that, employees feel that management do not respect their traditions and cultures. One can thus deduce that the construct of WE from the perspective of AKS is influenced by the traditions and cultures of African black employees.

3.2.2 Turnover intention and African knowledge systems

Turnover intention (TI) has been depicted differently by various researchers and scholarly literatures. According to Mbah and Ikemefuna (2020, p. 121), TI refers to “the subjective probability that an individual will leave his or her organisation within a period of time.” The construct of TI thus involves the individual probability or occurrence of employees who are thinking of quitting their jobs in a given period of time as a result of differences in the social employment relationship between the employer and the employee.

However, within the AKS, the construct of TI has been found to be influenced by the organisation and social factors such as individual cultural belief systems and organisational culture (Pepple et al., 2021). This is important, because the disparities between social cultural belief systems and the organisational culture of African black employees versus employees with western background potentially hold negative effects towards TI levels within workplaces (Pepple et al., 2021). Moreover, the study done by Idiegbeyan-ose et al. (2020) attest that black employees reported that cultural belief systems have been found to be the factor that increases employee TI. The results of this study reveal that, employees left their jobs after the employer did not consider the matter of traditions, which resulted in disagreements between both parties (Jing & Jan, 2022). Oruh et al. i (2020) further add that understanding people from different racial groups and culture is most important, because understanding cultures of other nations will help in reducing employees TI levels and enhance their commitment.

Organisations are facing re-occurring challenges related to TI, which negatively hinder organisations from achieving short and long-term objectives (Jing & Jan, 2022). TI are worsened by the fact that management often does not know how to effectively manage the numbers of people leaving their organisations (Jing & Jan, 2022). Consequently, organisational performance deteriorates as a result of high turnover rates within workplaces.

This may often be the result of the social employment relationship and inherent differences between the employer and the employee, or between colleagues. TI is also catalysed by organisational and social factors such as individual cultural belief systems and organisational culture (Pepple et al., 2021). Disparities resulting from differing social cultural belief systems and organisational cultures (e.g. as noted between African black employees and employees with western backgrounds) may amount to negative TI within workplaces (Pepple et al., 2021).

This is confirmed by research done by (George et al., 2022) which shows that most of black employees reported an increase in TI because of their cultural belief systems. The study revealed that employees left their jobs after the employer did not considered traditional matters, which, subsequently, resulted in disagreements between the parties. The study revealed that employees left their jobs after the employer did not consider traditional matters, which, subsequently, resulted in disagreements between the parties (Olaopa, & Ayodele 2022). Eze et al., (2021) therefore, emphasises the importance of understanding the cultures of people from different racial groups as it assists in reducing employees TI levels and enhances their organisational commitment.

Clearly, the concepts of WE and TI in the context of AKS are influenced by the culture of African black people with indigenous knowledge awareness experiences. African black employees perceive the WE and TI differently from their white counterparts (Pepple et al., 2021). Consequently, this section aims to address the following research question: How does the literature conceptualise the psychological process of WE and TI within the contexts of WKS versus AKS?

The next section addresses the construct of WE in WKS.

3.3 WORK ENGAGEMENT

Work engagement (WE) has become a highly priority for all organisations (Bakker, 2022). Bakker (2022) points out that, WE of employees enhances the success and sustainability of the organisation. Ugwu et al. (2023) posit that, this key concept in contemporary HRM has attracted considerable attention from scholars and organisations leading to a substantial expansion in our knowledge of this phenomenon. There are two schools of thought which contribute to the definition of WE (Leiter & Maslach, 1997). Leiter and Maslach (1997) place WE on the opposite end to burnout as a single continuum, while the other school of thought was from the work of Schaufeli (2017). Furthermore, job resources such as organisational support have previously been instrumental for employees to fulfil their work tasks, which in turn keep employees engaged in their work, thus cushioning off burnout (Hakanen et al., 2023).

The concepts of WE and employee engagement (EE) are closely related, and often used as a synonym in studies. The construct of WE is defined as an active and positive work-related state of mind that is characterised by vigour, dedication, and absorption towards the organisational goals (Schaufeli & Bakker, 2004). Similarly, EE refers to “an individual's mental state related to their work that is positive and has high motivation in relation to their work” (Saks, 2021, p. 21). Schaufeli and Bakker (2004), writes that, EE is an aspect that includes positive emotions, full involvement in doing work and is characterised by three main dimensions, namely vigour, dedication, and absorption. From the above synonyms between WE and EE, it can be concluded that these concepts are closely related, as they indicate the employee's state of mind related to their work.

WE is considered as a factor that is linked to the PC and has also been defined and measured in many ways (Bakker, 2022). Even though, WE has different dimensions that exist, there is an essence that it characterises the way in which one behaves (Bakker, 2022). Furthermore, Mazzetti et al. (2023) indicate that WE is a process where an organisation captures employees' hearts and minds to fulfil their daily tasks with energy, involvement, and positive interaction in the workplace. However, Bakker (2022) posits that, if organisations are failing to capture employees' minds to fulfil their daily tasks because they are dissatisfied, dissatisfied employees are likely to disengage from their work. This author further posits that, when employees WE is low, the companies suffer as they cannot meet their objectives (Bakker, 2022). Mazzetti et al. (2023), emphasise that engaged employees are most likely to drive innovation, growth, revenue, build new products and services, generate new ideas and ultimately help spur the economy. Moreover,

Mazzetti et al. (2023), mention that when employees are fully engaged in their work, they contribute positively towards high levels of organisational outcomes. The high levels of organisational outcomes include productivity, profitability, customer satisfaction, organisational citizenship behaviour and superior performance (Bakker, 2022).

On the other hand, Hasan et al. (2020) state that engagement involves two important components namely, attention and absorption. **Attention** refers to cognitive availability and the amount of time an individual spends thinking about their role (Hasan et al., 2020). **Absorption** refers to an individual who is engrossed in carrying out his role and refers to the intensity of the focus on that role (Hasan et al., 2020).

Govender and Bussin (2020) believed that aspects that motivates employees to stay engaged consist of nature of work and work that has purpose and meaning. Bussin (2020) defined nature of work as the expectation and employee has of a specific kind of work, or the expectation to do greatly; both of which will influence how engaged employee will be. Hasan et al. (2020) add that, the nature of work involves whether employees feel that they add value in their organisation and to the type of work they do.

In conclusion, engagement of employees within private sector organisation sectors depends on how employment contract has been orchestrated (Govender and Bussin, 2020). Violation of the PC has a tremendous impact on the behaviour and success of the private sector organisations at large. When employees experience any form of violation of the PC, then the results will be high level of work disengagement (Wood et al., 2020).

The psychological contract breach is attributable to an increase in an employee's level of disengagement. Psychological contract breach reduces trust, and attitudinal behavioural outcomes such as absenteeism, poor performance and lack of organisational commitment (Gilst et al., 2020). As a remedial action, management of private sector organisations need to respect their social employment relationship to enhance employees' WE level (Bakker, 2023).

The next section addresses the construct of TI in WKS.

3.4 TURNOVER INTENTION

Turnover intention (TI) of employees within organisations are re-occurring challenges that seems to have no remedy. It is undoubtedly that ineffective management of organisations influences high employees' TI (Malik, 2023). Talent retention is of utmost important as it is a source of competitive advantage for any organisation's sustainability (Mey et al., 2021). Consequently, organisation performance deteriorates as a results of an employees' high turnover rate (Mey, Poisat, & Stindt, 2021). For organisations to be competitive in an increasingly demanding global economy, there is a need to safeguard their talented employees (Mabaso et al, 2021). Els et al. (2021) add that to enhance competitive advantage, organisations should recognised employees for their skills. Moreover, Inchingolo et al., (2022) state that talented employees must be respected and trusted as they add value in reaching the organisation's goals on time.

TI is defined as "an employee's thoughts of quitting their job and an intention to seek out another job outside of the organisation" (Andriano & Callaghan, 2023. p. 19). Moreover, the definition of TI by Malik (2023) refers to the subjective probability that an individual will leave his or her organisation within a period of time. Clearly, TI occurs when employees are feeling dissatisfied within their social employment relationship which bears poor work levels (Els et al., 2021). An increase in employees' TI is associated to high levels of dissatisfactions within employment relationship between the employer and the employee (Malik, 2023). The inability to reduce TI poses a concern to an organisations' competitiveness and in the process loose talented employees which are great asset of the company (Andriano & Callaghan, 2023). Andriano and Callaghan (2023) further indicate that in the process, leadership strength is damaged, and the organisation must incur unnecessary costs by replacing staff with those of the same calibre. This is true as a South African study done by Poisat et al. (2020), claimed that the majority of employees in private sector organisations have changed their jobs at least once within three years. The result of this study indicates that, lack of training and development, poor work-life balance, poor salary, lack of recognition, job content and job dissatisfaction impacted their TI levels. Snyman (2021) also affirm that, inequity influences employees voluntarily terminating the relationship.

There is no doubt that employees are the driving force of any organisation's success. It is impossible for organisation to reach intended goals without talented employees. Understanding the effective management of employees' TI is crucial. Therefore, HRM must develop

organisational practices and strategies that aims to reduce employees TI (Snyman, 2021). This study argues that effectively managing the PC from an AKS perspective, may aid this goal.

3.5 SYNTHESIS

During Phase 1 of the research (chapters 2 and 3), the researcher systematically reviewed seminal and current scholarly literature on the constructs of the topic from African perspectives versus western perspectives. This was necessary to ensure a good understanding of the phenomenon and to identify gaps in the literature. As a point of departure, the literature was examined in order, to highlight the more impactful trends and insights pertaining to how African Blacks perceive, view and experience the construct of PC, WE and TI.

The extant literature has shown that the constructs of WE and TI within the context of AKS are conceptualised differently from the context of WKS. This may be the result of different cultures, experience and perceptions held by different demographic groupings. From an AKS perspective, the literature shows that the constructs of WE and TI are influenced by organisations and social factors such as individual cultural belief systems and organisational culture (Pepple et al., 2021). Disparities resulting from differing social cultural belief systems and organisational cultures (e.g. as noted between African black employees and employees with western backgrounds) amounted to negative WE and TI within workplaces (Pepple et al., 2021).

The existing literature thus reveals a range of views and perceptions, encompassing empirical, case, and prescriptive studies, each with different focuses. Despite their diversity, these studies share a common purpose: to highlight significant issues in management and promote changes in perceptions and experiences of Black African employees regarding the psychological contract (PC) and its impact on work engagement (WE) and turnover intentions (TI). While the literature acknowledges various challenges, it tends to treat these issues in isolation, overlooking their interconnected and holistic effects.

This study also explored the cultural factors of Black employees and how these cultural values are connected to the psychological contract (PC). The literature review in this study provides valuable insights into the interconnectedness of Black African employees, culture, PC, work engagement (WE), and turnover intentions (TI) within South African business companies. It is evident that existing studies provide insufficient results on effectively managing the lived experiences of Black African employees concerning the PC and its impact on WE and TI levels,

especially within South African private sector organisations. This is essential for businesses operating in a South African context, where the cultures and traditions of Black people are respected and honoured by those with indigenous knowledge.

The lack of clarity in the current conceptual model makes it difficult to measure the lived experiences and perceptions of Black African employees regarding PC activities, resulting in a lack of empirical evidence supporting its positive or negative impact. Further studies on the lived experiences of Black African employees regarding PC and its perceived effect on WE and TI are needed to distinguish between different approaches and investigate each approach separately. However, future research should approach the concept of PC by isolating and clarifying it.

The current study aims to explore the lived experiences of Black African employees regarding PC in a South African private sector organisation. The empirical findings could help address the gap in the current literature on managing the lived experiences of Black African employees concerning their PC in South African private sector companies.

3.6 SUMMARY OF THE CHAPTER

This chapter featured a literature discussion of the concepts of WE and TI within the context of AKS. The objective of this chapter was to conceptualise the psychological process of WE and TI within the contexts of AKS. The chapter therefore concludes the following literature research objectives:

- **Literature research objective 2:** To ascertain how the literature conceptualises the psychological process of WE within the contexts of AKS.
- **Literature research objective 3:** To understand how the literature conceptualises the psychological process of TI within the contexts of AKS.
- **Literature research objective 4:** To establish practical implications obtained from the theoretical analysis of the PC, WE and TI in the contexts of AKS for HRM professionals in South African private sector enterprises.

The following chapter addresses the research methodology of the current study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The methodology chapter outlines the approach, strategy and methods that have been adopted by the researcher in order to execute the empirical research. All the methods that were adopted are explained in detail and relevant motivation for each choice is provided. The researcher justifies the methodological choices to realise the general aim and the empirical objectives of the study.

4.2 RESEARCH APPROACH AND DESIGN

There are two approaches to research, namely, qualitative and quantitative research (Brough, 2020). Qualitative research explores participant experiences to understand the interpretation people assign to the phenomenon under study (Bairagi & Munot, 2019). On the other hand, quantitative research uses a deductive approach to test theory, and uses numbers, graphs, and tables to present findings (Johnson & Christensen, 2020). Quantitative research generates its statistics through large scale research, using methods like questionnaires and structured interviews (Creswell & Creswell, 2018). Unlike quantitative studies, qualitative research is characterised by a narrative-based interpretation of the ideographic truth (knowledge discovered through unique, non-replicable experiences) (Kanazawa, 2023). The researcher listens to participants' first-hand lived experiences about a phenomenon and then, interprets its meaning. In qualitative approaches, the researcher collects the data through using interviews and interprets it to provide thick description findings (Bairagi & Munot, 2019). A qualitative research approach with a focus on a phenomenological strategy has been employed in this study to understand the lived experiences of African black employees regarding the PC within AKS (Phillippakso et al., 2021). A qualitative research approach was appropriate for this study, because qualitative research gives people's interpretation of their experiences, thus providing a better depth of understanding of the research problem (Creswell & Creswell, 2018).

The chosen design was selected because, a qualitative research approach is conducted to understand the contexts or settings in which the social or human problem is situated (Creswell & Creswell, 2018). Qualitative studies tell a researcher how and why things happen as they do (Bairagi & Munot, 2019). The researcher cannot divorce the participant experiences from its

context, whether this context is personal, social, or cultural (Phillippakso et al., 2021). The purpose of this study was to understand the lived experiences of black employees about the PC in the context of the AKS (Bloomberg & Volpe, 2019). Bairagi and Munt (2019, p. 29) assert that “qualitative research strives to ensure diverse representation of participants in order to leverage diverse perspectives of the population investigated”. Plenty of feedback are brought about from dialogue with plenty of explanations, and the sample of explanations must be pointed out and interpreted in association to the constructs under study research (Brough, 2020). Selecting African blacks (male and female) as participants allowed the study to take place within the context of AKS (Brough, 2020). To adopt an interpretivist design that defines perceptions of the lived experiences of the participants was pertinent (Wisenthige, 2023). Doing this generated a deeper meaning of perceptions that are held by the parties on the PC (Wisenthige, 2023). It is also for this reason that both managerial and non-managerial employees were interviewed, thus gaining the lived experiences and perceptions from both groups within the context of AKS.

To interpret the participants’ perceptions and responses, an inductive strategy applied regarding the lived experiences of black employees about the PC within private sector organisations (Wisenthige, 2023). If the phenomenon of a study does not have much previous literature, an interpretivist design relies on fieldwork that identifies the participants’ responses and perceptions of the phenomenon (Moran, 2023). Although the phenomenon has been studied in various contexts and combinations before, studying the lived experiences of black employees regarding the psychological contract from an AKS perspective remains limited. As a result, the research design from the qualitative theory was actualised in three interrelated research phases. (Johnson & Christensen, 2020). Refer to section 4.2.1 below for a further discussion of the phenomenological approaches.

4.2.1 Phenomenology as a research approach

The purpose of phenomenological research is to understand the meaning of the lived experiences of people, to identify the core of human experiences or phenomenon as described by research participants (Gill, 2020). Any valid study is guided by a philosophical foundation. A philosophical foundation of this study is Ontological assumptions (Johnson & Christensen, 2020). Individuals’ experiences and their perceptions impact on behaviour. Research always studies something that can be recognised as a truth or reality ((Johnson & Christensen, 2020). For that reason, this section starts with a brief overview of the three main types of phenomenology, namely:

descriptive, interpretative and interpretive phenomenological approaches (IPA). The reason for using IPA is because participants are able to share their lived experience's regarding the construct under investigation. The section concludes with a substantiation of the chosen approach of the current research (interpretive phenomenology).

4.2.1.1 Descriptive phenomenology

Descriptive phenomenology advances the understanding of the phenomenon under study by discovering its nature and structure while the researcher's consciousness is bracketed out in order to avoid distortion of the participants' experiences (Shorey & Ng, 2022). Descriptive phenomenologists seek to clarify the nature of the phenomenon being studied in a scientific sense to explicate the essence of an experiences irrespective of the individuals involved, such that idiographic details are discarded or typified and generalized (Gill, 2022). The understanding divulges discrepancies between actual lived experience and "thought to be experience" (Shorey & Ng, 2022. p. 19). Descriptive phenomenology is traditionally affiliated to the works of the pioneer phenomenologist, Edmund Husserl (1859-1938) (Johnson & Christensen, 2020). The descriptive phenomenological method describes a first-hand experience of the phenomenon under study (Nguyen & Curzer, 2022). In the phenomenological reduction (epoché), any assumptions are suspended in order to allow original reality to come into the world of the researcher, or alternatively, to empathise with (enter into) the world of another (as in existential psychotherapy) (Johnson & Christensen, 2020). Descriptive phenomenology is an intervening measure to assist people to adapt to a changed world in order to solve, improve or accept problems in their lives (Johnson & Christensen, 2020). The epoché strives to bracket out preconceptions (assumptions, bias, prejudice and theory) in order to freshly absorb or experience original lived experiences (Shorey & Ng, 2022).

In descriptive phenomenology, bracketing of data analysis serves to discover unanticipated fresh aspects of the experiences of the participants being studied (Shorey & Ng, 2022). Shorey and Ng (2022) state that the phenomenological epoché is not only concerned with the suspension of researcher's theories and preconceptions but also of participants' theories and preconceptions based on lived experiences. Theories, opinions or hearsay are not accepted as evidence of the lived experiences (Johnson & Christensen, 2020). Gill (2020) explains that the process adopted by the researcher to bracket out experiences and preconceptions related to a topic under study is to:

- Identify the phenomenon.
- Identify the researcher's own latest experience of the phenomenon as he/she perceives it.
- Use some characteristics of this experience to form the differences based on the bracketed phenomenon.
- Keep practicing this until the essence of the research is reached.

Nguyen and Curzer (2022) further highlighted that, in descriptive phenomenology, the phenomenological epoché (suspension or bracketing) is applied to suspend a plausible relation to lived experiences reflected by participants of the subject under study. This means, bracketing requires a researcher to suspend his/her preconceived experiences relating to a subject in order to access the lived experiences of the research participants (Gill, 2020).

4.2.1.2 Interpretive phenomenology

The main aim of interpretive phenomenologists is to be as close as possible to the experience itself (Haskins et al., 2022). In interpretive phenomenology, a unity between the researcher and the phenomenon can be seen (Haskins et al., 2022). Gill (2020) further explains that in interpretive phenomenology, human behaviour cannot be understood without appreciating the context in which it takes place, although the meaning of human existence is not equated with its context, it cannot be separated from it. Furthermore, preunderstanding is necessary and important in interpretive phenomenology (Brough, 2020). Interpretive phenomenology was founded by Martin Heidegger (1923-1924) (Roe, 2023). Martin Heidegger (192-1924) revealed that peoples' lived experiences are influenced by the world they live in, and the experiences they encounter (Haskins et al., 2022).

Questions such as "what does it mean to be" are found in the philosophy of Heidegger (Haskins et al, 2022). Interpretive phenomenology aims to be assessed people lived experiences, so that one sees the link between the phenomenon being studied and the researcher (Gill, 2020).

4.2.1.3 Interpretive phenomenology analysis

Interpretative Phenomenological Analysis (IPA) is an approach to qualitative analysis with a particularly psychological interest in how people make sense of their experience (Gill, 2020). IPA requires the researcher to collect detailed, reflective, first-person accounts from research

participants (Moran, 2023). IPA is situated within the interpretive phenomenology (Alase, 2017). IPA provides an established, phenomenological focused approach to the interpretation of these accounts (Roe, 2022).

Mostly psychological studies that are qualitative in nature use IPA to uncover the lived experiences of the participants (Alase, 2017). IPA method in qualitative studies is appropriate for use in exploring in detailed the personal experiences regarding phenomenon being studied (Roe, 2023). IPA can employ observations and focus groups, as they are helpful for researchers to understand particular contexts (Gill, 2020). Data collection in IPA usually involves semi-structured interviews. In addition, Moran (2023) outline four stages of inductive analysis for researchers to follow when applying IPA. The following are steps to implement in IPA:

- Reading one transcript closely to establish emerging themes that capture the 'essential quality' of the respondent's comments.
- Clustering together connected themes or related themes to create master themes.
- Researcher uses the emergent themes from the first transcript to guide the iterative analysis of other transcripts to create a final table of master themes.
- The outcome of the analytical process is a set of themes, 'often organised into some form of structure (a coding overview, table of themes, hierarchy, or model).

Moran (2023) acknowledge that in IPA meanings are ascribed to certain events that can be interpretation. It is for this reason that humans are seen as people who make sense out of the lived experiences (Roe, 2023). Gill (2022) seconded that in data collection, IPA is achieved by conducting semi structured interviews with participants. Semi-structured interviews assist in interpreting and understanding the participant's lived experiences (Alase, 2017). This entails firstly, attending to convergence and divergence, this enables the researcher to offer a nuanced analysis of the pattern of interconnections between individual experiences at the same time trying to make sense of the participant experiences.

Secondly, interpreting participants' words, in trying to make sense of their own experiences. Thirdly, developing a rigorous experiential and /or existential account, the participants try to make sense of what is happening, to find the meaning in it. Fourthly, constructing interpreted words from participants lived experiences (Moran, 2023). During implementing double hermeneutic in trying to make sense of the participants lived experiences, the researchers should relate to the participants' lived experiences (Cooper et al., 2023).

The researcher is considered inseparable from assumptions and preconceptions about the phenomenon under investigation, and that these must be acknowledged and integrated into the research findings (Cooper et al., 2023). In addition, the researcher plays a big role in influencing how to extract more detailed information about the participant's experience (Gill, 2020). There are questions that the researcher can consider during interpretation process according to Moran (2023). The following are questions to review: What is the person trying to achieve here? Is anything meaningful being said here which was not intended? Do I have a sense of something going on here that the person himself or herself is perhaps less aware of. These questions indicate that through the interpretation process the analysis can get richer and more comprehensive (Gill, 2020). The outcome of a successful IPA study is likely to include an element of 'giving voice' (capturing and reflecting upon the principal claims and concerns of the research participants) and 'making sense' (offering an interpretation of this material, which is grounded in the accounts, but may use psychological concepts to extend beyond them (Gill, 2020).

4.2.1.4 Chosen approach for the current research

This study followed an interpretive approach to phenomenology, as this approach complements an IPA approach, which makes it easier to understand the phenomenon of PC from the participants' lived experiences.

4.2.2 A three-phased approach

This research study was conducted in three interrelated phases (Phase 1, Phase 2 & Phase 3) (refer to figures 1.1 and 2.1 for illustrations of the three phased approach). The justification of the methodological choices to achieve the purpose and the objectives of the study were explored and explained. Each phase was guided by specific research questions, objectives and methods used to answer each research question. To indicate the interrelatedness of the three-phased approach followed in this study, a graphical representation is provided in Figure 2.1 below. It shows how the research study was conducted through these phases.

Phase 1

Phase 1 involved consulting the scholarly literature related to the constructs of PC, WE and TI as a means of a systematic literature review (Ngobeni et al., 2022). The reason for consulting scholarly literature is because, the literature provided a knowledge foundation on the topic. The

researcher believed that without a basic knowledge and understanding of the constructs of relevance to the study, the researcher would not be able to understand and probe the lived experiences of participants. Additionally, studying the meaning of the constructs assisted in identifying areas of prior scholarships to prevent replication and to give credit to another researcher on the same topic. According to Bailey et al. (2022), as cited from Walker and Avant (2013), the process of concept analysis entails applying five steps to identify and describe the meaning of the concepts PC, WE and TI. These five steps assisted in understanding these concepts through exploring the scholarly context (refer to section 4.3.1 and figure 2.2). The purpose of phase 1 was therefore to deepen the understanding of the concepts of PC and how it relates to WE and TI. Phase 1 was also necessary to understand AKS, and how it differs from western systems. As can be seen from Figure 2.1, the knowledge that was gained during Phase 1 informed the questions asked in the interviews during the second phase (See chapters 2 and 3 for more information pertaining to these constructs).

Phase 2

During Phase 2, the researcher conducted the semi-structure (open-ended) interviews to determine the perceptions and lived experiences of only African black employees regarding the PC and how these experiences related to their experiences of WE and TI. The interviews specifically assisting in making sense of the phenomenon of PC, WE and TI within an AKS context (Creswell & Creswell, 2018). The researcher took an inductive stance in this phase to make sense of the lived experiences of participants by exploring the phenomenon of the PC and its relation to WE and TI. Phase 2 further discussed the measures undertaken to ensure trustworthiness and how the research considered ethical guidelines throughout the research. (See chapter 5 for more information pertaining the discussion of the lived experiences of black African employees regarding their perceptions of the interplay between PC, WE and TI).

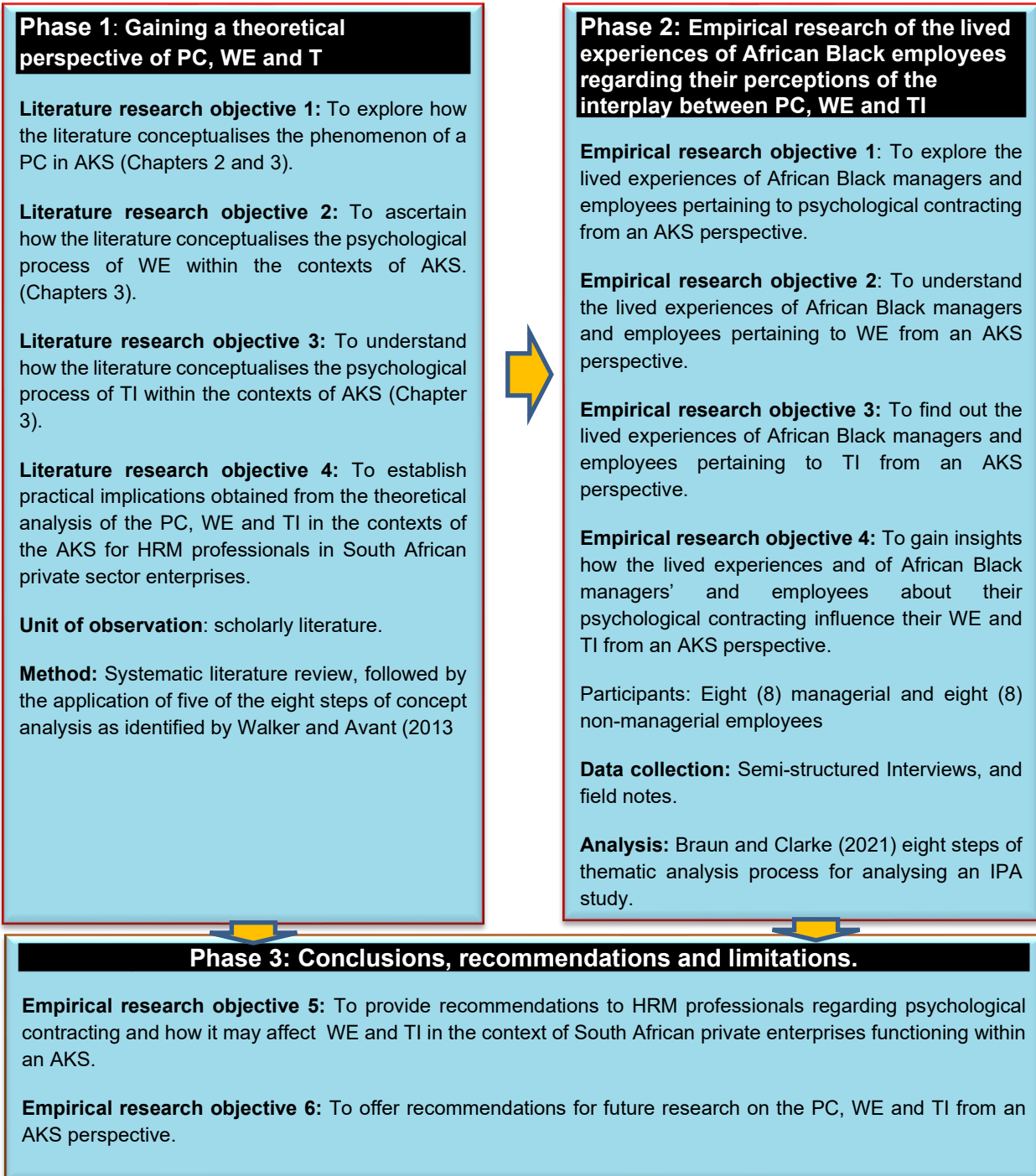
Phase 3

Phase 3 entailed an analysis of the research data that was obtained during the interviews. The analysed data was integrated and compared with the literature findings. Based there upon, conclusions, limitations, and recommendations for future research were discussed in Chapter 6. To indicate the interrelatedness of the three-phased approach followed in this study, a graphical representation is provided in Figure 2.1 below. It shows how the research study will be conducted through these Phases. This section explained a three phased approach that was adopted when conducting this study. The objectives of all three phases were highlighted on how the researcher

intended to conduct the study, and the sections. Lastly, the graphical representation of the three phases approach was presented.

Figure 4.1

Graphical Representation of the Research Design, Approach and Methods



Source: *Researcher's own interpretation as derived from the three phased approach*

4.3 RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem and a science in understanding how to study the scientific research (Creswell & Creswell, 2018). Gupta and Gupta (2022) indicate that through research methodology, researchers can logically adopt various strategies in studying the research problem. The previous section has discussed research design and approach. This section focuses on the discussions of the research methods employed during the three interrelated phases. The research questions, followed by the objectives, unit of observation, population and sampling, data collection and analysis are discussed for each of the three phases (Mishra & Alok, 2022). Methodology signifies the technique in which a research study is to be conducted (Johnson & Christensen, 2020). It also explores the participants' interpretation of the realities surrounding their social setting, originating from the answers to the research questions (Johnson & Christensen, 2020). A philosophy is a belief about the manners in which a data about the phenomenon should be collected, analysed, and used (Newman, 2022).

4.3.1 Research philosophy

A research philosophy applied in this study was categorised into two, namely, ontological, and epistemological. Ontological assumptions are an interpretation about the nature of reality of the research (Johnson & Christensen, 2020). Individuals' experiences and their perceptions impact on behaviour. Research always studies something that can be recognised as a truth or reality ((Johnson & Christensen, 2020). The researcher was responsible for the continuous construction of reality, but for the purposes of this study, the researcher believed that reality exists independently of employees' understanding of it. On the other hand, Epistemological assumptions refer to the interpretations of how the reality that is being studied is understood (Brough, 2020). Epistemological assumptions assist researchers to explore and demonstrate theories and knowledge (Johnson & Christensen, 2020).

The epistemological assumption of this study was to interpret the lived experiences of African Black employees about their PC and how their experiences are believed to affect their WE and TI in the context of South African private sector organisation functioning within an AKS perspective. This study was informed by the lived experiences of the research participants.

4.3.2 Phase 1: Contextualising and conceptualising of psychological contracting and its implications for work engagement and turnover intention from an African knowledge system perspective

During Phase 1, the researcher has systematically reviewed seminal and current scholarly literature on the constructs of the topic to compare and differentiate between what is known about the constructs from a western versus an AKS perspective. This was necessary to ensure a good understanding of the phenomenon and to identify gaps in the literature. The knowledge gained during Phase 1 informed the questions that were asked in the interviews during the second Phase. The objective of Phase 1 was therefore to deepen the understanding of the concepts of PC and how it relates to WE and TI. Phase 1 was also necessary to understand AKS and how it differs from western systems. Hence, Phase 1 firstly, provided the meta-theoretical context of AKS, and the construct of PC (see Chapter 2), and secondly, Phase 1 thus provided a scholarly context of the constructs of relevance in the field of HRM that informed the empirical research undertaken in Phase 2.

These objectives are set out below:

4.3.2.1 Phase 1: Literature research questions

The following literature research questions guided Phase 1 of the research:

The following literature research questions guided Phase 1 of the research:

Literature question 1: How does the literature conceptualise the phenomenon of a PC in AKS?

Literature question 2: How does the literature conceptualise the psychological process of WE within the contexts of AKS?

Literature question 3: How does the literature conceptualise the psychological process of TI within the contexts of AKS?

Literature question 4: What implications may be obtained from the theoretical analysis of the PC, WE and TI in the contexts of AKS for HRM professionals in South African private enterprises?

4.3.2.2 Phase 1: Literature research objectives

Literature research objective 1: To explore how the literature conceptualises the phenomenon of a PC in AKS.

Literature research objective 2: To ascertain how the literature conceptualises the psychological process of WE within the contexts of AKS.

Literature research objective 3: To understand how the literature conceptualises the psychological process of TI within the contexts of AKS.

Literature research objective 4: To establish practical implications obtained from the theoretical analysis of the PC, WE and TI in the contexts of AKS for HRM professionals in South African private sector enterprises.

4.3.2.3 Unit of observation

The researcher in this phase turned to the body of relevant scholarly literature focusing on the concept of PC, WE and TI in the context of AKS. This phase was undertaken to gain a better understanding of the concepts, specifically as they pertain an AKS perspective. The scholarly literature review provided a greater understanding of what is understood as WKS versus AKS, thus providing the context of the study (refer to chapters 2 and 3). Secondly, the literature review assisted the researcher in conceptualising the PC, WE and TI by means of concept analysis (Gupta & Gupta, 2022). This provided a clear background and served to inform the empirical phase of the study (Phase 2).

4.3.2.4 Research methods

a) Critical literature review

An analytical literature review was conducted by the researcher to provide an overview of the phenomenon of the PC in WKS versus AKS. An analytical literature review refers to a process of assessing theories of other studies that are closely related to the study being undertaken by the researcher to discover how the literature conceptualises the concept of PC and how it affects the lived experiences of African Black employees on WE and TI within WKS versus AKS (Gupta &

Gupta, 2022). Thus, the literature study was undertaken with an idea of understanding if this concept is experienced differently from an AKS perspective (Gupta & Gupta, 2022). To make an important contribution to the knowledge base on and develop critical arguments on the constructs of the PC, WE and TI, the researcher selects the literature reviews that are related to the study being conducted (Mishra & Alok, 2022).

An analytical literature review in chapter 2 intended to provide an overview of the context of AKS and conceptualised the construct of PC and its implications for WE and TI. (Refer to section 2.3.1 for literature questions the researcher intended to answer regarding the concepts of PC, WE and TI within the human resources field. A variety of scholarly literature have been consulted. The researcher considered literature offered from the context of an African perspective, particularly South Africa, as well as of a western perspective, such as the United Kingdom (UK), Australia, and Germany. Search engines with comprehensive collections were utilised. Recent and relevant scholarly literature articles and journals for methodological preparations were used. In determining the relevance of the sources, the researcher in the first step looked at the title of the source, the abstract, introduction and conclusion to ensure the article was relevant to the phenomenon under research. Through this first step, the researcher screened the literature and selected the most relevant sources (Gupta & Gupta, 2022).

Some titles were misleading and did not contain the contents that may have contributed to the study topic. Once the researcher has completed reading the introduction and some parts of the body of the articles, it became clear that the sources were focused on other aspects not related to the topic under investigation. All academic sources that were not answering the question as identified in the previous sections were excluded from sources used for chapter 2. Table 4.1 includes all literature sources that were consulted in preparation of the interviews that were to be conducted for this research. For reference purposes, the researcher decided to provide the following information of the sources consulted, authors, year of publication, title and my own deduction on the specific area of interest.

Table 4.1*Sources Consulted During the Concept Analysis Process.*

AUTHOR (S)	JOURNALS, BOOKS AND PUBLICATION YEAR	TITLE	RELEVANT THEMES
Rousseau, D.M.	1995	Psychological Contracts in Organizations: Understanding Written and Unwritten Agreements	Understanding the psychological contract
Baruch, Y., & Rousseau, D. M.	Integrating psychological contracts and ecosystems in career studies and management. 2020	Academy of Management Annals, 13(1), 84- 111.	Integrating and management of psychological contract and ecosystems
Schaufeli, B. W.	Romanian Journal of Applied Psychology. 2007	Work engagement What do we know and where do we go?	What constitutes work engagement?

AUTHOR (S)	JOURNALS, BOOKS AND PUBLICATION YEAR	TITLE	RELEVANT THEMES
Cohen, G., Blake, R. S., & Doug, G.	Review of Public Personnel Administration 36(3), 240-263, 2020.	Does turnover matter? Evaluating the usefulness of turnover intention rate as predictor of actual turnover rate	Evaluating the actual turnover rate
Agarawal, U, A., Dixit, V., Nikolova, N., Jain, K., & Sankaran, S.	International Journal of Project Management, Vol, 2. 2020	A Psychological Contract Perspective of Vertical and Distributed Leadership in Project-Based Organizations	Perspective of psychological contract by leadership in project-based organisations
Jing, J. and Yan, J.	An international journal of environmental research and public health 2022	Study on the Effect of Employees' Perceived Organizational Support, Psychological Ownership, and Turnover Intention: A Case of China's Employee.	The perceived effects of employees on organisational support and turnover intention
Butt, S., & Atif, M.	A journal of Applied Environmental Biological Science 4(9S), 198 -204. 2020	The effect of distributive injustice on organisational deviance. The mediating role of psychological contract breach	Distributive injustice as mediating role on psychological contract

AUTHOR (S)	JOURNALS, BOOKS AND PUBLICATION YEAR	TITLE	RELEVANT THEMES
Mokoena, W., Schultz, C.M. and Dachapalli, L.A.P.	SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur, 2022	A talent management, organisational commitment and employee turnover intention framework for a government department in South Africa.	Talent management for turnover intention levels
Mbah, S. E., & Ikemefuna, C.O.	International Journal of Humanities and Social Science, 2(14), 275-287. 2022.	Job satisfaction and employee's turnover intention in Nigeria.	Turnover intention and Job satisfaction
Rice, D. B., Massey, M., Roberts, & Sterzenbach, N.	The journal of social psychology, 121, 2021.	A social exchange examination of upper-level management and supervisor organisational embodiment: the roles of supervisor psychological contract fulfilment and conscientiousness.	The examination of management regarding psychological contract fulfilment
Mangaroo-Pillay, M., Roopa, M., & Maisiri. W	South African Journal of Industrial Engineering. 2023	Could digital ubuntu be the South African version of industry 4.0?	The ubuntu digitalisation

AUTHOR (S)	JOURNALS, BOOKS AND PUBLICATION YEAR	TITLE	RELEVANT THEMES
George, O, J., & Akaiqhe, G. O.	Journal of Economics and Business Research. 2022.	Psychological contract and cultural diversity and work engagement in Nigerian Civil Service	Culture influences work engagement
Gathogo, J.M.	HTS Teologiese Studies/Theological Studies 79(1), a8036.	'African Indigenous knowledge versus western science in the Mbeere Mission of Kenya,'	The differences between African knowledge systems and western knowledge systems
Khomu, N, P., & Mutereko. P.	African Journal of Development Studies (AJDS). 2021	Mitigating the Impacts of Disaster on Food Shortages through African Indigenous Knowledge Systems.	Reducing impacts of food disaster through African knowledge systems
Aman, B., & Harrigan, P. (2020).	Australian Marketing Journal. Vol. 28. No. 2, pp 71-82. 2020	An exploration of social media-enabled voter relationships through uses and gratifications theory, psychological contract, and service-dominant orientation.	Experiences of service dominant orientation through psychological contract
Ihedinmah, N., Chijioko, N., Enyinna, U, K., Ezinne, K, M., & Onyinyechi, O. P	State Nigeria. European Journal of Scientific Research ISSN 1450-216X / 1450-202X Vol. 159 No 4 July 2021, pp.142 – 153	Psychological contract and employee retention in selected deposit money banks in Awka Metropolis, Anambra	The effects of psychological contract on employee retention

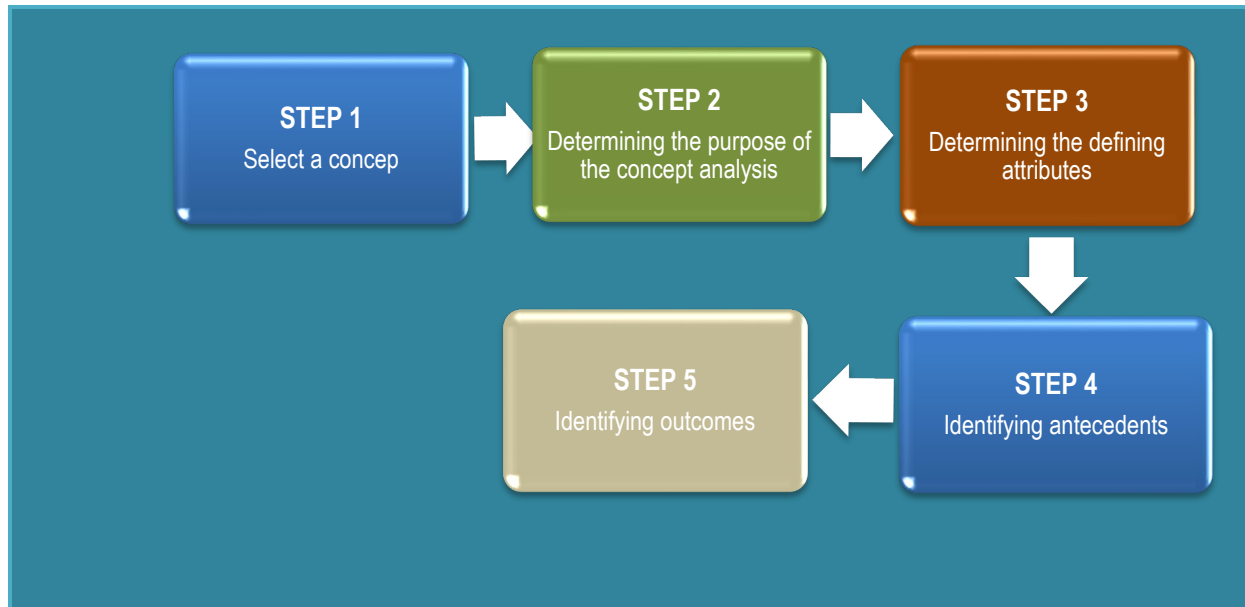
AUTHOR (S)	JOURNALS, BOOKS AND PUBLICATION YEAR	TITLE	RELEVANT THEMES
Xego, Z., & Obioha, E. E	African journal of Indigenous knowledge systems Vol.20, No.2. Published online: 31 Jan 2022	Knowledge of current conservation methods and infusion of indigenous knowledge systems among local communities in Dwesa Cwebe protected area, South Africa.	Infusion of indigenous knowledge systems
Singh, C & Bhagwan	Online Vol.56 n.4 Stellenbosch, 2020. Http://dx.doi.org/10.15270/56-4-882	African spirituality: Unearthing beliefs and practices from helping professions	The importance of African culture

b) Concept analysis

There are eight steps of concept analysis that the researcher can implement during the study (Walker & Avant, 2013). The researcher applied five out of eight steps herein (see chapters 3 and 4 for more information pertaining to the constructs of PC, WE and TI). Three of the steps were not applicable at this stage (Walker & Avant, 2013), namely: (1) Identify a model case; (2) Identify borderline, related contrary, invented, and illegitimate cases; and (3) defining empirical referents). These three additional steps were not considered due to their irrelevance to the phenomenon under study. Applying the five steps assisted in understanding the concepts of PC, WE and TI, and finally traverse the scholarly context (Walker & Avant, 2013). Below figure 4.2 illustrates concept analysis, followed by the description of each step.

Figure 4.2

Graphical Representation of the Concept Analysis Process



Source. Researcher's own interpretation as derived from the work of Walker and Avant (2013).

Step 1: Select a concept.

In step 1 of the concept analysis, the researcher selects and identifies a concept that is important and useful or that advances theoretical understanding (Clark et al., 2022). The concepts of PC, WE and TI were selected because of its relevance to the current study and broader importance within the HRM field. Definitions of these concepts are discussed, providing clear direction on the chosen constructs of the study (see section 1.7).

Step 2: Determining the purpose of the concept analysis.

The purpose of analysing the concepts is to clarify the meaning for scientific usage of the concepts (Walker & Avant, 2013). Employing a concept analysis during phase one of the research was done for this purpose and served to assist in understanding the concepts of the PC, WE and TI based on extant scholarly literature.

Step 3: Determining the defining attributes

The essence of each step is to better understand the chosen constructs through characterising and identifying defining attributes (Clark et al., 2022). This step entailed the identification of the

attributes that are regularly related with the concepts relevant to the study (Walker & Avant (2013). The concepts of PC, WE and TI are widely used in the literature, simplifying step 2 of the process (Clark et al., 2022). Once the step of defining the attributes of each concept was completed, the researcher engaged with his supervisor in discussion to justify why these attributes are relevant to the current study. Figure 4.3 below illustrates the attributes of the three constructs of relevance to the study. More light on the various constructs and their attributes are provided in Chapters 2 and 3.

Figure 4.3

Attributes of Constructs Psychological Contract, Work Engagement and Turnover Intention of the Study



Source. *Researcher's own interpretation as derived from the work of Walker and Avant (2013).*

Step 4: Identifying antecedents.

Antecedents are those events or incidents that must occur or be in place prior to the occurrence of the concept (Walker & Avant, 2013). The identified antecedents are essential to the researcher for methodological preparedness because without antecedents, methodological preparedness will not occur (Walker, Avant, 2013).

Step 5: Identifying consequences.

Consequences are regarded as the outcome of the concept (Walker & Avant, 2013). In addition, consequences refer to the events and incidents that occur because of the concept (Walker & Avant, 2013). In other words, the outcome, events and experiences are relevant to this research

are WE and TI that happened because of the experiences and perceptions about PC (Brough, 2020).

This concluded Phase 1 of the research. Phase 2 related to the empirical research is outlined below.

4.3.3 Phase 2: Empirical research analysis

During Phase 2, the researcher conducted semi-structured (open-ended) interviews to understand only the lived experiences and perceptions of black African employees regarding the PC and its effect on their WE and TI. The researcher aimed to contribute to the knowledge on the phenomenon of the PC within AKS through his research. The researcher took on an inductive stance during this phase to develop and test theories about the phenomenon. During Phase 2, ethical guidelines were considered, and various measures were undertaken to ensure the trustworthiness of the research process.

4.3.3.1 Empirical research questions

The main research questions asked during the empirical phase were:

Empirical research question 1: What are the lived experiences and perceptions of African Black managers and employees pertaining to psychological contracting from an AKS perspective?

Empirical research question 2: What are the lived experiences and perceptions of African Black managers and employees pertaining to WE from an AKS perspective?

Empirical research question 3: What are the lived experiences and perceptions of African Black managers and employees pertaining to TI from an AKS perspective?

Empirical research question 4: How does the lived experiences and perceptions of African Black managers' and employees about psychological contracting from an AKS perspective influence their WE and TI?

Empirical research question 5: What recommendations may be made to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS?

Empirical research question 6: What recommendations may be made for future research on the PC, WE and TI from an AKS perspective?

4.3.3.2 Empirical research objectives

This Phase aimed at answering empirical research objectives as stated below:

Empirical research objective 1: To explore the lived experiences and perceptions of African Black managers and employees pertaining to psychological contracting from an AKS perspective.

Empirical research objective 2: To ascertain the lived experiences and perceptions of African Black managers and employees pertaining to WE from an AKS perspective.

Empirical research objective 3: To understand the lived experiences and perceptions of African Black managers and employees pertaining to TI from an AKS perspective.

Empirical research objective 4: To explore how lived experiences and perceptions of African Black managers' and employees about their psychological contracting influence their WE and TI from an AKS perspective.

Empirical research objective 5: To offer recommendations to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS.

Empirical research objective 6: To make recommendations for future research on the PC, WE and TI from an AKS perspective.

4.3.4 Sampling

Sampling refers to a process of selecting a small number of participants from a large group or population (Johnson & Christensen, 2020). The next section outlines how the study sample was selected:

4.3.4.1 Selection of participants

For every study undertaken by researchers in different fields, the empirical findings of the study depend much on the chosen population. The study population refers to the theoretical specified

aggregation of the elements in a study that the researcher intends to select his population sample from (Bairagi & Munot, 2019). The target population should clearly stipulate the parameters of inclusion and exclusion for the group of potential study participants (Brink, Van Der Walt, & Van Resnsberg, 2021).

Purposeful sampling means that specific participants are selected based on their lived experiences that could lead to richer information (Johnson & Christensen, 2020). The accessible population during Phase 2 consisted of all the 256 permanently employed African black employees between 18 and 65 years of age, working within a private sector organisation based in the north of Pretoria, Tshwane metropolitan, South Africa. The participants were purposefully selected, as suggested by Smith and Nizza (2022). The sample of 16 permanently employed African black employees to conduct semi-structure interviews with were chosen from the population by the researcher based on the responses to the invite to the population. The sample consisted of eight (8) managerial level and eight (8) non-managerial level employees to determine whether participants from different organisational rank (managerial and non-managerial) have different perceptions about their PC and whether their perceptions on the impact of their lived experiences regarding their PC, affected their WE and TI.

Interpretative phenomenological analysis (IPA) makes use of small samples (Cooper et al., 2023). The general number of participants usually ranges between two to 25, because IPA focuses more on the richness of the data to be collected, than the number of participants (Bairagi & Munot, 2019). According to Johnson and Christensen, (2020), participants are selected based on the following four factors:

- The depth of the analysis
- The richness of the individual cases.
- How the researcher wants to compare or contrast single cases.
- The pragmatic restrictions one is working under.

All these factors were considered in choosing the purposive sample. In addition, the reason for selecting these participants according to the set inclusion and exclusion criteria was because the researcher assumed that the participants would have been exposed to the constructs of relevance to the research, and that they should be able to share their lived experiences of the phenomenon under investigation from an African perspective (Gill, 2020). The inclusion and exclusion criteria were set keeping this in mind (Bairagi & Munot, 2019).

The researcher's pre-knowledge and experience remain important (Creswell & Creswell, 2018). Furthermore, purposive sampling is normally used to find more closely defined group for whom the research question will be significant (Creswell & Creswell, 2018). The unit of analysis for most social sciences research is individual people and differentiate between features and characteristics of individuals, groups, organisations, social artefacts, and social actions (Brough, 2020). For the purpose of this study, the researcher took into consideration the inclusion and exclusion criteria of this study as set out in Table 4.2.

The selection criteria of the participants consisted of the following characteristics: (1) work status; (2) race; (3) work tenure; and (4) willingness to participate voluntarily. The selection criteria were set to avoid the study to get distorted, thus nullifying the credibility (Brink et al 2021). Table 4.2 Pseudonyms were used to protect the identity of the participants during the reporting of the findings in chapters 5 and 6.

Table 4.2

Sampling Criteria: Inclusion and Exclusion Criteria for Participants

SAMPLING CRITERIA	JUSTIFICATION FOR INCLUSION CRITERIA	EXCLUSION CRITERIA
<p>1. <u>Work status:</u> Permanently employed managerial, and non-managerial employees.</p>	<p>Scholars argue that a target population should clearly offset out the inclusion and exclusion parameters of the potential participants in a study (Brink et al 2021, p. 23). The population of this study comprised all 256 permanently employed black employees of the private sector organisation. These employees ranged between 18 and 65 years.</p> <p>Semi-structured (open-ended) interviews were conducted from this population with a minimum suggested sample of 16 permanent African Black employees. Although data saturation was kept in mind (Brough, 2020), all 16 interviews were conducted to ensure richness in data.</p>	<p>The researcher excluded contract workers and employees under the age of 18. Contract workers were excluded in the research because it is assumed that contractors spend less time in the organisation and may not have equal understanding of the effects of the psychological contract on employees' work engagement and turnover intention in the selected population. Employees under the</p>

	<p>The sample size consisted of two groups. Group 1 consisted of eight Black permanently employed managerial employees. Group 1 represented 10.24% of the total population in the organisation. Group 2 consisted of eight (8) Black permanently employed non-managerial employees. Group 2 represented 30.72% of the total population in the organisation. Although this is what was planned, the researcher considered saturation levels as advised by scholars (Braun & Clarke, 2021).</p>	<p>age of 18 did not participate in the study because according to federal and state law, anyone under the age of 18 is considered a minor.</p>
<p>2. <u>Race:</u> Permanently employed African Black employees.</p>	<p>The reason for choosing blacks is because of their indigenous knowledge (their AKS). The researcher choose African Blacks in order to explore whether this knowledge, this way of life contributes to their experiences of their PC in a good or a bad way. The researcher also wanted to understand whether their experiences regarding the PC, influenced their levels of WE and TI.</p> <p>.A study done on psychological contracting in private sector organisations by (Mutasa 2022) confirms that 63% of African Black people was influenced are influenced by African traditions, cultures, and religious beliefs, which mostly had a negative effect on their psychological contracting and hence, negatively affected organisational performance and success.</p> <p>According to the Broad Black Based Economic Empowerment Act No 53 of 2003, Blacks also include Indians and Coloureds. However, Indians and Coloureds were not included under the category of Blacks for purposes</p>	<p>The researcher excluded all none-Black (i.e., white, Indian, Coloured) permanent employees' born in Africa. These participants were excluded in the research study because it is assumed that they may be more affluent in the Western knowledge system rather than the African knowledge system.</p> <p>In similar vein, the researcher assumed that Coloureds employees are affiliated with Whites, and that they maintain a Western lifestyle including their traditional customs i.e., belief systems (Schreuder, Schalk & Batistič, 2023). Also, the researcher will not include South African Indian employees in the</p>

	<p>of this study. . Blacks, typically, are knowledgeable on Black cultural aspects – for example, ubuntu/indaba. This distinguishes them from other human societies through their culture and beliefs systems (Dhewa & Cummings, 2023; Eze et al., 2021; & Mutasa, 2022). These racial-specific and cultural aspects may potentially impact the lived experiences of the chosen sample on the constructs relevant to the current research.</p> <p>The participants were knowledgeable on the African cultural, and hence, the researcher was able to extract relevant responses on how African Black employees understood the influence and associations between the constructs of PC, WE and TI within an AKS.</p>	<p>research study because of their different traditions and customs that differs from African Black employees. Indians’ cultures are often labelled as the combination of several cultures that is based on South Asia and Southeast Asia. Indians practice their traditions and social customs, as well as their religion and celebratory festivals in Muslim and Hindu (Dhewa & Cummings, 2023). Indians’ populations are also known for their flavourful cuisine, such as spicy curies, chutneys, pastries, and other savoury foods (Dhewa & Cummings, 2023). These employees are also known for their beautiful tradition clothing, worn on the special occasions such as in weddings (Dhewa & Cummings, 2023). Although Indians and Coloureds populations are part of the South African racial groups, the researcher excluded these participate based on the African knowledge system context of the research. s</p>
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<p>3. <u>Tenure:</u> Years of employment</p>	<p>The researcher included permanent African Black managerial and non-managerial employees who had more than one (1) year of employment. This criterion served to ensure that the selected sample would most probably have been exposed to the phenomenon of the study or have their lived experiences regarding the phenomenon of psychological contract in place.</p>	<p>The researcher did not include African Black managerial and non-managerial employees with less than 1 years' experience. The researcher excluded these participants because they had less working experience and may not be able to share their lived experiences and perceptions on matters pertaining to the constructs of relevance to the study.</p>
<p>4. Voluntarily participation</p>	<p>Participants participated voluntarily after signing an informed consent form.</p>	<p>Participants who did not want to voluntarily participate were excluded.</p>

4.3.5 Data collection methods

Semi-structured interviews are commonly used for data collection in social sciences (Brough, 2020). Semi-structured interviews are often conducted when the researcher wants to delve deeply into and gain a good understanding of the phenomenon thoroughly to the answers provided by the participants (Brough, 2020). Unlike unstructured interviews, the researcher in semi-structured interviews has an interview guide that is used with questions about the phenomenon being studied (Mukherjee, 2020). The interview guide consists of open-ended questions (Creswell & Creswell, 2018) and researchers often follow up or prompt for further explanations to these questions to ensure a good understanding of the interviewees' answers. Therefore, semi-structured interviews allow flexibility between the researcher and the participants for more in-depth discussion of the phenomenon under study (Mukherjee, 2020). In semi-structured interviews, the researcher has some discretion about the order in which the questions are to be asked (Alam, 2021). Semi-structured interviews collect detailed information in a way that is somewhat conversational (Mukherjee, 2020). The researcher made fieldnotes during the data gathering phase. Fieldnotes refer to qualitative notes recorded by the researcher during the interviews (Sigamoney, & Singh, 2023). Field notes were kept by the researcher on aspects such as specific body language

displays that stood out, or emotions being shared, and to keep the researcher as objective as possible the notes are for writing down the participants emotions during the interviews to determine the participants' perceptions and lived experiences regarding the phenomenon under study (Sigamoney, & Singh, 2023).

Fieldnotes allow the researcher to record what they observe in an unobtrusive manner (Johnson & Christensen, 2020). Fieldnotes should be recorded immediately during the interviews or after the research site to avoid forgetting important information (Johnson & Christensen, 2020).

The next section outlined the researcher's role, how the researcher negotiated access into the field and how data was collected.

a) The researcher's role

The researcher's subjective values, intuition, and biases were important - these aspects play a role in the dialog of social construction and potentially inform his interpretation of the data.

to avoid any distortion that might occur during the research process (Mukherjee, 2020). Personal experiences are important in the researcher interpretation and contribution to the interview discourse (Gill, 2020). The researcher applied paraphrasing and probing skills to get more detailed answers on the perceptions and lived experiences of the participants. This assisted the researcher in getting true answers without having his own possible bias interfere with the findings.

(i) Paraphrasing

Paraphrasing refers to a restatement of the meaning of text or a passage, by using another word or phrase to test understanding of what was said (Alaofi, 2020). The phenomenological researcher valued the participants lived experiences and thus it was imperative to ensure understanding of the true meaning of their experiences. The researcher paraphrased the main thoughts of the participant's during the interviews in order to clarify the meaning of their experiences. As already alluded to in the previous sections this refers to a double hermeneutic approach. The researcher strived to make sense of the participant's experiences as they were making sense of their own experiences.

(ii) Probing

Probing is the process of obtaining deeper insights into the lived experiences of interviewees resulting from the interview research questions (Bokander & Bylund, 2020). The researcher used

probing skills in order to get more responsive answers through stimulating inner thoughts and emotions of the participants during the interviews. To extract detailed lived experiences from the participants, the researcher provided a statement, followed by a question (Bokander, & Bylund, 2020).

(iii) Reasoning strategies

In this research study, deductive and inductive reasoning strategies were applied. Deductive reasoning requires researchers to compare data collected from the themes to determine if it is sufficient or whether additional information that will support each theme may be necessary (Bokander, & Bylund, 2020). The researcher interpreted the interviews and field notes simultaneously. This approach assisted to gain depth and understanding of the themes and the subthemes. The researcher also used a process of literature control to re-contextualise the findings with the literature (Alaofi, 2020).

Inductive reasoning indicates the importance of working back and forth between the themes and the database because it helps the researcher to establish a comprehensive set of themes (Braun & Clarke, 2021). To ensure that the conclusions drawn were relevant, the supervisor was involved at this stage. To deal with the researchers' own perspectives, assumptions, and theoretical biases, it is important to consult experienced professionals' colleagues. The literature control was used to formulate conclude or adjust themes and Subtheme.

b) Negotiating access into the field and participant recruitment

The researcher obtained permission by means of a formal letter addressed to the HRM of the selected private company to act in the capacity of gatekeeper of the study. The Human Resource practitioner creates a safe and inclusive work environment, manages organisational and company culture, performance, as well as training and development initiatives. The gatekeeper also gave permission to conduct the study. The permission included an ethics clearance certificate from the Human Resource Departmental Review and Ethics Committee (DREC) in the College of Economic and Management Sciences of University of South Africa Unisa. The DREC granted me permission to undertake this study. A valid research ethics approval certificate was granted prior to gaining permission to access the organisation where the study was conducted. The gatekeeper contacted participants by email to recruit them to participate in the study.

Two hundred and fifty-six (256) participants were contacted and sixteen (16) accepted an invite to participate in the study. In the invitation letter, the researcher introduced himself as a master's

student undertaking this research. The purpose and the objective of the study were explained. The informed consent documentation was sent to the participants through Microsoft Teams' message chat so that they could read it and give their consent to participate in the interview.

c) Individual semi-structured interviews

Semi-structured interviews are often used when the researcher wants to delve deeply into the phenomenon to thoroughly understand the answers provided by the participants (Brough, 2020). Once the interview schedule was finalised, interviews were arranged. I introduced myself as a researcher at the start of each interview. Introducing myself as a researcher to the participants was easy as some of the participants have met me before because, I have worked in the same organisation some time ago. The element of familiarity or relationship in interviews between the researcher and the participants can be considered on a continuum indicating insider/outsider dichotomy (Roiha & Ikkänen, 2022). A prior relationship between the researcher and the participants helps the researcher to achieve better dialogue and more emotions are often shared by the participants (Roiha & Ikkänen, 2022). Participants tend to disclose more information to a researcher who they are familiar with or have relationship with. Participants are less inclined to lie to the researcher who they know or worked with before (Roiha & Ikkänen, 2022).

Nonetheless, Roiha and Ikkänen (2022) argued that the element of familiarity or relationship between the researcher and the participants need to be carefully addressed and acknowledged to ensure ethical conduct. However, within the context of prior relationship and familiarity, I introduced myself as the researcher, and not as a previous colleague. After introducing myself, I thanked the participants for their willingness to participate in the interviews. A confirmation of the consent form with its contents with the participants was double checked by the researcher to avoid any misunderstanding. In addition, participants were asked if they have any questions regarding clarifications on the constructs under study as well as the content on the consent form. After the clarification made by the researcher, the purpose and the objective of the study were once more highlighted. The participants were also assured that they can ask questions for any clarity. The participants were asked whether they would allow the interview to be recorded, after which the interview proceeded. During the interview, the researcher used prompts and open-ended questions.

This allowed the participants to share their perceptions and lived experiences. In instances where participants were departing from exploring the phenomenon, they were brought back by using prompts. When participants were sharing their lived experiences, the researcher controlled his

emotions and biases. Sixteen (16) participants were interviewed, with each interview lasting for approximately 35-60 minutes. The interviews were conducted in a closed office space that was convenient to them. An audio recorder was used to record the interviews as participants granted permission. These recordings and their transcriptions are kept in a password-protected computer for verification purposes.

d) Field notes

Three types of field notes - namely, observational notes, methodological notes, and personal notes, were applied by the researcher as described below:

- Observational notes

Observational notes are objective descriptions of events and conversations and the contexts in which they occur (Wahlin & Blomkamp, 2022). These observations may entail picking up emotions in the participants that the researcher may use to probe, as this may bring a lot of depth to the data. Participants' emotions were observed in the semi-structure interviews when they shared their lived experiences. Notes on critical aspects that the researcher observed were taken to assist the researcher to recall what transpired during the interviews.

- Methodological notes

Wahlin and Blomkamp (2022) state that methodological notes are tools that a researcher used about how observations should be made. Taking notes were very important for the researcher as this entailed reflection of what happened in the interviews, especially the expression of behaviour by the participants. Notes were further made by the researcher on each interview about the implicit element of the PC, attitudinal behavioural responses pertaining WE and TI, and meditation or cultural influence in the concepts PC, WE and TI of each interview were noted down. The researcher lastly wrote a combined methodologic note for Black managerial and non-managerial participants.

- Personal notes

Personal notes entail reflecting about one's own feelings during the research process (Brough, 2020). The researcher evaluated himself to ensure that he is aware of his biasness and feelings so that this do not interfere with participants lived experiences and perceptions; in other words,

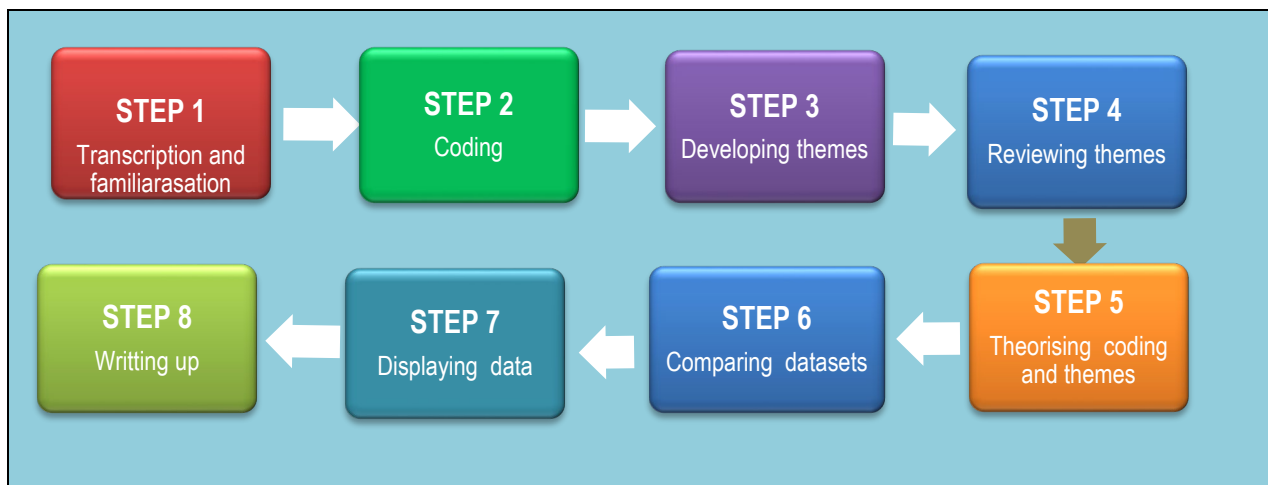
that personal perceptions and biases were separated from the participants' experiences (Brough, 2020).

e) Data analysis

Prior to data analysis, the data collected was transcribed and analysed using a qualitative method. Data analysis is a process in which the data is broken down into smaller meaningful pieces in order to interpret and conceptualise it (Enders, 2022). The researcher ensured that preconceptions did not distort the meaning of the data (Gill, 2020). The content of this study was analysed by applying a categorising technique. Data analysis in IPA focuses on the lived experiences of the participants and is thus a collaborative endeavour between researcher and participants to shape continuing data collection (Gill, 2020). This process ensured that pre-existing constructs do not shape the current analysis and theory formation. The researcher opted to develop themes and subthemes by scrutinising the data, and that no software was used to assist in the process. Figure 4.4 below depicts the process of thematic analysis followed in this study (Braun & Clarke, 2021).

Figure 4.4

Graphical Representation of the Thematic Analysis



Source: *Researcher's own interpretation as derived from the work of Braun and Clarke (2021)*

This study followed the thematic analysis process as explained by Braun and Clarke (2021). Hence, eight steps – as described below, were applied.

- Step 1: The tape-recorded individual interviews of the African black employees lived experiences were type. Notes were made as they come to mind.
- Step 2: The complete, interesting, and informative interviews were selected, and the researcher wrote remarks in the margins. The researcher organised feasible data from the comprehensive interviews into the main codes.
- Step 3: A list composed of all different topics were gathered and similar topics were clustered together. Then, topics were clustered into major topics, unique topics, and left-overs.
- Step 4: These topics were abbreviated as codes. The codes were used to formulate an interpretational preliminary analysis.
- Step 5: The descriptive wording that appears frequently on various topics were analysed and themes were formulated. Related topics were linked.
- Step 6: final decision to abbreviate each theme were made and the codes alphabetised.
- Step 7: Each theme's data transcripts were collected and linked with the theme.
- Step 8: The data were recorded, and findings reported. As explained above, the data was thus collected and analysed by the researcher to interpret and conceptualise it (Enders, 2022).

Once the data was analysed, similar data was grouped together, and axial coding was employed. Then the researcher identified common grounds and challenges that were faced by the private sector organisation. The analysis of the qualitative research methodology using a phenomenological approach allowed participants' descriptive realities to reveal themselves and the participants' (individual and collective) descriptive experiences were interpreted (The researcher explored whether African black employees have a different lived experiences about their PC and its impact on WE and TI in a South African private sector. Issues that were considered not to be relevant to the research questions were discarded

4.3.6 Phase 3: Conclusions, recommendations, and limitations.

Phase 3 entailed an analysis of the research data that was obtained during the interviews. This data was integrated with the extant literature findings as explained in Chapters 4 and 5 to compare with the study's findings on the African Black employees' lived experiences and perceptions

regarding the PC and how it affects their WE and TI from the perspective of AKS. Based there upon, recommendations were made on how to manage perceptions of African blacks' employees within this context. .

4.3.6.1 Research questions

Phase 3: General research question: Considering the findings of the current research, what conclusions, recommendations and propositions can be made to HRM professionals and for future research in this field?

To address the general research question of Phase 3 as set out above, the following research questions were addressed (see section 2.3.2.1):

Empirical research question 5: What conclusions and recommendations may be made to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS?

Empirical research question 6: What recommendations may be made for future research on the PC, WE and TI from an AKS perspective?

4.3.6.2 Research objective

Phase 3: General research objective: To explore, based on the findings of the current research, what conclusions, recommendations and propositions can be made to HRM professionals and for future research in this field.

To address the general research objective of Phase 3 as set out above, the following research objectives were addressed (see section 2.3.2.2):

Empirical research objective 5: To provide recommendations to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS.

Empirical research objective 6: To offer recommendations for future research on the PC, WE and TI from an AKS perspective.

4.3.7 Recording of data

All the interviews were audio recorded, transcribed verbatim and then checked by the researcher. The interviews were audio recorded to ensure accuracy and quality of the data. Recording the interview ensures that the researcher gets the data correctly (Johnson & Christensen, 2020). The transcripts were used in the data analysis process. Both the audio recordings and transcripts will be kept for future use.

4.4 MEASURES TO ENSURE TRUSTWORTHINESS IN QUALITATIVE INTERPRETIVE RESEARCH

Guba (1981) suggested a model to ensure trustworthiness in qualitative research. The scholarly literature indicates elements relevant to phenomenological researchers (Gill, 2020; Alam, 2021; Alase, 2017 & Johnson & Christensen, 2020), namely truth value, applicability, consistency, and neutrality.

4.4.1 Truth value

Findings of a research study are of true value when researchers have enough confidence in them to pass it on to other scholars (Johnson & Christensen, 2020). This entails focusing on making clear links between data and analysis so that the reader can redevelop the line of reasoning (Brough, 2020). The researcher achieved truth value for this study through employing credibility, transferability, dependability, confirmability, triangulation, and referential adequacy.

4.4.1.1 Credibility

Credibility refers to the authenticity and the confidence of data found based on the methods adopted by the researcher and the concurrent interpretations of the data (Johnson & Christensen, 2020). In this study, the opinions of the participants were sought, and credible deductions were made to ensure trustworthiness (Johnson & Christensen, 2020). A gate keeper, who did not form part of the formal interview discussion but had a good understanding of the research field (peer debriefing), assisted to interrogate the data (Brough, 2020).

4.4.1.2 Transferability

Transferability refers to a process in which the researcher infers how the research findings link to other studies (Johnson & Christensen, 2020). Transferability is the imaginative application of findings to other settings (Johnson & Christensen, 2020). In this study, the data was collected from the interviews to determine whether it can be applicable to other similar working environments e.g., other departments of HRM in private sector organisations. Transferability in this study was not applicable. The researcher provided a satisfactory report of the occurrence to allow readers to understand how black employees lived experiences influences their psychological contract. (Wahlin& Blomkamp, 2022).

4.4.1.3 Dependability

To address the dependability of the study, the processes (research design and implementation, how data was gathered and the reflective appraisal of the project) within the study were reported in detail (Coleman, 2022). This allowed the reader to see to which extent proper research practices have been followed (Coleman, 2022). In this research, the interviews were carefully conducted to extract maximum information regarding the lived experiences of participants relating to the empirical research questions.

4.4.1.4 Confirmability

Confirmability is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher, as researchers are concerned to remain objective (Adler, 2022). The intrusion of the researcher's biases was inevitable. A key criterion for confirmability is the extent to which the researcher admits his own predispositions (Adler, 2022). Lincoln and Guba (1981) 30) defined the term of confirmability as the confirmation of the findings by the respondents without bias from the researcher or other external influences. The findings can thus be confirmed by an independent source other than the researcher as the term is synonymous to validity (Lincoln & Guba, 1981). Confirmability thus assesses the degree to which the results of a study can be confirmed by others (Adler, 2022). After wide research on the topic in South Africa, little academic literature was available on the subject; and the validity and accuracy of the findings may have to be assessed by the academia (Lincoln & Guba, 1981). However, as far as possible, the findings

of this study were confirmed through literature and scientific insights from the researcher's supervisor and colleagues.

4.4.1.5 Triangulation

When a researcher engages in triangulation, the researcher attempts to use a variety of data sources, different investigators, different theories, and different methods (Klem et al., 2022). Guba (1981) opines that, when data can be verified by at least two sources, then it can be accepted. Triangulation of data sources of this study entailed using field notes, qualitative interviews, and literature sources.

4.4.1.6 Referential adequacy

Referential adequacy requires a researcher to provide raw materials that other researchers can use to verify the findings (Klem et al., 2022). The researcher maintained referential adequacy by documenting interview questions, field notes, participation and informed consent forms, ethical clearance certificate, permission to conduct research certificate, and a language editing certificate.

4.5.1 Applicability

Guba (1981) states that truth statements are not possible in the descriptive and phenomenological studies. Participants provided interpretive statements during interviews. The applicability of this study was discovered by conducting dense descriptions and using a sampling strategy (Adler, 2022).

4.5.1.1 Dense description

Dense description is a description of human social action that describes not just physical behaviours, but their context as interpreted by the actors as well, so that it can be better understood by an outsider (Adler, 2022). To ensure the effectiveness of dense description, it should typically add a record of subjective explanations and meanings provided by the people engaged in the behaviours, making the collected data of greater value for studies by other social scientists (Coleman, 2022). Direct verbatim quotations from the participants to enhance the applicability of this study were provided. Chapter 5 provides some direct quotes where applicable.

4.5.1.2 Nominated sample

The participants in this study were purposefully selected and guided by sample criteria, for more information pertaining inclusion and exclusion criteria for sample selection refer to table 2.2). A sample of the raw data for verification can be made available and the rest will be stored securely for future verification. To re-contextualise the findings, literature control was also used.

4.5.2 Consistency

Consistency can be determined if the findings can be consistently repeated when the inquiry were replicated with the same or similar subjects in the same or similar context. The following measures of consistency were utilised:

4.5.2.1 Dependability audit, including a dense description of the research method

In the dependability audit process, the researcher can choose an external auditor to check the processes of inquiry (Coleman, 2022). This study achieved this process by providing a clear description of the research design, data collection methods and analysis so that my supervisor and the examiners could understand how the purpose and the objectives of this study were achieved. The researcher is also willing to provide the raw data, interviews, documents and field notes collected from the field to an external researcher who might want to audit this study.

4.5.2.2 Stepwise replication research

Stepwise replication of research occurs when the researcher describes the entire research process so that other researchers can follow similar steps (Adler, 2022). The researcher adopted the same approach to explain the research design, complementary approaches and the methods used to achieve the purpose and objectives of this study.

4.5.2.3 Neutrality

Neutrality refers to determining whether the study “can be confirmed by other studies” (Adler, 2022. p.15). Furthermore, to ensure neutrality in the study, questions such as: *Do the data help confirm the general findings and lead to the implications*, should be asked (Adler, 2022). This study ensured neutrality through conducting a confirmability audit, which is briefly discussed below.

4.5.2.4 Confirmability audit

Guba (1981) indicated that when a researcher wants to ensure a confirmability audit, it is crucial that the researcher provides evidence for every claim. This author stated that to ensure that a confirmability process is executed, the researcher must keep records of raw data and field notes along with various sources; and use direct quotations to support any claims that were made in the study. The researcher can confirm that all these recommendations were followed in the research. Triangulation and reflexivity were also applied to ensure confirmability in the current study (Klem et al., 2022).

4.6 ETHICAL CONSIDERATIONS

Ethics refers to all the values, principles, and morals that distinguish acceptable and unacceptable conduct, what is right and what wrong, good, or bad (Johnson & Christensen, 2020). When conducting research on humans, ethical implications are important to consider (Johnson & Christensen, 2020). During the research process potential ethical challenges that may arise should be considered. The study complied with the research ethics policy and guidelines as stated by the University of South Africa (Unisa). The Policy on Research Ethics of Unisa (2022) acted as an institutional guide to engaging with research ethics. This policy supports the application of the conditions that follow from the ethics principles for conducting human participant research, particularly in respect of autonomy, beneficence (benefit-risk analysis) and justice (Unisa, 2022). The following sections show how the researcher adhered to these conditions.

4.6.1 Respect for autonomy

The process of respect for autonomy involves respecting the decision-making capacities of autonomous persons, enabling individuals to make reasoned and informed choices (Suri, 2020). Similarly, Thani et al. (2023, p. 88) state that “the human subject’s personal dignity and self-determination need to be recognised”. The selected participants were African black managerial and non-managerial employees working in a private sector organisation based in Pretoria North in South Africa that met the inclusion criteria (Thani et al., 2023). Ethics clearance approval was obtained from the relevant Unisa Ethics Review Committee to conduct the study. Furthermore, permission was obtained from the organisation to gain access to the prospective participants to recruit them to voluntarily participate in the study (Eisend & Kuss, 2019). As a researcher I was

aware of the importance of respecting the participants' autonomy. Hence, a gatekeeper was tasked with sending an invitation to participants that met the inclusion criteria. Participants were given the opportunity to volunteer to participate in the study.

Before the commencement of the interview, I welcomed and thanked the participants for accepting to participate in the study and explained the purpose of the research. Participants were provided with both verbal and written information about the aim of the study, the reason why they were selected to participate and how they would be involved in the study. Thereafter, all participants were emailed the consent to complete and then submitted it electronically to the researcher (Eisend & Kuss, 2019). Once the researcher has received the signed consent form in his mailbox, the interview commenced (Eisend & Kuss, 2019).

The consent form should provide sufficient information to participants, so that they understand the implications of their participation (Eisend & Kuss, 2019). The researcher made it clear to the participants that, participation is voluntarily and that they can withdraw from participation at any given time (Eisend & Kuss, 2019). Since a gatekeeper was used in the research context (Auditors, South African Board for Personal Professional (SABPP) or Labournet), participants may associate the researcher with the invested interest of the gatekeeper (Eisend & Kuss, 2019). Hence, participants were alerted to their right to not participate in the study or to withdraw at any given time.

4.6.2 Beneficence

Beneficence entails a researcher's duty of doing well by respecting participant's well-being throughout the research process (Martin-Parent & Dewart, 2023). Similarly, beneficence involves an obligation to protect subjects from harm by ensuring a favourable risk-benefit ratio (Eisend & Kuss, 2019). Any harm must be avoided to the participants, be it through risks such as emotional wellbeing, mental or physical health, social or even group cohesion (Eisend & Kuss, 2019). The DREC declared this study as a low-risk category (Unisa, 2022). Unisa standard operating procedure for Research Ethics Risk Assessment (SOP) classifies a low-risk category in a research study as a research study involving human participants directly in which the only foreseeable risk of harm is the potential for minor emotional or other discomfort or inconvenience (Unisa, 2022). However, the risk can easily be mitigated by the researcher. In addition, low risk can be classified as mostly acceptable and tolerable involvement (direct or indirect) of human subjects that constitute a low risk of harm (Martin- Parent & Dewart, 2023)

During the interviews, the researcher listened attentively to the lived experiences of the participants, as well as to their tone of voice. In some instances, the researcher became aware of some emotional discomfort, participants were assured that the researcher was neutral and that it was safe for them to share their lived experiences. The researcher also indicated to the participants that the main benefit of this study was to advance the knowledge in the field of HRM focusing on their lived experiences of their PC and how they perceive this to impact on their WE and TI.

4.6.3 Justice

The principle of justice entails that procedures and outcomes in the selection of research subjects should be fair (Martin-Parent & Dewart, 2023). Participants were selected purposively by following the selection process. Inclusion and exclusion criteria were considered to avoid undue influence from others.

4.7 REPORTING OF FINDINGS

The researcher used the APA referencing method (APA, 2020) and authored the report in an academic format as prescribed by Unisa (2022). This allows the possibility of an academic article and possibly, further research. The final report is an extensive construction and description of the phenomenon being studied from the feelings, voices, meanings, and actions of the participants involved in this study.

4.7.1 Reporting on the empirical results and use of current literature

The report on empirical results began with the discussion of the qualitative results. This culminated in the comparison of the research results with extant scholarly literature to enable an answer to the set research questions. Finally, the limitations to the study were presented together with the conclusion and recommendations for future research (see Chapter 6).

4.8 SUMMARY OF THE CHAPTER

This chapter described the methodology of the present study. The chapter outlined a qualitative approach, phenomenological strategy and methods that were adopted by the researcher in order to execute the empirical research. This chapter further addressed ethical issues in terms of respect for persons, beneficence, and justice. The next chapter outlines the empirical findings of the current study.

CHAPTER 5

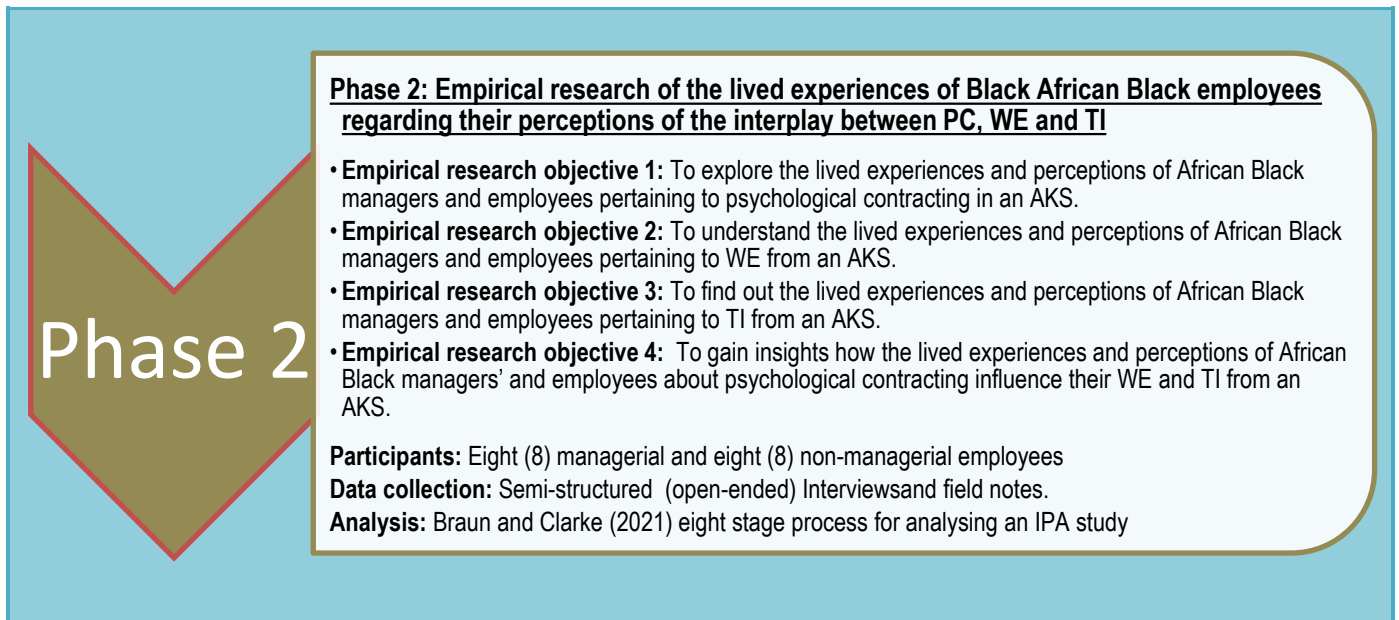
RESEARCH FINDINGS

5.1 INTRODUCTION

This chapter forms part of Phase 2 and presents descriptively, the findings of the study. The previous chapter discussed the methodology of the present study. The researcher provides descriptive research findings from semi-structured interviews with participants in a private sector organisation, based in the north of Pretoria, Tshwane metropolitan of South Africa. The chapter reports on the aim to assess the lived experiences of black African employees regarding the PC and its perceived effect on WE and TI within a South African private sector organisation. The research aimed to explore if and how these constructs are influenced by culture of African black employees. Chapter 5, as part of Phase 2, therefore addresses the empirical research objectives which are highlighted in figure 5.1 below.

Figure 5.1

Graphical Representation of Phase 2



The next section describes the biographical characteristics of the participants.

5.2 BIOGRAPHICAL CHARACTERISTICS OF PARTICIPANTS

Table 5.1 shows the distribution of participants by age at the time of the study.

Table 5.1

Distribution of Participants by Age

Age groups	18-30	30-40	40-50	50-60	60-65	Total
Frequency	1	2	10	3	0	16
Percentage of sample	6,25%	12,50%	62,5%	18,75%	0%	100%

Table 5.1 indicates that one (1) participant was between the ages 18 and 30 (6, 25% of the sample), two (2) participants were between the ages 30 and 40 (12.50% of the sample), ten (10) participants were between 40 and 50 years (62.5% of the sample), and three (3) participants were between the ages 50 and 60 (18, 75% of the sample). The study thus composed of participants from different ages. Most participants were between the age ranges of 40 and 50 (the maintenance phase of the career). The study was in line with the parameters of the Economically Active Population applicable in South Africa (EAPSA), which ranges from ages 18-65 (Statistics South Africa, 2013).

Table 5.2 below indicates the race, gender, and work status of the sample.

Table 5.2*Distribution of Participants by Race, Gender, and work status*

RACE	African Blacks		
GENDER	Male	Female	Total
WORK STATUS			
Managerial employees			
Top management	0	0	0
Senior management	2	2	4
Skilled technical, supervisors academically qualified and junior management	2	2	4
Non-managerial employees			
Unskilled employee - operators	2	6	8
Total Participants	6	10	16

Table 5.2 indicates that there were eight (8) African black participants (50%) from managerial level, and eight (8) African black participants (50%) non-managerial level. As previously explained, there were no Coloureds, Indians and White participants included in the sample (see section 2.3.2.3). Participants occupying managerial positions were either from senior (4) or junior (4) management. The managerial category also included skilled technical and/or academically qualified employees that were not on a managerial level, but who were regarded as professionals and thus had a number of unskilled employees that reported to them. Non-managerial participants numbered eight (8). The sixteen (16) participants included 10 (62.5%) females and 6 (37, 5%) males. The research participants were thus representative of African black females and males' employees.

Table 5.3 provides an understanding of the participants' tenure of employment with their current employer at the time of the study.

Table 5.3

Distribution of Participants by Tenure of Service

Tenure of service	0-1 years	2-5 years	6 -10 years	11 -15 years	16 -20 years	21-25 years
Frequency	0	5	3	5	3	0

Table 5.3 indicates that at the time of the study, eleven (11) participants had been with their employers from 6 and 20 years and five (5) participants between 1 and 5 years.

To conclude, the sample was mostly represented by African black Females (10) from the age group 40 to 50 years, who had more than 10 years of experience and over 10 years of work time at the current employer. All participants were African blacks and there was equal representation between managerial and non-managerial staff.

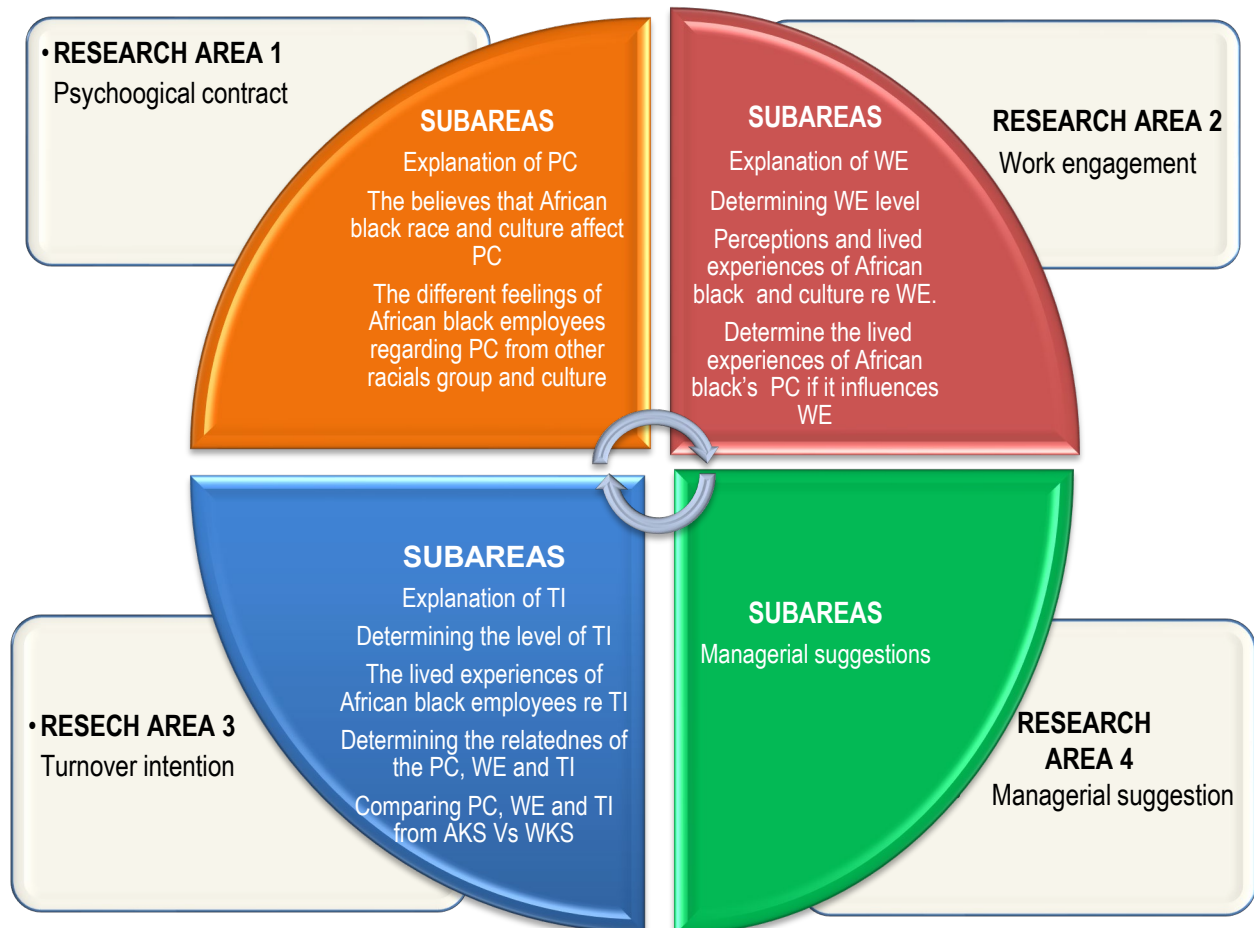
5.3 REPORTING OF FINDINGS

The lived experiences of African black employees regarding the PC and its perceived effect on WE and TI within the context of a South African private sector organisation were assessed. Four main themes were identified, using Braun and Clarke's (2021) process of thematic analysis as indicated in Figure 5.2 below: (1) Psychological contract, (2) Work engagement, (3) Turnover intention and (4) Suggestions to management. Each of these main themes had several subthemes. The answers to the research questions and the data content were obtained to achieve the objectives of the research.

The data and findings of this study were obtained by applying the methods and research processes as outlined in Chapter 4. Sixteen participants responded to the invite. Eight from a managerial and eight from non-managerial participants were selected based on the lived experiences about their PC and its impact on WE, and TI that could lead to richer information. Sixteen semi-structured (open-ended) interviews were conducted. More interviewed would have been conducted if it were necessary; however, data saturation was reached after the 16 interviews were conducted (Brough, 2020).

Figure 5.2

Graphical Representation of Research Areas and Sub-areas



The results will be presented and discussed in this chapter in the same sequence as the research questions and research steps set out in Chapter 2 (Brough, 2019). During the interviews participants were asked eighteen (18) research questions. The first questions related to their biographic information, followed by questions related to the lived experiences of the PC, WE and TI. Regarding the biographic information, participants were asked to share their age, race, gender, tenure, and work status.

The main research areas of this study are listed below:

- **RESEARCH AREA 1: THE PSYCHOLOGICAL CONTRACT**
- **RESEARCH AREA 2: WORK ENGAGEMENT**
- **RESEARCH AREA 3: TURNOVER INTENTION**

The interview questions pertaining to the PC, WE and TI are listed under each subarea.

The next sections discuss the research findings as per the questions asked (the same sequence in questions as above is followed in the reporting below).

5.4 RESEARCH AREA 1: THE PSYCHOLOGICAL CONTRACT

Sixteen semi-structured (open-ended) interviews were conducted (see section 5.3 above). All eighteen questions were asked during each of the individual interviews. The data collected from the participants were analysed. The demographics of the participants are indicated in Tables 5.1 to 5.3 above.

Research area 1 discusses the main themes and supporting subthemes that were identified. The sub-themes research areas are presented by providing a brief description, supported by evidence in the form of verbatim quotes and supported by other scholarly literature sources.

The participants' perceptions and lived experiences relevant to the construct of the PC within the context of a South African private sector organisation were explored during the interviews. Research Area 1: Psychological contract consisted of three research subareas, depicted in Figure 5.3:

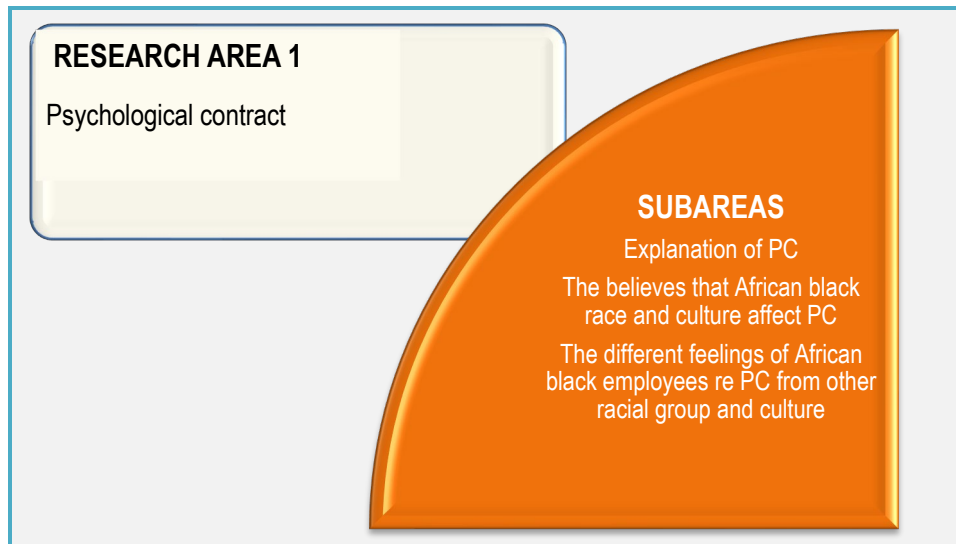
- Research subarea 1.1: Understanding of the PC.
- Research subarea 1.2: Lived experiences (race and culture) of African blacks' PC.
- Research subarea 1.3: Comparing lived experiences of African black employees' PC with other racial groups and cultures.

The respective research subareas are discussed below.

Research subarea 1.1 focuses on the understanding of the PC construct by participants, while research subareas 1.2 and 1.3 focus on the initial perceptions, lived experiences and the feelings of the participants (African Black employees) regarding their PC.

Figure 5.3

Graphical Representation of the Psychological Contract Research Area and its Subareas



During the interviews, the following questions were asked to determine a biographic description of the sample, and also to determine that participants met the inclusion criteria:

- Are you in a management or non-management position?
- May you confirm your age?
- May you please confirm your race?
- May you please confirm your gender?
- May you confirm your work tenure?

During the interviews, the following questions were asked pertaining to Research Area 1:

- What is your understanding of a PC? (Research subarea 1.1)
- Do you belief that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your PC at work? Please explain your answer. (Research subarea 1.2)
- Do you feel that your lived experiences of the PC in your workplace differ from that of other racial groups and cultures? Please elaborate. (Research subarea 1.3)

5.4.1 Research subarea 1.1 Understanding of the psychological contract

Table 5.4 summarises the answers of participants regarding their understanding of the PC, followed by a discussion of the main themes and subthemes that were identified.

Table 5.4

Participants' Understanding of the Psychological Contract

Main question: What is your understanding of a psychological contract?	
Verbatim evidence	Initial Subtheme codes
Participant 1: "I'd say it is a person's expectation of how the work relationship should be between the employer and the employee".	Mutual expectations and reciprocal exchange relationship
Participant 2: "I can say it is when me and my boss work together with the mind of benefitting all of us in the workplace".	Mutual expectations and reciprocal exchange relationship
Participant 4: "For me it is fair and good exchange relationships in employment by doing what we agreed on to do both of us".	Mutual expectations and reciprocal exchange relationship
Participant 7: "It would be an exchange employment relationship between myself and the employer so the employer-employee relationship and its different dynamics".	Mutual expectations and reciprocal exchange relationship
Participant 10: "I would say it is having a relationship with the employer, me providing a service and in turn being rewarded for that. But bearing in mind also that it is not about the money, it's also about empowering others because there are people that are looking up to me, it's like being a motivator."	Mutual expectations and reciprocal exchange relationship
Participant 12: "For me it is a relationship between an employer and an employee so for the service that I bring, then the company have to give me something, so it's a give and get".	Mutual expectations and reciprocal exchange relationship
Participant 13: "My understanding for psychological contract is what the employer is giving and what I give the employer".	Mutual expectations and reciprocal exchange relationship
Participant 14: "Psychological contract is the exchange relationship between me and the employer because I am employed by the employer, and me I must work so that I get a salary at the end of the day so this means we must work together for the better of our employment relationship".	Mutual expectations and reciprocal exchange relationship

Main question: Main question: What is your understanding of a psychological contract?	
Verbatim evidence	Initial Subtheme codes
Participant 6: "I think a psychological contract is the agreement that must exist between me and my employer for the sake of our relationship in work".	Mutual employment agreement
Participant 8: "Psychological contract what it means is an agreement between two people meaning there is a benefit in both sides, this means that two parties they are in agreement and both parties must get their end of their deal".	Mutual Expectations
Participant 11: "It can be a contract that you have between two people... they agree on some certain conditions ... from this term or up to this term, pending on their mutual understanding within the contract".	Reciprocal relationship
Participant 9: "I think it involves something to do with employment, basically what you are required to do because from the beginning everyone must be clear and have a good understanding of what their responsibility must be in the employment agreement"	Reciprocal relationship
Participant 3: "I think it is the way my mind is being set up by the business to think and to reason things which will affect my relationship in the workplace".	Work relationships outside formal contract
Participant 15: "In my understanding psychological contract is the mental condition of an employee when his around this working environment".	Mental state and behaviour
Participant 16: For me basically it is the engagement between the employer and the employee outside your contract that you have signed with your employer that is related to your job description and salary in terms of the work environment and how is the treatment between the employer and the employee outside the work scope".	Work relationship outside formal contract

Discussion

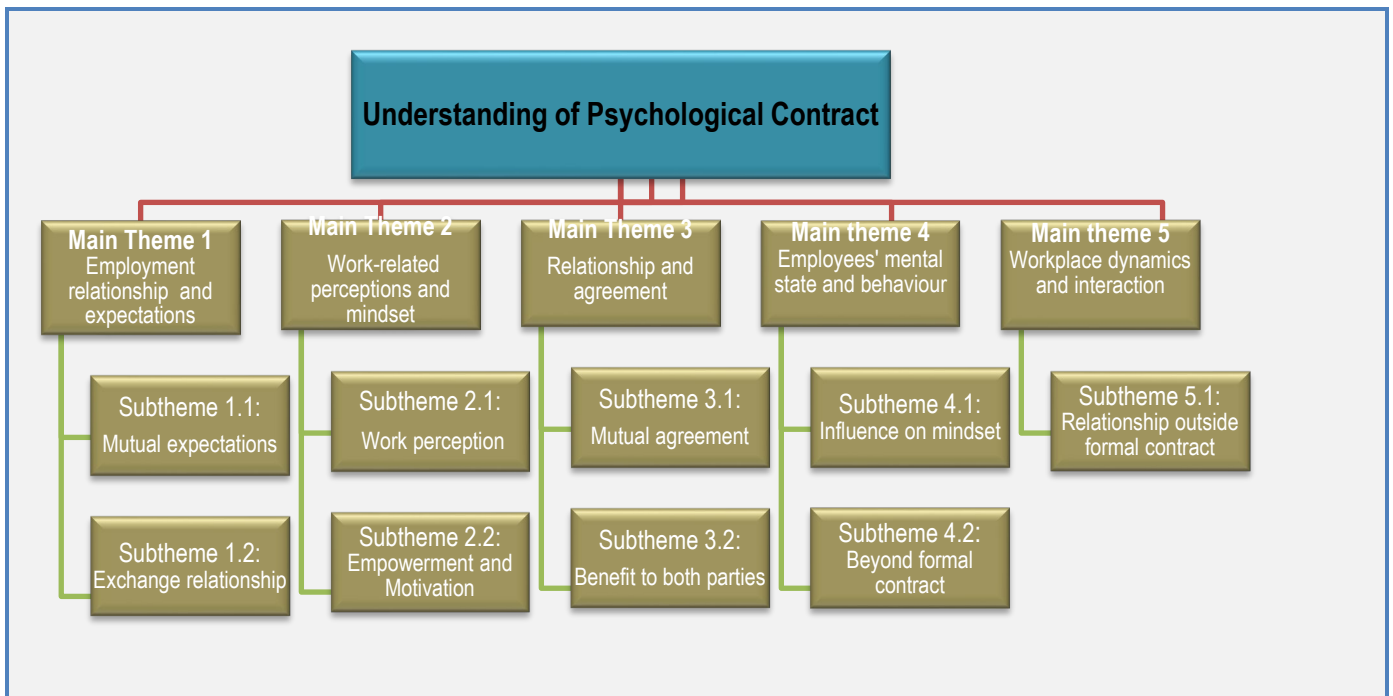
Table 5.4 provides some of the participant's definitions of the PC in their own words. The majority of participants eight (8) (participants 1, 2, 4, 7, 10, 12, 13 and 14) defined the PC as mutual expectations and reciprocal exchange relationship, while four (4) participants (6, 8, 9, and 11) defined the PC as an employment agreement. One (1) participant (interviewee 5) regarded the PC as how employees are viewed regarding work-related issues, while another (participant 3) defined the PC as a work relationship. Participant 15 defined the PC as the mental condition of an employee. Participant 16 defined the PC as a work relationship outside the formal contract.

It can therefore be concluded that the participants believed that a PC exists in the employment relationship. Participants understood the PC as reciprocal exchange relationships, the give and take between the employee and the employer. This reciprocal viewpoint of the PC is supported by Rousseau (1989) who mentioned that the PC involves an individual's beliefs regarding the terms and conditions of the reciprocal exchange agreement between the focal person and another party.

From the initial consideration of the participants' answers and sub-coding as reflected in Table 5.4, the researcher categorised participants' understanding of the construct "psychological contract" into several main themes and subthemes. The main themes and subthemes are illustrated in Figure 5.3, followed by an explanation of each. Figure 5.1 depicts the various main themes and subthemes that were identified from participants' answers to the interview question: "What is your understanding of a psychological contract?" The question was asked to ascertain whether participants understood the meaning of the construct before the rest of the interview could commence. Table 5.5 indicated the various answers participants gave, together with an initial coding process. The quotes were then scrutinised some more to develop the following main themes and subthemes.

Figure 5.4

Graphical Illustration of Research Area 1.1: Understanding of the Psychological Contract



Main Theme 1: Employment Relationship and Expectations

Two subthemes were identified under main theme 1.

Subtheme 1.1: Mutual Expectations: Participants see the PC as an agreement or understanding between the employer and the employee, where both parties have expectations about their roles and responsibilities in the workplace. This Subtheme emphasises the mutual aspect of the contract. The following quote from participant 8 emphasises this point:

Participant 8: *“Psychological contract what it means is an agreement between two people meaning there is a benefit in both sides, this means that two parties they are in agreement and both parties must get their end of their deal”.*

Participant 14: *“Psychological contract is the exchange relationship between me and the employer because I am employed by the employer, and me I must work so that I get a salary at the end of the day so this means we must work together for the better of our employment relationship”.*

Subtheme 1.2: Exchange Relationship: Some participants highlight the idea of a give-and-take relationship in the psychological contract. They see it as a reciprocal arrangement where the employee provides services, and in return, the employer rewards them. This Subtheme emphasises the exchange of efforts and benefits. This subtheme is confirmed by two quotes from participant 12 and 13:

Participant 12: *“For me it is a relationship between an employer and an employee so for the service that I bring, then the company have to give me something, so it's a give and get”.*

Participant 13: *“My understanding for psychological contract is what the employer is giving and what I give the employer”.*

Main Theme 2: Work-Related Perception and Mindset

Two subthemes followed under main theme 2.

Subtheme 2.1: Work Perception: Several participants mention that the psychological contract influences how they perceive work and their relationship with their employer. It's not just about the formal agreement but also about how they mentally approach their work. The following quote from participant 9 substantiate this point:

Participant 9: *"I think it involves something to do with employment, basically what you are required to do because from the beginning everyone must be clear and have a good understanding of what their responsibility must be in the employment agreement"*.

Subtheme 2.2: Empowerment and Motivation: One participant goes beyond monetary benefits and discusses how the psychological contract also involves empowering others and acting as a motivator. This Subtheme highlights the psychological and motivational aspects of the contract. The following quote from participant 10 support this subtheme:

Participant 10: *"I would say it is having a relationship with the employer, me providing a service and in turn being rewarded for that. But bearing in mind also that it is not about the money, it's also about empowering others because there are people that are looking up to me, it's like being a motivator."*

Main Theme 3: Relationship and Agreement

The research expanded main theme 3 into two subthemes.

Subtheme 3.1: Mutual Agreement: Participants emphasise that the psychological contract involves an agreement between the employer and the employee. This Subtheme underscores the importance of clear understanding and mutual consent. This subtheme is supported by the quote of participant 6 below:

Participant 6: *"I think a psychological contract is the agreement that must exist between me and my employer for the sake of our relationship in work"*.

Subtheme 3.2: Benefit to Both Parties: The concept of a mutually beneficial relationship is evident in some responses. Participants see the psychological contract as an agreement where both parties benefit, emphasizing a win-win situation. The following quote from participant 2 support this point:

Participant 2: *"I can say it is when me and my boss work together with the mind of benefitting all of us in the workplace"*.

Main Theme 4: Employee's Mental State and Behaviour

Two subthemes emerged under main theme 4.

Subtheme 4.1: Influence on Mindset: Some participants suggest that the psychological contract affects their mindset and how they think and reason in the workplace. This Subtheme highlights the psychological impact of the contract on the employee's attitude and behaviour. This subtheme is supported by the following quote from participant 3:

Participant 3: *"I think it is the way my mind is being set up by the business to think and to reason things which will affect my relationship in the workplace".*

Subtheme 4.2: Beyond Formal Contract: One participant mentions that the psychological contract extends beyond the formal employment contract. It involves the employee's mental condition and their experiences in the work environment. This Subtheme emphasises the holistic nature of the psychological contract. The following quote from participant 15 emphasises this point:

Participant 15: *"In my understanding psychological contract is the mental condition of an employee when his around this working environment".*

Main Theme 5: Workplace Dynamics and Interaction

One subtheme was identified under main theme 5.

Subtheme 5.1: Relationship Outside Formal Contract: One participant points out that the PC involves the interactions and engagement between the employer and the employee outside the scope of the formal contract. This Subtheme highlights the interpersonal dynamics in the workplace. This subtheme is supported by the following quote from participant 16:

Participant 16: *"For me basically it is the engagement between the employer and the employee outside your contract that you have signed with your employer that is related to your job description and salary in terms of the work environment and how is the treatment between the employer and the employee outside the work scope".*

Summary and conclusion

These themes and subthemes collectively reflect participants' diverse perspectives on the PC. While there are commonalities in their understanding, such as the emphasis on mutual agreements and benefit to both parties, there is also recognition of the psychological and behavioural aspects of the contract that go beyond formal agreements. The PC is seen as influencing both the perception of work and the dynamics of the employment relationship.

This summary and conclusion of main themes and subthemes of research area 1 are supported by the following authors:

- Rousseau (1989) who mentioned that PC involves individual's beliefs regarding the terms and conditions of the reciprocal exchange agreement between the focal person and another party.
- Burke and Crawling (2020) state that, the basic principle is that to have successful employment relationships, balance and reciprocity between contributions and outcomes is crucial in the mutual agreement.
- Van den Groenendaal et al. (2023) pointed out that, unbalanced employment relationship could lead to negative emotions, attitudes, and behaviours of the parties involved.
- Cross and Swart (2021) indicate that PC or employment relationship occurs effectively when each party promises a specific consideration in return for the consideration promised by the other in return such as getting pay salaries and other benefits.

For the purpose of this study, the researcher will make use of the most recent definition by Agarwal (2020), who define PC "as a person's perception regarding the reciprocal exchange relationship that exists between an employee and an organisation". One can thus agree that there are correlation between the definitions of this study and of the participants.

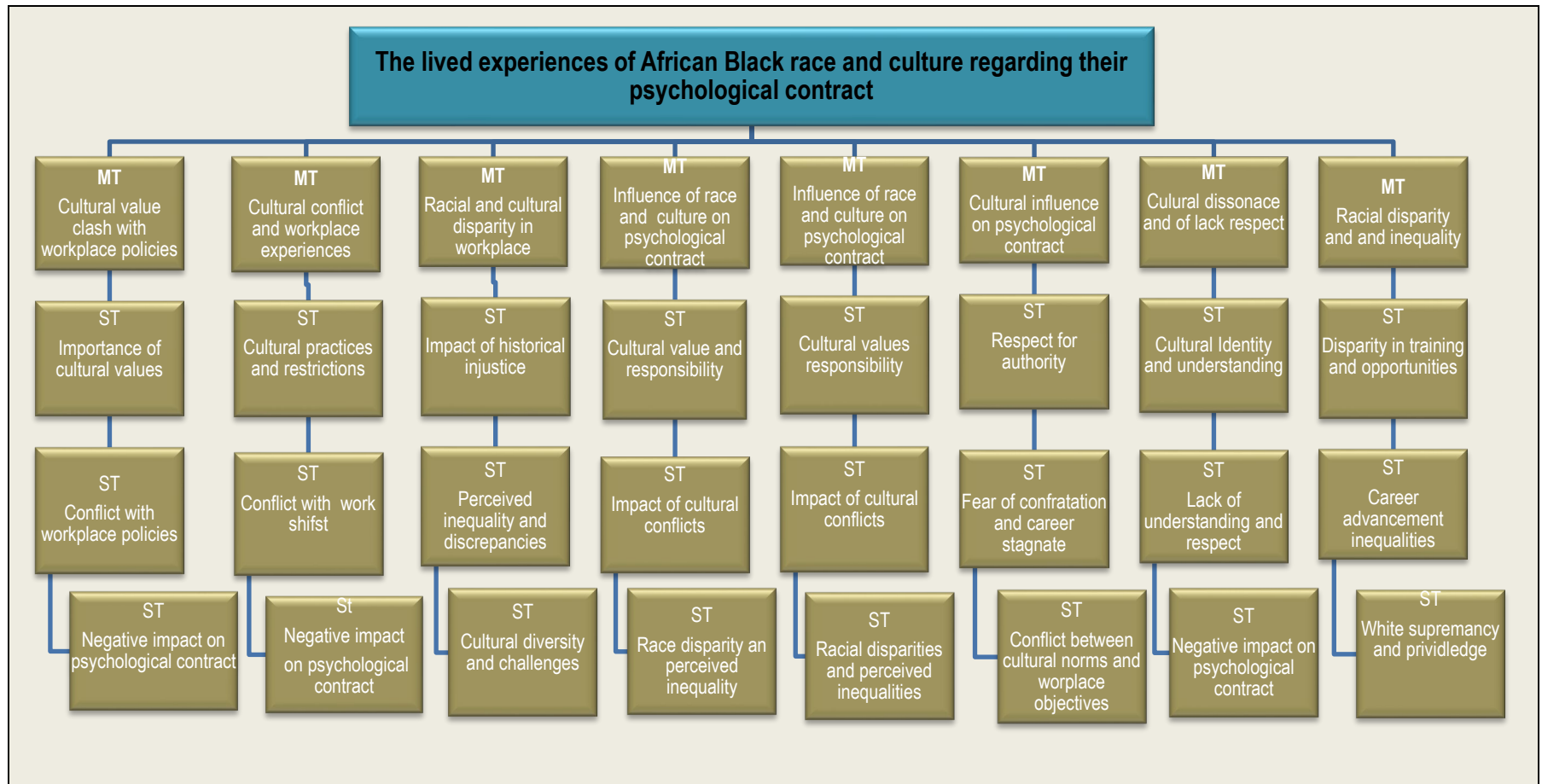
Because it was clear that participants had a fairly good understanding of the psychological construct, the interviews could continue.

5.4.2 Research subarea 1.2: Lived experiences of the African Black employees' race culture regarding their psychological contract

The perceptions and lived experiences of the participants (specifically as it relates to the African black employees' race and culture) regarding their psychological contracts are reported on in table 5.5 below. Because this question was so pertinent to the research questions, the coding and development of themes were done in two rounds. During round 1 (reflected in Table 5.5) each quote was scrutinised for in-depth understanding, whereafter a main theme and subthemes were developed for each quote. During round 2, the main themes and subthemes identified in Round 1 were integrated and collapsed into a summary of final main themes and subthemes for research subarea 1.2. Table 5.5 is followed with a discussion of the final themes and subthemes, which are also depicted in figure 5.5 below

Figure 5.5

Research Area 1.2: Lived Experiences of Black Employees' Race and Culture regarding their Psychological Contracts



Note. Researcher's own interpretation for abbreviations MT and ST (i.e. Main theme and Subtheme).

Figure 5.5

Research Area 1.2: Lived Experiences of Black Employees' Race and Culture regarding their Psychological Contracts (continued)

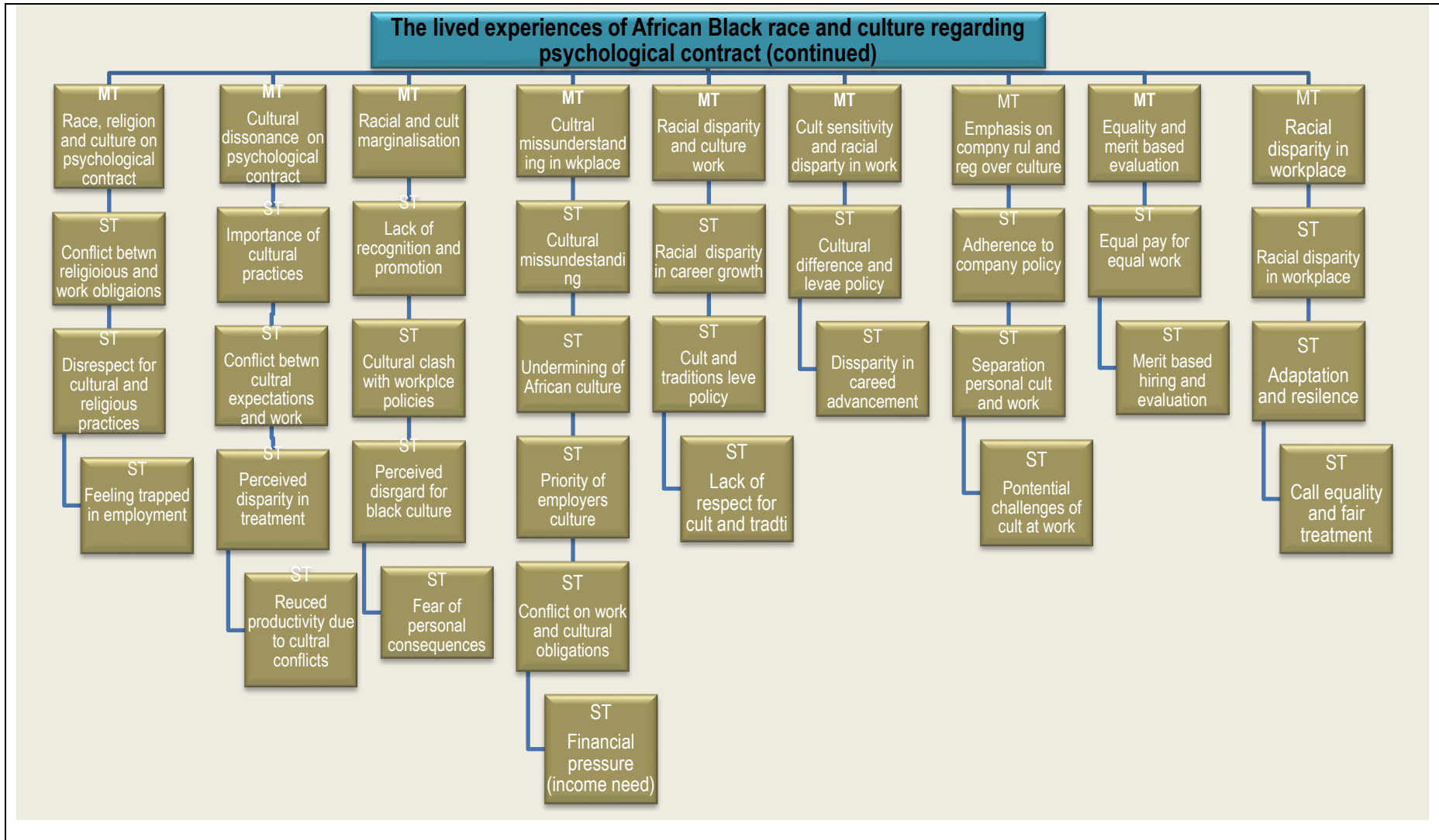


Table 5.5

Lived Experiences of the African Black Employees’ Race and Culture Regarding their Psychological Contracts

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>Participant 1: “Yes, I believe so. Me being an African black female, culturally we are ... err...people who believe in our traditions and cultures and these cultures they play ... err... a big part in our lives. For instance, my culture... says ubuntu is important. As a Motswana girl growing up in rural area, I was told that <i>Motho ke Motho ka batho</i>, meaning a person is a person by others and this can ... err... influence my psychological contract. I will give you an example, my biological father passed on in the past few months, and you know that in our culture if one of the family members’ passes on, we...we... must take some time off to prepare for the burial. But guess what, my manager refused to give me family responsibility leave because I didn’t have days left for leave, I was told to come back to work after two days and that really hurt me. So ... so ... this affects my psychological contract negatively because ... err ... my employer doesn’t care and ... err... understand about our culture. So, it... it ... bears some negatives in our psychological contract.</p>	<p>The quote from Participant 1 provides insights into how African Blacks perceive their social background, particularly their race and culture, and how influences their perceptions and lived experiences regarding their psychological contract at work. Participant 1 believes that her culture of ubuntu, which values human dignity and interdependence, is not respected by her employer, who denied her family responsibility leave when her father passed away. This negatively affects her psychological contract because she feels that her employer does not care and understand her culture.</p> <p>The meaning of this quote revolves around the following theme and Subtheme:</p> <p>Theme: Cultural Values and Clash with Workplace Policies</p> <p>Subtheme: Importance of Cultural Values: Participant 1 highlights the significance of cultural traditions and values in their life, emphasising the interconnectedness of humanity. This cultural value is deeply ingrained in their identity and guides their behaviour.</p> <p>Subtheme: Conflict with Workplace Policies: The participant describes a specific incident where their cultural practices clashed with workplace policies. When their biological father passed away, their culture dictates that they should take time off to prepare for the burial. However, their manager refused to grant them family responsibility leave,</p>	<p>Theme: Cultural Values and Clash with Workplace Policies</p> <ul style="list-style-type: none"> • Subtheme: Importance of Cultural Values, such as the spirit of ubuntu; and belief systems and customs (funeral, wedding and church customs) • Subtheme: Conflict with Workplace Policies • Subtheme: Negative Impact on Psychological Contract

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	<p>citing a lack of available leave days. This conflict between cultural expectations and workplace policies created a dilemma for Participant 1.</p> <p>Subtheme: Negative Impact on Psychological Contract: The quote underscores that this clash between cultural values and workplace policies negatively affects their psychological contract. The psychological contract represents the mutual expectations and obligations between the employer and the employee. In this case, the conflict between the cultural need for bereavement (family responsibility) leave and the workplace's denial of such leave leads to a sense of frustration and hurt, eroding the trust and understanding in the psychological contract.</p> <p>In summary, Participant 1's quote highlights the clash between their deeply held cultural values and workplace policies, specifically related to taking leave for family responsibilities. This cultural conflict is perceived as negatively affecting their psychological contract at work, as it creates tension and disappointment due to a perceived lack of cultural understanding and accommodation by the employer. This quote illustrates how cultural backgrounds can significantly influence an individual's experiences and expectations in the workplace, particularly when they clash with organisational policies.</p>	<p>Racial disparities</p>

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>Participant 2: “Yaa, I believe it affects my psychological contract negatively, because as a young black lady who ... (was) brought up ... to culturally believe ... I think it...it... will affect the employment negatively reasons being... Point number one, when it comes to my culture, I believe my culture does affect my psychological contract, because culturally, let me say one person in the family has died then we are not allowed to go out at night for a period of a year, or even not allowed to work at night. And this will affect my work because where I work, we work shifts, including night shifts, and this can be a problem, because the employer wants you to work night shift, but your culture says no, your parents or your child has passed on, for the whole six months you need to wear black clothes to follow the culture, but at work they need you to come to work. So, our psychological contract will be negatively affected.”</p>	<p>Participant 2: She believes that her culture of mourning, which restricts her from working at night or wearing certain colours for a period of time after a family member’s death, conflicts with her work requirements, such as working shifts. This negatively affects her psychological contract because she has to choose between honouring her culture and fulfilling her work obligations.</p> <p>The quote from Participant 2 offers insights into how African Black’s social background, particularly their race and culture, affects their perceptions and lived experiences regarding their psychological contract at work. The meaning of this quote revolves around the following theme and Subthemes:</p> <p>Theme: Cultural Conflicts and Workplace Expectations</p> <p>Subtheme: Cultural Practices and Restrictions: Participant 2 discusses how their cultural background influences their psychological contract at work. They mention a specific cultural practice related to mourning in their community. According to their culture, when someone in the family has died, there are restrictions on going out at night for a year and not working at night. This cultural practice is deeply ingrained and significant in their culture.</p> <p>Subtheme: Conflict with Work Shifts: The participant explains how their cultural practices clash with the demands of their job. In their workplace, employees are required to work shifts, including night shifts, which directly contradicts their cultural norms. This creates a conflict where the employer expects them to work during nighttime, but their culture dictates otherwise.</p>	<p>Theme: Cultural Conflicts and Workplace Expectations</p> <ul style="list-style-type: none"> ● Subtheme: Cultural Practices and Restrictions ● Subtheme: Conflict with Work Shifts ● Subtheme: Negative Impact on Psychological Contract

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	<p>Subtheme: Negative Impact on Psychological Contract: The quote emphasises that this clash between cultural norms and work expectations negatively affects their psychological contract. The psychological contract represents the mutual expectations and obligations between the employer and the employee. In this case, the clash between cultural practices and work shifts leads to tension and challenges in fulfilling these expectations.</p> <p>In summary, Participant 2's quote highlights the conflict between their cultural practices, especially related to mourning, and the work requirements, particularly night shifts. This cultural conflict is perceived as negatively affecting their psychological contract at work, as it creates challenges in fulfilling their job obligations while adhering to their cultural beliefs and practices. This quote underscores the complex interplay between cultural backgrounds and workplace expectations in shaping individuals' experiences in the workforce.</p>	
<p>Participant 4: "Yes, you know, as an African black person grown up in the very dusty environment; knowing how we suffered, and how many people are suffering out there, White people take that as the advantage to ill treat us. For instance, in my experience I was once in the position where I have been given a Coloured graduate to mentor. But after the programme, the graduate was appointed to the higher position, and they told me that I must report to him. Imagine what that has done to me personally, it affected me a lot, whereby I was thinking to pack my stuff and leave. No matter how much the employment relationship can be looking promising, but the fact that I am black? It will also ... be used against me. When it comes to...to... my...my... culture it can</p>	<p>Participant 4: The quote from Participant 4 provides insights into how Black African's social background, particularly their race and culture, influence their perceptions and lived experiences regarding their psychological contract at work. He believes that his race and background of growing up in a poor environment are used against him by his employer, who promoted a Coloured graduate that he mentored to a higher position than him. This negatively affects his psychological contract because he feels that he is discriminated and disrespected by his employer.</p> <p>The meaning of this quote revolves around the following theme and Subthemes:</p>	<p>Theme: Racial and Cultural Disparities in the Workplace</p> <ul style="list-style-type: none"> • Subtheme: Impact of Historical Injustices • Subtheme: Perceived Inequity and Discrimination

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>affect my psychological contract negatively. The thing is, you know in a company like this, it is not only one specific culture, but also a group where we are different people from different cultures and different tribes. So, when we get together, it becomes a problem because we need to understand one's culture and roots and try to accommodate one another in terms of language-wise, and background-wise ... where you are coming from ... and so on and so forth. So, at the end of the day, while trying to get that information, that's when we affect our exchange employment relationship. For instance, I am in a management position, because there are so many things that I have experienced in my work tenure in terms of this cultural thing, when we see white people coming down to give instructions, to say, remove this paper and put it there ... That symbolises disrespect in my culture. You can see that these people do not understand our culture as their culture. Yes, culture influences my psychological contract negatively."</p>	<p>Theme: Racial and Cultural Disparities in the Workplace</p> <p>Subtheme: Impact of Historical Injustices: Participant 4 acknowledges the historical injustices and discrimination faced by African black people, which have lasting effects on their experiences in the workplace. They suggest that some white people may take advantage of these historical disparities to mistreat black individuals.</p> <p>Subtheme: Perceived Inequity and Discrimination: The participant describes a personal experience where he was assigned to mentor a Coloured graduate, but after the program, that graduate was promoted to a higher position, and Participant 4 was instructed to report to him. This experience left him feeling unfairly treated and questioning the equity of the employment relationship. He believes that his race played a role in this situation.</p> <p>Subtheme: Cultural Diversity and Challenges: Participant 4 acknowledges the cultural diversity within his workplace, with employees coming from various cultural backgrounds and tribes. He emphasises the need for cultural understanding and accommodation among employees, highlighting that a lack of such understanding can lead to conflicts and negatively impact the employment relationship. The participant points out instances where actions by white colleagues, like giving instructions, are perceived as disrespectful in their own culture.</p> <p>Subtheme: Negative Influence on Psychological Contract: The quote underscores that these racial and cultural disparities, as well as a perceived lack of cultural understanding, negatively impact his psychological contract at work. Participant 4 expresses a sense of</p>	<ul style="list-style-type: none"> • Subtheme: Cultural Diversity and Challenges • Subtheme: Negative Influence on Psychological Contract

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	<p>frustration, alienation, and a potential desire to leave his job due to the perceived mistreatment and cultural insensitivity he has experienced.</p> <p>In summary, Participant 4's quote highlights the enduring impact of historical injustices and racial disparities on African Blacks' perceptions and experiences in the workplace. Specific examples of what they see as inequitable treatment based on race are provided by participants and emphasises the importance of cultural understanding and respect among colleagues. This quote illustrates how one's social background, including race and culture, can significantly shape their perceptions of the employment relationship and influence their job satisfaction and commitment. When the PC is negatively influenced, turnover intention is heightened.</p>	
<p>Participant 7: "I believe so, yes. My race and my culture influence my psychological contract negatively. For instance, my...my... culture affects my psychological contract, because as a Ndebele man you are given a responsibility to take care of your family ..., so, it will influence my psychological contract because I being here is for the sole reason of financial gain, which, then provides for my family. Ubuntu naturally is ... is... part of my tribe. If me and ... err... my employer does not ... err... come to terms with this culture thing.... then we... will not have a good employment relationship. Family support is... important in our culture. In my Ndebele ethnic group, all these beliefs are important. You see, I once wanted to ... err... go to attend this <i>Koma</i> (i.e., the traditional practice of Black men attending an initiation school that usually takes place during winter times at the mountains or in the bush) for ... err... a couple of days. But when I come back to work my Boss started to treat me very awkwardly.</p>	<p>Participant 7 believes that his social background, which includes their race (being a black male) and culture (belonging to the Ndebele tribe), significantly affects his psychological contract at work. He perceives that these aspects of his identity have a negative impact on his work experiences and employment relationship.</p> <p>The participant is essentially highlighting that his cultural values, such as the responsibility to support his family and the importance of communal harmony (ubuntu), clash with the expectations and practices at work. He believes that if his employer does not understand or accommodate these cultural aspects, it can negatively impact his employment relationship.</p> <p>Additionally, the participant expresses the perception that his race plays a role in his work experiences, indicating that systemic racial disparities in his country led to a need for him to work harder than his white counterparts to achieve similar outcomes in education and career advancement.</p>	<p>Theme: Influence of Race and Culture on the Psychological Contract</p> <ul style="list-style-type: none"> • Subtheme: Cultural Values and Responsibilities • Subtheme: Impact of Cultural Conflicts • Racial Disparities and Perceived Inequity

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>That's why I say race and culture influence my psychological contract negatively. In terms of my race, obviously because we are living in a country where there is a lot of disparity and marginalisation due to race, that for me guides even the whole construct around the psychological contract. Each one of us would have ... the perception ... because... as ...err.... that black person who is a black male... err... to get to the certain state, or to get to be compensated certain amount of money, or to be appointed to a certain position, I have to work much harder than a white male with the same level of education through the same education system, so because of race.”</p>	<p>In summary, this quote reflects how the participant's cultural background and experiences as a black male influence his psychological contract at work, leading to potential challenges and disparities in his employment relationship. The meaning of this quote can be broken down into the following theme and Subthemes:</p> <p>Theme: Influence of Race and Culture on the Psychological Contract</p> <p>Subtheme: Cultural Values and Responsibilities: Participant 7 emphasises that his Ndebele culture places a significant responsibility on him as a Ndebele man to take care of his family. This cultural expectation is an integral part of his psychological contract, as his primary reason for being employed is to provide for his family. Ubuntu, a core value in his tribe, further underscores the importance of community and family support. Any disconnect between his culture and his employer's expectations can negatively impact his psychological contract.</p> <p>Subtheme: Impact of Cultural Conflicts: The participant narrates an experience where he wanted to attend a cultural event (Koma) for a few days, but upon returning to work, his boss treated him awkwardly. This incident demonstrates how clashes between cultural practices and workplace demands can disrupt the employment relationship and create tension.</p> <p>Subtheme: Racial Disparities and Perceived Inequity: Participant 7 acknowledges the racial disparities and marginalisation prevalent in his country. He expresses the belief that these racial disparities influence his psychological contract because, as a black male, he perceives having to work much harder than a white male with similar educational</p>	

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	<p>qualifications to achieve the same compensation or career advancement. This perception of racial inequity contributes to his overall experience of the psychological contract.</p> <p>In summary, Participant 7's quote underscores how his social background, encompassing both his Ndebele culture and his race, significantly shapes their psychological contract at work. His cultural values, family responsibilities, and the importance of community support all play a central role in his employment relationship. Additionally, his perception of racial disparities in opportunities and compensation adds an extra layer to his experience of the psychological contract, highlighting the influence of social background on work-related perceptions and experiences.</p>	
<p>Participant 10: "Yes, being an African black Motswana, I believe our culture affects my psychological contract negatively, obviously. Because, at times, you are scared to challenge your superiors or your boss, because you're told that you cannot argue with your elders, or your supervisors. But sometimes, you feel like you ... my input is not valued well enough. I feel like they could lead us, or take us somewhere as a department, but because we are brought up in such a way that you are not supposed to argue with your elders, you find that now you are not performing to the fullest because of such (things). Hence ... err... you feel like you'll never grow as an individual, or progress in the department. Correct, I believe that my culture affects my psychological contract. So, let's say for argument's sake, I am not in agreement with what my superiors are saying and err.... they don't want to give me an opportunity to ... a chance ... you just let it go, because you're brought up that your elders are always correct, and it is rude to argue with</p>	<p>The quote from Participant 10 highlights how his social background, particularly his African black Motswana culture, affects his perceptions and lived experiences regarding his psychological contract at work.</p> <p>Subtheme: Respect for Authority: Participant 10 discusses how his cultural upbringing places a strong emphasis on respecting authority figures, including superiors and elders. This cultural norm creates a reluctance to challenge or argue with his bosses at work, even when he may have valid input or disagreements.</p> <p>Subtheme: Fear of Confrontation and Career Stagnation: Due to the cultural expectation of deference to authority, the participant feels hesitant to voice his opinions or concerns in the workplace. This fear of confrontation and disagreement with superiors can hinder his ability to perform to his fullest potential and can lead to a sense of career stagnation, where he feels he is not growing or progressing within the department.</p>	<p>Theme: Cultural Influence on PC</p> <ul style="list-style-type: none"> ● Subtheme: Respect for Authority ● Subtheme: Fear of Confrontation and Career Stagnation ● Subtheme: Conflict Between Cultural Norms and Workplace Objectives:

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>your elders. But forgetting now, in the workplace, we are here for a purpose of achieving the company's objectives, now imagine now if I am always scared to raise my ...err... points. I feel like I will be letting people that look up to me, and the department, down because I am scared of arguing or raise my points."</p>	<p>Subtheme: Conflict Between Cultural Norms and Workplace Objectives: The participant acknowledges the conflict between his cultural upbringing, which discourages arguments with authority figures, and the workplace's objectives, which require active engagement and the sharing of ideas. This conflict can create tension in his psychological contract, as he must navigate the balance between cultural values and workplace expectations.</p> <p>In summary, Participant 10's quote illustrates how his cultural background influences his psychological contract at work by emphasising respect for authority, leading to a fear of confrontation and potential career stagnation. This conflict between cultural norms and workplace objectives contributes to his perception of how his social background affects his experiences in the workplace.</p>	

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>Participant 5: “Yes according to the way I see my race and my culture it affects me ... err....my relationship with my employer at work. As a Ndebele woman, my culture influences my understanding. Because my employer doesn't understand why and how. Sometimes it's important to work even though it's difficult because children need to eat. I don't ... err... just work because it is a work, it's more than that. Because ...err... my family has to be supported, working bring food to the table for family and children. Our belief like err... ubuntu is the one that err... bring us as a family together. Ever since I worked here, Black people culture is not respected. One example would be that I once told my boss that I...I... want to go for a wedding, but he refused and that negatively affected my work. So, I just ... err... work because the employer doesn't care about us as Black and err... doesn't even ...err... respect our cultures. So ... err... that affects this...this...psychological contract negatively.”</p>	<p>The quote from Participant 5 highlights how her social background, including her race and culture as a Ndebele woman, affects her perceptions and lived experiences regarding her psychological contract at work. The meaning of this quote revolves around the following theme and Subthemes:</p> <p>Theme: Cultural Dissonance and Lack of Respect</p> <p>Subtheme: Cultural Identity and Understanding: Participant 5 discusses how her Ndebele culture deeply influences her understanding of work and life. She emphasises that her cultural values go beyond mere employment; they are tied to her identity and sense of family responsibility. This cultural identity shapes her perception of work as a means to provide for her family.</p> <p>Subtheme: Lack of Understanding and Respect: The participant expresses frustration that her employer does not understand or respect her cultural background. She points out that her boss fails to comprehend the significance of cultural events like weddings, which are important in her culture. This lack of understanding and respect for her cultural values negatively affects her work experience and, by extension, her psychological contract.</p> <p>Subtheme: Negative Impact on Psychological Contract: Participant 5 states that the disregard for Black people's culture in the workplace, exemplified by her boss's refusal to allow her to attend a wedding, has a negative impact on her psychological contract. This suggests that when her cultural background is not acknowledged or respected, it leads to a strained relationship with her employer and a less favourable psychological contract.</p>	<p>Theme: Cultural Dissonance and Lack of Respect</p> <ul style="list-style-type: none"> • Subtheme: Cultural Identity and Understanding • Subtheme: Lack of Understanding and Respect • Subtheme: Negative Impact on Psychological Contract

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	In summary, Participant 5's quote conveys how her race and Ndebele culture shape her perception of work and family responsibility. It highlights the lack of understanding and respect for her cultural values in the workplace, leading to a negative impact on her psychological contract, as well as her overall relationship with her employer.	
Participant 8: "It does, it does. Okay ... err... I personally had an experience ... there were occurrences wherein ... err ... , when we were hired in this organisation, we were hired in this organisation with several white people. We were hired at the same time with several white people, and we were not given the same platform for training. We were not given the same err...avenues to equip ourselves. White people were given better training opportunities, white people were taken to train outside, white people were given bursaries they can pursue with their training and execute their training, while black people has never been given anything, or something like that, or close to that and so that has been a problem. Down the line you have white people who we started with,	<p>The quote from Participant 8 provides insights into how his social background, particularly his race and culture, affects his perceptions and lived experiences regarding his psychological contract at work. The meaning of this quote revolves around the following theme and Subthemes:</p> <p>Theme: Racial Disparities and Inequality</p> <p>Subtheme: Disparities in Training and Opportunities: Participant 8 highlights significant disparities in training opportunities between Black employees and his White counterparts within the organisation. White employees are afforded better training opportunities, including external training and access to bursaries, while Black employees are not provided</p>	<p>Theme: Racial Disparities and Inequality</p> <ul style="list-style-type: none"> • Subtheme: Disparities in Training and Opportunities • Subtheme: Career Advancement Inequities

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>but they are ahead of us, they are ahead of us because of the opportunities that were given to them by the company. Remember, the company I am working (for) is a private company, so the management ... its white-owned and white-controlled, so it ... err ... it created a problem. Now, I am working under somebody that I started with, but he is above me, and he's not above me because he's intelligent. He's not above me because he's exceptionally talented, he's above me because he got better opportunities and better training and better bursaries, and we were never given any opportunities or chances. None whatsoever for that, and that is a problem. So being black is a disadvantage.</p> <p>As for my culture, I don't think it does ... uhm ..., I think me being Motswana, you know we are relegated to your black and we are treated as black, you know. While whites are relegated to white, they are given privileges as white people, you know. The issue of err...of err... White supremacy is not a joke. It is serious business, especially in private sector organisations and private companies. So that is what is happening here, in private companies and private entities, there is a strong white supremacy rules and the managers of these private companies are white-owned, white-managed, and white-controlled. They promote anything white, in contrast to anything black, we have to be extremely talented and extremely brilliant, you know, to be able to get a piece of the big pie, and which is not fair and right.”</p>	<p>with similar advantages. This disparity in training opportunities creates an unequal playing field.</p> <p>Subtheme: Career Advancement Inequities: The participant points out that despite starting at the same time as White colleagues, he finds himself falling behind in terms of career advancement. This isn't due to a lack of intelligence or talent but is attributed to the differential opportunities and training provided. The fact that White employees are promoted ahead of him further underscores the racial inequalities in the workplace.</p> <p>Subtheme: White Supremacy and Privilege: Participant 8 speaks about the pervasive issue of White supremacy in private sector organisations, emphasising how management is predominantly White-owned, White-managed, and White-controlled. This results in a system that privileges White employees, creating a stark contrast with Black employees who are relegated to a disadvantaged position. This theme highlights systemic racial bias and inequality.</p> <p>Subtheme: Struggles of Being Black: The participant asserts that being Black is seen as a disadvantage within the organisation, alluding to the challenges and obstacles faced by Black employees in their pursuit of career growth and equality. The quote underscores the inherent difficulties and biases faced by Black employees.</p> <p>In summary, Participant 8's quote conveys the deep racial disparities and inequality experienced in the workplace. It sheds light on the differential access to training, career advancement opportunities, and privileges based on race. The quote emphasises the pervasive issue of White supremacy within private sector organisations and highlights the</p>	<ul style="list-style-type: none"> • Subtheme: White Supremacy and Privilege • Subtheme: Struggles of Being Black

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	struggles faced by Black employees due to systemic biases and unequal treatment.	
<p>Participant 11: “Yes, traditions, religion and cultures of African black people ... my race, it does influence my psychological contract. I would say, err... it.... influenced (me) negatively. Imagine if you are not allowed to go attend your church services, it will definitely affect you negatively. For example, I am a pastor, I am supposed to be at church on Sundays. I have to make some home visits but due to the employer demanding me, or in need of me, or in order to produce production in order to supply ... So, at the end of the day, then the two are contradicting each other, then I find myself in breach of a social contract I have with my employer, or in breach of my social contract with my own God that I am serving. So, my psychological contract will be affected negatively, obviously. There was a time in my church... there was ...err... an ordination and I ... err... wanted to attend the service and told my supervisor that I won't come to work because I have to go attend. But at the last minute ... err... I was ...err... told that (it would be seen as) ... absenteeism. I will no longer attend the ordination. I</p>	<p>The quote from Participant 11 highlights how his social background, encompassing his race and culture, affects his perceptions and lived experiences regarding his psychological contract at work. The meaning of this quote can be analysed through the following theme and Subthemes:</p> <p>Theme: Influence of Race, Religion, and Culture on the Psychological Contract</p> <p>Subtheme: Conflicts between Religious and Work Obligations: Participant 11 emphasises that his role as a pastor and his religious beliefs significantly impact his psychological contract. He expresses concern that his commitment to attending church services and making home visits, as part of his pastoral duties, conflicts with his employer's demands for productivity and presence at work. This conflict results in a breach of his social contract with both his employer and his faith, creating a negative impact on his psychological contract.</p>	<p>Theme: Influence of Race, Religion, and Culture on the Psychological Contract</p> <ul style="list-style-type: none"> • Subtheme: Conflicts between Religious and Work Obligations • Subtheme: Disrespect for Cultural and Religious Practices • Feeling Trapped in the Employment Situation

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>was really disappointed, because of that. I say, ... err... my belief system is not respected and that day I realised that in my employment relationship, black people and culture will never ever err... be respected. That's the reason I say black employees are disregarded in most cases. When I think about the way they are treating me, it makes me sick, and I want to leave on the spot. Unfortunately, err...you can't just leave the job now, there are no more jobs outside."</p>	<p>Subtheme: Disrespect for Cultural and Religious Practices: The participant recounts an incident where he wanted to attend an ordination service but was discouraged by his supervisor due to the risk of it being seen as absenteeism. This experience leads to the realisation that his belief system, along with those of black people and his culture, is not respected in his employment relationship. The lack of understanding and respect for his cultural and religious practices is perceived as disregard for black employees, contributing to a sense of disappointment and dissatisfaction with his job.</p> <p>Subtheme: Feeling Trapped in the Employment Situation: Participant 11 expresses a desire to leave his job due to the negative impact of the conflicts between his religious and work obligations. However, he acknowledges the challenges of finding alternative employment opportunities, suggesting a sense of feeling trapped in his current job despite the issues related to his psychological contract. This aspect is related to turnover intention – while the employee may not resign, it is not because of a healthy PC and employment relationship. Rather it is because he does not see a way out. Clearly the employee would also feel little engagement to work.</p> <p>In summary, Participant 11's quote highlights the significant influence of his race, religion, and culture on his psychological contract at work. Conflicts between religious and work obligations, a lack of respect for cultural and religious practices, and the emotional toll of feeling disregarded in the workplace all contribute to a negative impact on his psychological contract. The Subtheme reflects the emotional and career-related challenges faced by individuals who wish to leave their jobs due to conflicts between religious or cultural obligations and work responsibilities. It suggests a sense of feeling trapped in their current employment situations, even when the psychological contract is strained.</p>	

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?

Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	The quote underscores the complex interplay between individual values, cultural identity, and workplace expectations in shaping the employment experience.	

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>Participant 12: “Yes, I do believe that being an African black person with indigenous knowledge experiences influences my psychological contract negatively. Black culture is important in our belief systems. For example, traditions such as traditional weddings are things that ...err... culturally, must be respected and honoured - at all cost in my culture; and, if ... if the employer is not believing in these cultures, then obviously, we... have a conflict in our relationship. The reason I say it will affect the psychological contract negatively is because one day I wanted to attend a wedding, but the employer seemed not to understand the reasons I must attend this wedding. That said to me, okay, okay... my employer doesn't want me to attend. So, since I am not even err... working productively, but when you look at white people they are given days to go for trips and all those err... stuff. These racial and cultural things - it's a problem for me, honestly, and ...err...it really affects me and my psychological contract negatively.”</p>	<p>The quote from Participant 12 conveys how his social background, particularly his race and culture, significantly affects his perceptions and lived experiences regarding his psychological contract at work. The meaning of the quote can be analysed through the following theme and Subthemes:</p> <p>Theme: Cultural Dissonance and Its Impact on the Psychological Contract</p> <p>Subtheme: Importance of Cultural Traditions: Participant 12 emphasises the importance of cultural traditions, such as traditional weddings, in his belief system. These traditions are described as non-negotiable aspects of his culture that must be respected and honoured. This highlights the significance of cultural practices in shaping his identity and expectations in the workplace.</p> <p>Subtheme: Conflict between Cultural Expectations and Workplace Demands: The participant describes a conflict that arises when his cultural expectations clash with workplace demands. Specifically, he mentions a situation where he wanted to attend a wedding, but his employer did not seem to understand or support his reasons for wanting to participate. This conflict between personal cultural values and employer expectations is seen as detrimental to the psychological contract.</p> <p>Subtheme: Perceived Disparities in Treatment: Participant 12 draws attention to disparities in treatment between different racial and cultural groups in the workplace. He notes that white colleagues are given days off for trips and other activities, while he feels restricted in his cultural obligations. This perceived inequality contributes to a negative impact on his psychological contract.</p>	<p>Theme: Cultural Dissonance and Its Impact on the Psychological Contract</p> <ul style="list-style-type: none"> • Subtheme: Importance of Cultural Traditions • Subtheme: Conflict between Cultural Expectations and Workplace Demands • Subtheme: Perceived Disparities in Treatment • Subtheme: Reduced Productivity Due to Cultural Conflicts

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	<p>Subtheme: Reduced Productivity Due to Cultural Conflicts: The participant suggests that his reduced productivity at work is a consequence of these cultural conflicts. He implies that the inability to fulfill his cultural responsibilities impacts his work performance and, in turn, his psychological contract with the employer.</p> <p>In summary, Participant 12's quote underscores the significance of cultural traditions and expectations in shaping his psychological contract at work. The conflict between cultural values and workplace demands, perceived disparities in treatment, and the resulting reduction in productivity all contribute to a negative impact on his psychological contract. This quote highlights the challenges faced by individuals when his cultural background clashes with the expectations and practices within the workplace, leading to feelings of frustration and dissatisfaction.</p>	

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>Participant 13: “Yes, my race and culture do affect my psychological contract negatively. The reason for saying negatively is ... err... because black people are not considered, not to mention their culture. For instance, I am not even getting promoted, recognised or ...err... because they do not say thank you for the good job. These are for white people only. I once was denied some leave to attend a traditional ceremony of a traditional healer of my little brother, because my employer says no you cannot (get leave). I then realised that we would have ...err... a problem, because, if I don't go there, I might even get some bad luck. But on the side of the employer that was not important, the culture of black people working in the workplace. Yes, I think (for) black people, our culture, influences the psychological contract negatively.”</p>	<p>The quote from Participant 13 conveys how his social background, specifically his race and culture, has a negative impact on his perceptions and lived experiences regarding his psychological contract at work. The meaning of the quote can be analysed through the following theme and Subthemes:</p> <p>Theme: Racial and Cultural Marginalisation in the Workplace</p> <p>Subtheme: Lack of Recognition and Promotion: Participant 13 highlights a sense of invisibility and neglect in his workplace. He expresses the belief that black employees, including himself, are not considered for promotions or recognised for his contributions. This suggests that there is a disparity in treatment and opportunities between racial groups within the workplace, leading to a negative psychological contract.</p> <p>Subtheme: Cultural Clash with Workplace Policies: The participant mentions a specific incident where he was denied leave to attend a traditional ceremony for a family member, a traditional healer. He emphasises the importance of this cultural event and how it is vital to his belief system. However, his employer's refusal to grant leave demonstrates a clash between cultural values and workplace policies, contributing to the negative impact on the psychological contract.</p> <p>Subtheme: Perceived Disregard for Black Culture: Participant 13 perceives that his employer and the workplace culture do not value or respect black culture. This is reflected in the denial of leave for a culturally significant event and the overall treatment of black employees. The participant implies that black culture is not given the same consideration or importance as white culture in the workplace.</p>	<p>Theme: Racial and Cultural Marginalisation in the Workplace</p> <ul style="list-style-type: none"> • Subtheme: Lack of Recognition and Promotion • Subtheme: Cultural Clash with Workplace Policies • Subtheme: Perceived Disregard for Black Culture • Subtheme: Fear of Personal Consequences of not Obeying Culture

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	<p>Subtheme: Fear of Personal Consequences of not Obeying Culture: The participant expresses concern about potential negative consequences, such as bad luck, for not being able to attend the traditional ceremony due to work-related restrictions. This fear highlights the emotional and cultural toll of being unable to honour his cultural practices while trying to fulfil his work obligations.</p> <p>In summary, Participant 13's quote underscores the experiences of racial and cultural marginalisation in the workplace. This includes a lack of recognition and promotion opportunities for black employees, clashes between cultural values and workplace policies, perceived disregard for black culture, and the fear of negative consequences for not being able to participate in culturally significant events. These factors collectively contribute to a negative psychological contract for the participant and highlight the challenges faced by individuals from marginalised racial and cultural backgrounds in the workplace.</p>	
<p>Participant 14: “Yes, being an African black person who follows traditions affects me a lot, because, if you can see like, there are too many misunderstandings of the African cultures by the employer... Our culture and their culture is not the same. So, sometimes, you will find that my employer is undermining my culture, so he doesn't take my culture seriously. Everything is all about them. I saw it on the shop floor. But it didn't happen to me. So, sometimes you see that other people have lost their partners and all that stuff. So, they have to give them a certain period of time off. But they don't consider that because they will tell you that: “No, this is a workplace and you have to work, so we don't care about culture and all that stuff.” So, people have to (work) because</p>	<p>The quote from Participant 14 highlights how his social background, specifically his race and cultural traditions, significantly affects his perceptions and lived experiences regarding his psychological contract at work. The meaning of the quote can be analysed through the following theme and Subthemes:</p> <p>Theme: Cultural Misunderstanding and Disregard in the Workplace</p> <p>Subtheme: Cultural Misunderstanding: Participant 14 mentions that there are frequent misunderstandings of African cultures by his employer. This cultural gap creates confusion and potential conflicts between the employer's expectations and the employee's cultural beliefs and practices.</p>	<p>Theme: Cultural Misunderstanding and Disregard in the Workplace</p> <ul style="list-style-type: none"> • Subtheme: Cultural Misunderstanding • Subtheme: Undermining of African Culture

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>they need money. At the end, they have to do what the employer wants them to do, while (though) they are not happy. So, for me as a black person, this culture ... err... will affect our psychological contract in the work environment.”</p>	<p>Subtheme: Undermining of African Culture: The participant asserts that his employer often undermines African culture, indicating a lack of respect and consideration for his cultural heritage. This disregard for the significance of his culture in the workplace contributes to a negative psychological contract.</p> <p>Subtheme: Priority of Employer's Culture: The participant suggests that the employer prioritises his own culture over African culture, creating an unequal balance in the workplace. This imbalance can lead to feelings of cultural marginalisation and dissonance.</p> <p>Subtheme: Conflict Between Work and Cultural Obligations: Participant 14 describes situations where employees face a conflict between his cultural obligations and work requirements. He mentions instances where employees who have lost loved ones may need time off for mourning, but the employer insists on work obligations, disregarding the cultural need for mourning periods.</p> <p>Subtheme: Financial Pressure (Income Need): The participant notes that, due to financial needs, individuals are often compelled to prioritise work over cultural practices, even if he is not happy with this arrangement. This highlights the economic pressure that can further strain the psychological contract.</p> <p>In summary, Participant 14's quote underscores the challenges stemming from cultural misunderstanding and disregard in the workplace. These challenges include cultural misunderstandings, the undermining of African culture, the prioritisation of the employer's culture, conflicts between work and cultural obligations, and financial pressures. Collectively, these factors contribute to a negative psychological contract</p>	<ul style="list-style-type: none"> • Subtheme: Priority of Employer's Culture • Subtheme: Conflict Between Work and Cultural Obligations • Subtheme: Financial Pressure (Income Need)

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	for black employees and emphasise the need for greater cultural sensitivity and understanding in the workplace.	
<p>Participant 16: “Based on my experience, I think race and culture... when it comes to that, I think...in terms of how things have been since I started working here... It does affect my psychological contract negatively. Let me give you a ...err... example. Since I started working here, I have never been given opportunities for career growth. When I started, I started as a graduate. But, when I check how other fellow whites are treated in terms of growth, I don't think it was fair treatment compared to white races. So, in terms of culture, or, let me say in terms of the tribe we belong to, respect is important in terms of the traditions we follow. When it is time for us to do traditional weddings, and... funerals, we are forced by our culture to attend these events and obviously leave must be taken. But, since I have started working here, they don't allow graduates to take these days for these types of events. The employer will tell you that you are not qualifying for leave at that time you want to go and ... err... attend funerals and weddings as (part of your) culture. So then, problems start, because of my culture, and that my boss doesn't respect our traditions.”</p>	<p>The quote from Participant 16 highlights how her social background, specifically her race and cultural traditions, affects her perceptions and lived experiences regarding her psychological contract at work. The meaning of the quote can be analysed through the following theme and Subthemes:</p> <p>Theme: Racial Disparities and Cultural Insensitivity in the Workplace</p> <ul style="list-style-type: none"> • Subtheme: Racial Disparities in Career Growth: Participant 16 mentions that she has never been given opportunities for career growth since she started working at her organisation. She perceives that fellow white employees are treated more favourably in terms of career advancement. This disparity in career growth based on race is a significant factor affecting her psychological contract negatively. • Subtheme: Cultural Traditions and Leave Policies: The participant explains that her cultural traditions require attending events like traditional weddings and funerals, which may necessitate taking leave. However, she faces resistance from the employer in taking leave for cultural events. This cultural insensitivity and the employer's refusal to accommodate cultural practices contribute to a strained psychological contract. • Subtheme: Lack of Respect for Cultural Traditions: Participant 16 highlights that her boss does not respect her cultural traditions, particularly regarding traditional events and 	<p>Theme: Racial Disparities and Cultural Insensitivity in the Workplace</p> <ul style="list-style-type: none"> • Subtheme: Racial Disparities in Career Growth • Subtheme: Cultural Traditions and Leave Policies • Subtheme: Lack of Respect for Cultural Traditions

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
	<p>leave policies. This lack of respect for cultural practices erodes trust and goodwill in the employment relationship.</p> <p>In summary, Participant 16's quote underscores the presence of racial disparities in career growth opportunities and the cultural insensitivity exhibited by the employer regarding cultural traditions and leave policies. These factors collectively contribute to a negative psychological contract for employees, particularly those from different racial and cultural backgrounds, and emphasise the need for more equitable treatment and cultural awareness in the workplace.</p>	
<p>Participant 15: "Yes, in my experience it did affect my psychological contract and perceptions negatively. I think my culture affects me, because in Sepedi culture, if there is a funeral and a marriage ceremony, I will need days to go to arrange the funeral. But, some cultures need one day, (others) like five days, some need none. If my employer does not look into that, it can affect my performance at work and my psychological contract negatively. Because my culture is saying: "go attend the traditions," but ... err... on the other side, the employer doesn't understand and respect that. For instance, I have seen this... (they) overlook culture. My employer, when I told him that I need to go pay my last respect at a funeral and ... err... take some days off for additional ...err... cleaning and preparing I saw that he was not happy. And again, in this environment as an African black child, so to... to... to... to get promotions, to get good positions and promotions, it is ... difficult. So, referring to the psychological contract, so when you start to have that perception that you are expecting that the company should groom you. But, as an African child, that thing is not</p>	<p>The quote from Participant 15 highlights how her social background, particularly her race and cultural traditions, affects her perceptions and lived experiences regarding her psychological contract at work. The meaning of the quote can be analysed through the following theme and Subthemes:</p> <p>Theme: Cultural Sensitivity and Racial Disparities in the Workplace</p> <ul style="list-style-type: none"> • Subtheme: Cultural Differences and Leave Policies: Participant 15 emphasises that cultural differences exist in how different cultures handle events like funerals and marriage ceremonies. She mentions that in her Sepedi culture, several days may be required for such events, which contrasts with other cultures. The participant indicates that if the employer does not acknowledge or respect these cultural differences, it can negatively affect her work performance. This highlights the importance of cultural sensitivity in the workplace. • Subtheme: Disparities in Career Advancement: The participant discusses how, as an African black individual, she 	<p>Theme: Cultural Sensitivity and Racial Disparities in the Workplace</p> <ul style="list-style-type: none"> • Subtheme: Cultural Differences and Leave Policies • Subtheme: Disparities in Career Advancement

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>happening. So, when you are checking on to your counter... counterpart who are non-African, so they getting different treatment compared to an African child. It does affect my psychological contract perceptions negatively.”</p>	<p>perceives disparities in career advancement opportunities. She expresses a perception that non-African counterparts receive different treatment in terms of promotions and career growth. This perception of unequal treatment influences her psychological contract negatively, as she expects the company to groom and promote them but feel this is not happening due to her racial background.</p> <p>In summary, Participant 15's quote underscores the significance of cultural sensitivity in leave policies and the existence of perceived racial disparities in career advancement opportunities. These factors collectively contribute to a negative psychological contract for employees from diverse racial and cultural backgrounds and highlight the need for equity and cultural awareness in the workplace.</p>	
<p>Participant 9: “It is a no for me. Firstly, we must understand that you are employed, you are not an employer. Then, it's just like a burger you request, you don't demand, so, as soon as you start employment with a person you have to follow the rules and regulations of the company. A matter of race does not get anywhere.... The company can say no, here is the policy. We will be guided by the policy, as long as it is not suppressing my culture. I am going to use my cultural rules whenever I've got a problem, like a funeral, for example. Whenever I have a problem that arises in the white culture, or the so-called... white people, what they are doing, and, then as black people, we are not doing that. I am going to give an example of a funeral. If I have a funeral, they must respect my culture, I am expecting them to do so. Then, in terms of work regulations, unfortunately I cannot change anything because I am getting paid for what I am doing. My</p>	<ul style="list-style-type: none"> The quote from Participant 9 expresses a perspective that his social background, specifically his race and culture, does not significantly affect his perceptions and lived experiences regarding his psychological contract at work. The meaning of the quote can be analysed through the following theme and Subthemes: <p>Theme: Emphasis on Company Rules and Regulations Over Cultural Considerations</p> <ul style="list-style-type: none"> Subtheme: Adherence to Company Policies: Participant 9 emphasises the importance of following company rules and regulations when it comes to employment. He views employment as an agreement where employees should adhere to the policies set by the company. This perspective suggests that individual cultural backgrounds should not play a significant role in shaping the psychological contract. 	<p>Theme: Emphasis on Company Rules and Regulations Over Cultural Considerations</p> <p>Subtheme: Adherence to Company Policies</p> <p>Subtheme: Separation of Personal Culture and Work</p> <p>Subtheme: Potential Challenges of Cultural Considerations at Work</p>

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>culture that I will adopt as soon as I leave the plant, that's it. For example, we have 12 tribes in in our workplace. If we consider a matter of culture in work related issues, we will have a problem because everyone will need their culture to be considered. So, in terms of work, at work we must not consider culture, we must consider what is required.”</p>	<ul style="list-style-type: none"> • Subtheme: Separation of Personal Culture and Work: The participant distinguishes between his cultural practices outside of work and his obligations within the workplace. He states that his culture will be adopted after leaving the plant, implying that he separates his cultural practices from his work responsibilities. This reflects a belief in keeping personal culture separate from work-related matters. • Subtheme: Potential Challenges of Cultural Considerations at Work: Participant 9 raises concerns about considering culture in work-related issues, suggesting that accommodating various cultural practices among the 12 tribes in his workplace could lead to complications. He argues for prioritizing work requirements over cultural considerations to avoid potential conflicts. <p>In summary, Participant 9's quote emphasises the importance of following company rules and regulations in the workplace, suggesting that personal cultural backgrounds should not significantly influence the psychological contract. The participant believes in maintaining a clear separation between personal culture and work responsibilities to ensure smooth operations within the workplace.</p>	
<p>Participant 6: “Not really, I don't think so, most people - regardless of race or gender... I don't think it may affect my psychological contract because we earn the same money (for) putting (in) the same effort. So, I don't think me being an African black female influences my psychological contract. Not really, No. We (are) Africans but we... we are from different kind of cultures. So, we are not hired</p>	<p>The quote provided by Participant 6 expresses a perspective that differs from many of the other responses. This participant does not believe that her social background, including race and culture, significantly affects her perceptions and lived experiences regarding her psychological contract at work. The quote conveys several themes and Subthemes:</p> <p>Theme: Equality and Merit-Based Evaluation</p>	<p>Theme: Equality and Merit-Based Evaluation</p> <p>Subtheme 1: Equal Pay for Equal Work</p>

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>according to culture or race, and we are not paid according to race or culture.”</p>	<ul style="list-style-type: none"> • Subtheme 1: Equal Pay for Equal Work: Participant 6 emphasises the belief that people, regardless of her race or gender, earn the same money for putting in the same effort. This Subtheme underscores the importance of equality in compensation. • Subtheme 2: Merit-Based Hiring and Evaluation: The participant suggests that hiring and compensation are based on merit rather than cultural or racial factors. This Subtheme highlights the idea that individuals should be evaluated based on her qualifications and contributions, rather than her social background. <p>Conclusion: Participant 6's response reflects a belief in equality and meritocracy in the workplace. She perceives that her social background, as it pertains to race and culture, does not significantly affect her psychological contract at work. This perspective contrasts with the experiences and concerns expressed by many other participants, who highlighted racial disparities and cultural conflicts as influencing factors.</p>	<p>Subtheme 2: Merit-Based Hiring and Evaluation</p>
<p>Participant 3: “Of course, yes. Yes, because being a black person in South Africa in this industry you are a subordinate. There is an expression that says ... you find an engineer, a white child who is an engineer with a tie and a computer, and you find a black child with the same qualification and who is an engineer on a forklift trying to fix things, there with an overall. So, you can see that it has to do with who I am and where I am from, you see.</p>	<p>The quote from Participant 3 reflects a complex perspective on how his social background, specifically his race and culture, affects his perceptions and lived experiences regarding his psychological contract at work. The meaning of the quote can be analysed through the following theme and Subthemes:</p> <p>Theme: Perceptions of Racial Disparities and Adaptation to Diversity</p>	<p>Theme: Perceptions of Racial Disparities and Adaptation to Diversity</p> <p>Subtheme: Racial Disparities in the Workplace</p> <p>Subtheme: Adaptation and Resilience</p>

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
<p>No, I don't think so, I don't think that my culture will affect my psychological contract. So long err... the employer respect my...my... culture no...no...problem. I have taught myself that when changes come, I have to have room to receive them and learn more of new things; so that I can adjust to new things. So, when I work in a place like this as a black person and Motswana guy, I follow err... the rules and... and... regulations. I cannot come in an environment like this and try to become a Motswana guy. I try to adjust; I try to adjust myself respect policies and rules of the... the. Company and learn what is going on here and live with the diversity in this atmosphere in this environment. Look ... things should not be the way they are, but what I see is what it is. And, it should not be like that, people must be treated the same whether you are green, black, yellow or whatever. No matter creed, but this organisation must treat people the same, same level, same everything. So, I should not see myself as an inferior because they think and classed me as an inferior race. Then I start thinking (of) myself as an inferior (person). They bring a white man or female with standard six he comes, or she comes and rules me while I have a degree that I have work hard for you understand, a qualification I have earned so hard, with hard work to get it. A company must give a person the right job to the right person who qualifies despite of race, and that person will perform. Now, you come and bring someone because he is white, and he is coming (from) somewhere else, and you bring him and say this is your leader, but he knows nothing about what is happening (at work). It should not be, it shouldn't be, it shouldn't be, it shouldn't be that I am an African man, and it should influence my work, no, no it</p>	<p>Subtheme: Racial Disparities in the Workplace: Participant 3 acknowledges the existence of racial disparities in the workplace, particularly in the engineering industry in South Africa. He describes a stark contrast between a white engineer in a professional role and a black engineer working as a labourer, highlighting the racial inequalities he perceives in his work environment. This perception influences his psychological contract by making them aware of these disparities.</p> <p>Subtheme: Adaptation and Resilience: Despite recognising racial disparities, Participant 3 demonstrates a resilient attitude. He emphasises his ability to adapt and learn in the face of challenges, indicating a willingness to adjust to new circumstances and not let his culture hinder his professional growth. This reflects his belief in personal agency and adaptability as essential factors in shaping his psychological contract.</p> <p>Subtheme: Call for Equality and Fair Treatment: The participant expresses a strong belief in equality and fairness, suggesting that regardless of race or background, everyone should be treated equally and have access to the same opportunities. He argues against the unfair treatment of individuals based on his race, emphasising the importance of merit and qualification over racial categorisation.</p> <p>In summary, Participant 3's quote highlights his awareness of racial disparities in the workplace but also underscores his determination to adapt and overcome such challenges. He advocates for equal treatment and fairness in the workplace, believing that individuals should be evaluated based on his qualifications and abilities rather than his racial backgrounds. This perspective contributes to his lived experience and perception of his psychological contract at work.</p>	<p>Subtheme: Call for Equality and Fair Treatment</p>

Main question: When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why if you believe so?		
Verbatim evidence	Summary and conclusion of main points	Themes and Subthemes (Round 1)
should not be like that, according to me it shouldn't be like that, we should be, we should live together side by side and in our diversity in fairness which is something that is not existing."		

Discussion:

Table 5.5 summarised the lived experiences of African black employees regarding the effect of their race and culture on their perceptions regarding their PC. It can be concluded that the majority of participants (13 participants, namely participants 1, 2, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15, and 16) reported that being an African black employee with indigenous knowledge awareness experiences, impacted negatively on their lived experiences and perceptions of their PC. This often result in employees feeling disengaged from their workplaces and escalate thoughts about leaving the organisation to seek for better experiences.

Only three participants indicated that through adapting to the workplace and by showing resilience, they managed to experience a positive PC, despite racial and cultural disparities. In summary, these quotes collectively emphasise how participants' cultural backgrounds and racial identities significantly influence their perceptions and experiences related to their psychological contracts at work. Cultural expectations, family obligations, racial disparities, religious and traditional conflicts, and perceptions of disrespect and discrimination all play prominent roles in shaping their work experiences. These themes highlight the complex interplay between cultural and racial factors in the workplace and how they impact individuals' psychological contracts. The quotes underscore the complex interplay between cultural backgrounds and workplace expectations in shaping individuals' experiences in the workforce. These themes and subthemes reflect the main issues and challenges that the participants face in their PC at work. They also show how their social background influences their perceptions and expectations of their employer.

Participants experienced that their unique African characteristics (e.g., the spirit of ubuntu, their belief systems and customs (e.g., regarding funerals, weddings, and church customs) impacted negatively on their exchange employment relationship with their employer when compared to those employees of westernised cultures. these participants perceive that their employer does not respect and consider Africa black employees with indigenous knowledge awareness. Their lived experiences of their employer show little humanity and recognition for black employees' culture. Black employees often experience racial disparities in the treatment of employees with western cultures (i.e., white employees), which is, in part, ascribed to the fact that the business is owned by whites. These perceptions affect the lived experiences of black employees negatively, and thus affect their perceptions of their PC negatively. .

However, three participants reported that although their race (African black) affects their experiences of their PC negatively, they do not experience the same when considering their

African black culture. Hence, issues related to their unique culture do not affect their PC. Participants 6 and 9 indicated that their experiences of being of the African black race thus affected their perceptions relating to their PC negatively. They perceive that there are differences in treatment of blacks and whites in the employment relationship. Nonetheless, they do not experience the same when considering African cultural aspects, and therefore culture do not affect their perceptions of their PC as the participants ascribed this to the fact that employees are hired to do a job and earn the same money for putting in the same effort. They thus perceive the input – output ratio to be fair.

As explained above, Research subarea 1.2 followed a two-tiered process. During Round 1, each quote was scrutinised. Throughout the responses provided by various participants to the question regarding the influence of social background, particularly race and culture, on their perceptions and lived experiences of the psychological contract at work, several key themes and subthemes emerged, as were indicated in Table 5.5. This concluded Round 1, which was followed by a second round of coding to integrate all the themes and subthemes identified in Round 1.

Hence, round 2 commenced. Carefully considering the quotes, interpretations of the quotes, and the themes and subtheme that emerged, the researcher was able to summarise the main themes and themes that collectively shed light on the complex interplay between the participants' social background and employment experiences. Figure 5.6 depicts the main themes and subthemes, followed by a discussion of each main theme and subtheme.

This process was followed with all quotes; however, the amount of detail will not be included in each table for ease of reference. It was included in table 5.5 for two reasons. Firstly, to indicate to the reader the process that was followed; and secondly, because this was really an important question in the research. Reporting on other research questions will only include the main themes and subthemes.

Figure 5.6

Main Themes and Subthemes for Research Area 1.2

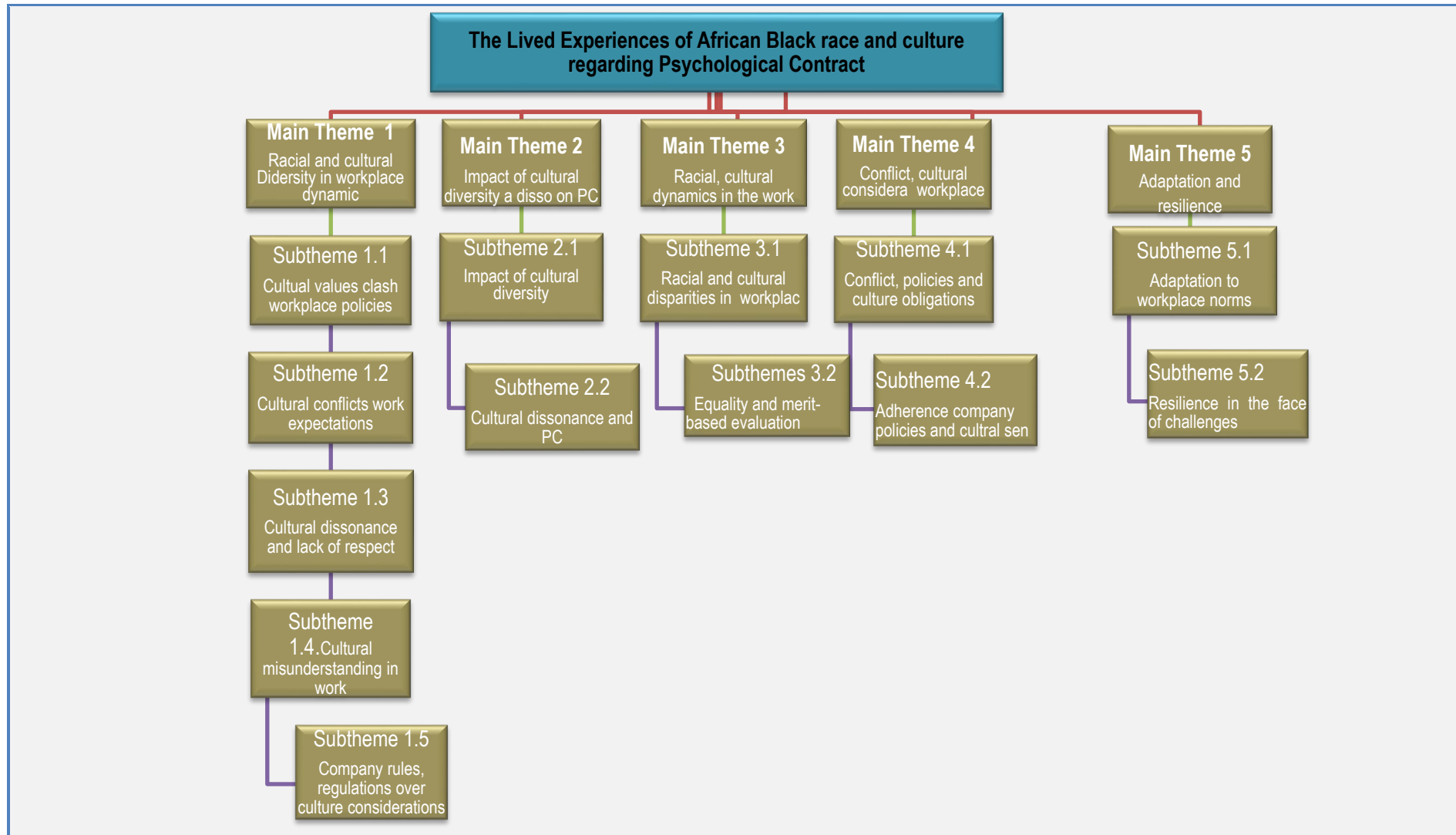


Figure 5.6 depicts the following main themes and subthemes for Research area 1.2.

Main Theme 1: Racial and cultural diversity and workplace dynamics

This broad main theme encompasses all the areas of concern related to the impact of African Black individuals' cultural backgrounds on their experiences in the workplace. The main theme reflects the complex interactions and challenges arising from the coexistence of diverse cultural backgrounds within the workplace. It encompasses the various subthemes and emphasises the importance of understanding, respecting, and effectively managing cultural diversity to promote a harmonious and inclusive work environment. Main theme 1 is supported by the following subthemes and quotes:

The main theme consists of five subthemes, namely:

Subtheme 1.1: Cultural values and clashes with workplace policies: This theme highlights how African Black individuals' cultural values may clash with the policies and procedures established by their employers. It suggests that adherence to cultural values can sometimes conflict with workplace rules and expectations. Participants feel pressure to prioritise work over their cultural or religious obligations, leading to a sense of conflict and breach of their social contracts with both their employer and their faith or culture. This subtheme is supported by the following quote from participant 2:

Participant 2: "Yaa, I believe it affects my psychological contract negatively, because as a young black lady who ... (was) brought up ... to culturally believe ... I think it...it... will affect the employment negatively reasons being... point number one, when it comes to my culture, culturally, let me say one person in the family has died then we are not allowed to go out at night for a period of a year, or even not allowed to work at night. And this will affect my work because where I work, we work shifts, including night shifts, and this can be a problem, because the employer wants you to work night shift, but your culture says no, your parents or your child has passed on, for the whole six months you need to wear black clothes to follow the culture, but at work they need you to come to work. So, our psychological contract will be negatively affected."

Subtheme 1.2: Cultural conflicts and workplace expectations: This theme delves deeper into the conflicts that can arise when cultural norms and workplace expectations collide. For African Blacks, ubuntu and human dignity guide their behaviour and decision-making. Mourning and bereavement practices are based on ubuntu principles and honouring human dignity. Participants mention how their culture encourages respect for elders and authority figures, making it difficult

to challenge superiors at work or express their opinions. Cultural values often conflict with personal growth and advancement at work, as adhering to traditional norms may hinder participants' ability to speak up or challenge decisions. The theme suggests that these conflicts can create complex challenges for employees in navigating their roles within the organisation. This subtheme is supported by the following quote from participant 1:

Participant 1: *“Me being an African black female, culturally we are ... people who believe in our traditions and cultures and these cultures they play ... a big part in our lives. For instance, my culture... says ubuntu is important. As a Motswana girl growing up in rural area, I was told that Motho ke Motho ka batho, meaning a person is a person by others and this can ... influence my psychological contract. I will give you an example, my biological father passed on in the past few months, and you know that in our culture if one of the family members' passes on, we...we... must take some time off to prepare for the burial. But guess what, my manager refused to give me family responsibility leave because I didn't have days left for leave, I was told to come back to work after two days and that really hurt me. So ... so ... this affects my psychological contract negatively because ... my employer doesn't care and ... understand about our culture. So, it... it ... bears some negatives in our psychological contract.”*

Subtheme 1.3: Cultural dissonance and lack of respect: This theme underscores the issue of cultural dissonance, where employees may feel that their cultural values are not respected or acknowledged in the workplace. It implies that this lack of respect can negatively impact the PC between employees and their employers. The subtheme is supported by the following quote from Participant 5:

Participant 5: *“Yes according to the way I see my race and my culture it affects ... my relationship with my employer at work. As (a) Ndebele woman, my culture influences my understanding. Because my employer doesn't understand why and how. Our belief like ... ubuntu is the one that ... brings us as a family together. Ever since I worked here, Black people's culture is not respected. One example would be that I once told my boss that I...I... want to go for a wedding, but he refused and that negatively affected my work. So, I just ... work because the employer doesn't care about us as Blacks and ... doesn't even ...respect our cultures. So ... that affects this...psychological contract negatively.”*

Subtheme 1.4: Cultural misunderstanding and disregard in the workplace: This theme explores the idea that cultural misunderstanding or disregard for cultural differences can lead to tension and dissatisfaction among African Black employees. It implies that these misunderstandings can hinder effective communication and collaboration within the workplace. This is true as the following quote by participant 7 supports this subtheme:

Participant 7: "In my Ndebele ethnic group, all these beliefs are important. You see, I once wanted to ... go to attend this Koma (i.e., the traditional practice of Black men attending an initiation school that usually takes place during winter times in the mountains or bushes) for ... a couple of days. But when I come back to work my Boss started to treat me very awkwardly and... start calling me by names."

Subtheme 1.5: Emphasis on company rules and regulations over cultural considerations:

This theme emphasises the prioritisation of company rules and regulations over cultural considerations. It suggests that, in some cases, employers may place more importance on enforcing workplace policies than on accommodating cultural practices or values. This subtheme is supported by participant 9:

Participant 9: "It is a no for me. Firstly, we must understand that you are employed, you are not an employer. Then, it's just like a... burger you request, you don't demand, so... as soon as you start employment with a person you have to follow the rules and regulations of the company. A matter of race does not get anywhere.... The company can say no..., here is the policy. We will be guided by the policy, as long as it is not suppressing my culture. I am going to use my cultural rules whenever I've got a problem, like a funeral, for example. Then, in terms of work regulations... unfortunately I cannot change anything because I am getting paid for what I am doing. My culture that I will adopt as soon as I leave the plant, that's it."

These themes collectively paint a picture of the challenges faced by African Black individuals in the workplace due to the intersection of their cultural backgrounds and company policies. They highlight the need for organisations to find ways to bridge the gap between cultural diversity and workplace expectations to create more inclusive and respectful work environments. The majority of interviewees did not take the view of Participant 9 above who states that being in employment means putting personal needs aside. The majority of interviewees indicated that they felt misunderstood and that their specific cultural needs are not considered in workplace policies.

This main theme encapsulates the idea that cultural diversity can significantly influence an individual's perceptions and experiences regarding their psychological contract at work. It acknowledges the clash between cultural values and workplace policies, the conflicts, dissonance, misunderstandings, and the emphasis on company rules over cultural considerations. By addressing cultural diversity and its impact on workplace dynamics, organisations can work towards fostering a more equitable and supportive work environment for all employees, regardless of their cultural backgrounds.

Main Theme 2: Impact of cultural diversity and dissonance on the psychological contract

This theme encompasses the influence of various cultural backgrounds, including race, culture, and religion, on individuals' psychological contracts at work. It addresses how cultural diversity and potential conflicts between cultural values and workplace expectations affect employees' perceptions and experiences in the workplace. The main theme is supported by the following quote from one the participant:

Two themes were identified that capture the essence of the influence of cultural dissonance, racial disparities, and cultural factors on the psychological contract at work. These two themes capture the key aspects related to the influence of culture and race on the PC. The two themes are:

Subtheme 2.1: Impact of cultural diversity: This theme encompasses the broader influence of race, culture, and religion on the PC. It addresses how employees' diverse cultural backgrounds affect their perceptions and experiences at work. This is confirmed by the following quote from participant 11:

Participant 11 *“Yes, traditions, religion, and cultures of African black people ... my race, it does influence my psychological contract. I would say... it.... influenced (me) negatively. Imagine if you are not allowed to go attend your church services, it will definitely affect you negatively. For example, I am a pastor, I am supposed to be at church on Sundays. I have to make some home visits but due to the employer demanding me, or in need of me, or in order to produce production in order to supply ... So, at the end of the day, then the two are contradicting each other, then I find myself in breach of a social contract I have with my employer, or in breach of my social contract with my own God that I am serving. So, my psychological contract will be affected negatively, obviously.”*

Subtheme 2.2: Cultural dissonance and the psychological contract: This theme focuses specifically on the conflicts and dissonance that can arise between an individual's cultural values and the expectations set by their workplace, impacting the PC. Several participants highlighted conflicts between work requirements and cultural obligations, such as attending family events, funerals, or religious ceremonies. Participants expected their employers to be culturally sensitive and accommodating of their cultural practices. When these expectations were not met, it strained their PC. These conflicts created tensions between their cultural values and workplace expectations. The conflict between work and culture influences the work-life balance of participants. The above subtheme is supported by the following quotes from participant 12:

Participant 12: *“Yes, I do believe that being an African black person with... indigenous knowledge experiences influence my psychological contract negatively. Black culture is important in our belief systems. For example, traditions such as traditional weddings are things that ... culturally, must be respected and honoured - at all cost in my culture; and, if ... if the employer is not believing in these cultures, then obviously, we... have a conflict in our relationship.”*

Main Theme 3: Racial and Cultural Dynamics in the Workplace

This main theme encompasses the various aspects related to racial disparities, cultural sensitivity, marginalisation, and equality in work environments. It highlights the challenges and perceptions surrounding race and culture within the workplace and how individuals adapt to diversity while striving for equality and merit-based evaluation. This main theme is supported by the following quote:

Subtheme 3.1: Racial and cultural disparities in the workplace: This overarching theme encompasses the issues related to racial disparities, cultural marginalisation, inequality, and cultural sensitivity within the workplace. It includes the Subthemes of racial disparities, cultural insensitivity, and adaptation to diversity. The subtheme is supported by the following quote from participant 16:

Participant 16: *“Based on my experience, I think race and culture... when it comes to that, I think...in terms of how things have been since I started working here... It does affect my psychological contract negatively. So, in terms of culture, or, let me say in terms of the tribe we belong to, respect is important in terms of the traditions we follow. When it is time for us to do traditional weddings, and... funerals, we are forced by our culture to attend these events and obviously leave must be taken. The employer will tell you that you are not qualifying for leave at that time you want to go and ... attend funerals and weddings as (part of your) culture. So then, problems start, because of my culture, and that my boss doesn't respect our traditions.”*

Subtheme 3.2: Equality and merit-based evaluation: This theme specifically focuses on issues related to equality and the assessment of employees based on merit. It also touches on perceptions of racial disparities, as these perceptions can influence the evaluation process. Several participants advocated for equal treatment and fair opportunities in the workplace, regardless of race or cultural background. They believed that everyone should be evaluated based on merit and qualifications. Participants frequently discussed experiences of racial discrimination and stereotyping. They felt that they were judged or treated differently because of

their race, which negatively impacted their PC. The following quotes from participants 8 and 3 substantiate the above subtheme:

Participant 8: *"It does, it does. Okay ... I personally had an experience ... there were occurrences wherein ... err ..., when we were hired in this organisation, we were hired in this organisation with several white people. We were hired at the same time with several white people, and we were not given the same platform for training. We were not given the same ...avenues to equip ourselves. White people were given better training opportunities, white people were taken to train outside, white people were given bursaries they can pursue with their training and execute their training, while black people has never been given anything, or something like that, or close to that and so that has been a problem."*

Participant 3: *"Look... things should not be the way they are, but what I see is what it is. And, it should not be like that, people must be treated... the same whether you are green, black, yellow or whatever.... no matter creed, but this organisation must treat people the same, same level, same everything. So, I... should not see myself as an inferior because they think and classed me as an inferior race.... Then I start thinking (of) myself as a... inferior (person). They bring a white man or female with standard six he comes, or she comes and rule me while I have a degree that I have work hard for, you understand, a qualification I have earned so hard, with hard work to get it. A company must give a person the right job, to the right person who qualifies despite of race, and that person will perform."*

Main Theme 4: Conflict and cultural considerations in the workplace

This main theme encompasses the challenges and dynamics related to conflicts that arise from the interplay between an individual's cultural background, including traditions, beliefs, and values, and the workplace policies, practices, and expectations. It underscores the importance of cultural sensitivity and the need to find a balance between personal cultural obligations and adherence to company policies. This theme also explores the impact of these conflicts on productivity, job satisfaction, and overall psychological contracts within the workplace. Below quote from participant 1 substantiate this point:

The various subthemes that were identified in Table 5.5 can be summarised into two refined themes, as explained below:

Subtheme 4.1: Conflict with workplace policies and cultural obligations: This theme encompasses various aspects of conflicts arising from the clash between personal cultural values, traditions, and workplace policies. It includes subthemes related to, for example, leave policies,

work shifts and dress codes on the one hand; with African Blacks explaining how these aspects often clash with their cultural differences, religious obligations, bereavement and matrimonial beliefs and customs on the other hand. These differences cause conflicts. Employees may face challenges in balancing their cultural or religious practices with their work obligations, leading to conflicts and reduced productivity. The following quotes from participants 2 and 15 emphasise this point.

Participant 2: *“Yaa, I believe it affects my psychological contract negatively, because as a young black lady who ... (was) brought up ... to culturally believe cultures. because culturally, when someone.... died in the family in our culture we are not allowed to go out at night for a period of a year, or even not allowed to work at night. We also required to wear black clothes and doek for six months or even twelve months period for bereavement and this is a problem because in my... work we work shifts including night shifts, and this can be a problem in my psychological contract because the... employer wants me to work night shift, but your culture says no..., your parents or your child has passed on, but at the same time you are required to work so, our psychological contract will be negatively affected.”*

Participant 15: *“Yes, in my experience it did affect my psychological contract and perceptions negatively. I think... my culture affects me, because in Sepedi culture, if there is a... marriage ceremony or traditional weddings, I will need days to go to arrange the wedding. But some cultures need one day, (others) like five days, some need none. If my employer does...not look into that, it can affect my performance at work and my psychological contract negatively. Because my culture is saying: “go attend the traditions,” but on the other side, the employer doesn’t understand and respect that so..., we will... end up disagree to each other in our employment relationship.”*

Subtheme 4.2: Adherence to company policies and cultural sensitivity: This theme focuses on the importance of adhering to company policies while being culturally sensitive. It includes subthemes related to the separation of personal culture and work, prioritising the employer's culture, and managing conflicts between cultural norms and workplace objectives. This theme highlights the need for both employees and employers to find a balance that respects cultural diversity while ensuring adherence to company policies. This subtheme is supported by the following quote from participant 9:

Participant 3: *“So, when I work in a place like this as a black person and Motswana guy, I follow err... the rules and... and... regulations. I cannot come in an environment like this and try to become a Motswana guy. I try to adjust; I try to adjust myself to respect policies and rules of the... the... company and learn what is going on here and live with the diversity in this atmosphere. So long err... the employer respect my...my... culture no...no...problem.”*

These two themes capture the central main theme that relates to conflicts and cultural considerations in the workplace.

Main Theme 5: Adaptation and resilience

This main theme illustrates the importance of adaptation and resilience when faced with workplace challenges. Two themes were identified from the Subthemes discussed in Table 5.5. These two themes are:

Subtheme 5.1: Adaptation to workplace norms: Some participants discussed their ability to adapt to workplace norms and expectations, even when they conflicted with their cultural background. They emphasised the importance of personal agency and adaptability.

The following quote from participant 3 substantiate this subtheme:

Participant 3: *“No, I don’t think so... I don’t think... that my culture will affect my psychological contract. I have taught myself that... when changes come, I must have room to receive them and learn more of new things; so that I... can adjust to new things. So, when I work in a place like this... as a black person and Motswana guy, I cannot come in an environment like this and... try to become a Motswana guy. I try to adjust; I try to adjust myself and... learn what is going on here and live with the diversity in this atmosphere in this environment.”*

Subtheme 5.2: Resilience in the face of challenges: Many participants demonstrated resilience in the face of racial disparities and cultural conflicts. They recognised the challenges but were determined to continue working and succeeding despite them. This subtheme is supported by the following quote from participant 5:

Participant 5: *“Yes, according to the way I see my race and my culture it affects me ... my relationship with my employer at work. Sometimes it’s important to work even though it’s difficult because children need to eat. I don’t ... just work because it is a work, it’s more than that. Because ... my family must be supported, working bring food to the table for family and children. Our belief like err... ubuntu is the one that err... bring us as a family together.”*

Summary and Conclusion:

In summary, these themes illustrate the complex relationship between cultural conflicts, financial pressures, adaptation, and resilience in the workplace, and how these factors can influence the PC, WE, and TI. The responses collectively reveal a complex interplay between social background, particularly race and culture, and the PC at work. Racial disparities and discrimination were prominent concerns, impacting participants' perceptions and experiences. Cultural conflicts and the expectation of cultural sensitivity also played a significant role. However, participants demonstrated resilience and adaptability, highlighting their determination to navigate these challenges. Many called for equality and fair treatment, emphasising the need for a workplace where individuals are evaluated based on their abilities rather than their racial or cultural backgrounds.

To conclude, social background does indeed influence perceptions and lived experiences of the PC at work. Acknowledging these influences and working toward a more equitable and culturally sensitive work environment is essential for creating a positive and inclusive employment relationship. Overall, organisations that proactively address these racial and cultural dynamics, promote cultural sensitivity, and create an inclusive work environment are more likely to foster higher work engagement and reduce turnover intention among their African Black employees. Acknowledging and respecting cultural diversity can lead to a more harmonious and productive employment relationship.

This conclusion and summary of main themes and subtheme are supported by the following authors:

- Heiphetz and Oishi (2020) indicated that, culture and racial disparities play a big role in aspects of cognition and behaviour, such as emotional experience and views of relationships which could lead to a positive or negative reactions.
- Darban and Karatepe (2022) mentioned that when employees experience some sort of unfairness and discrimination based on race and culture those employees are likely to detach from their daily tasks at work.

5.4.3 Research subarea 1.3: Perceptions of African Blacks’ about the lived psychological contract experiences of different races and cultures

Table 5.6 reports on the lived experiences and perceptions of African black employees regarding the psychological contract of different races and cultures:

Table 5.6

African Blacks’ Perceptions about the Lived Psychological Contract Experiences of Different Races and Cultures

Main question: Do you feel that your lived experiences of the psychological contract in your workplace differs from that of other racial groups and cultures?	
Verbatim Evidence	Subtheme - code
<p>Participant 1 “Based on my experiences and err... how I see things happening in my workplace and in my psychological contract, I would say yes. For instance since I started in this company, I do not see some sort of recognition and growth in terms ... in terms of career wise instead whites employees get all the... the benefits and... and promotions and err... recognitions but I have never err... got none of that mainly because I am black person and culturally, we... we are people who supposed to work more than other races. White people their culture is good for them because they never discriminate their fellow white people, so maybe err... their culture doesn’t allow their fellow members to suffer.”</p>	Experiences differ.
<p>Participant 2 “I definitely feel this psychological contract is different reason to say that is err... when you look at white employees here, these people are more preferred race than black race when it comes to... to pay, trainings and all that. White people with their culture’s things are always better and sometimes even good for them, but we Blacks - it’s a challenge to get to the top.”</p>	Experiences differ.
<p>Participant 3 “Yes, I do because blacks are people here in this company that they must work as twice hard more than whites, Indians, and coloureds. The reasons for me saying this is... is... because is hard for blacks here to get promotions like whites and these err... other races. Culturally you can see that there are differences, my ... err... Culture allows me to work hard and feed the family that’s why it is so... so different compared to whites because whites are more err... privileged than us, whites get opportunities after opportunities but blacks not easy, so I see a lot of differences between blacks and whites in terms ... in terms of this psychological contract.”</p>	Experiences differ.

Main question: Do you feel that your lived experiences of the psychological contract in your workplace differs from that of other racial groups and cultures?

Verbatim Evidence	Subtheme - code
<p>Participant 5 “The way I am experiencing this psychological contract I can say yes, it’s different. For example, I was promised to be promoted and hoping for a better salary but since then nothing happens, imagine how I feel, this is really discouraging. But because in my culture you cannot just err... leave the job, a man doesn’t just leave the job. But white’s employees are treated special even though qualifications are not there. Maybe culturally whites are not supposed to suffer than blacks.”</p>	Experiences differ.
<p>Participant 6 “I have said previously that I am a black African Motswana, so I feel... and I ... err... know that my employment relationship with my boss is different from other white employees because many ... err... blacks are not recognised. Not to... to... mention promotions and opportunities. These ... err... opportunities are for white people only. Black people are the ones supposed to struggle and suffer, we see and experience that in ... err... jobs.”</p>	Experiences differ.
<p>Participant 7 “Yes, I feel that. Reason being our race and culture makes things hard for us and for employees with western cultures. Whites employees everything is easy for them, these err... people do not work as hard as us blacks and they get all the credit and recognitions and promotions in the workplaces more than black people, which is why I am saying I know that black people psychological contract is different from whites, Indians and perhaps coloureds because no matter how umm... hard you work, you will err... never be considered and recognised as err... whites and those other races.”</p>	Experiences differ.
<p>Participant 8 “Agree 100% there are disparities in our psychological contract. The reason for me ... err... to say yes is because you will never find a white employee be overlooked in terms of err.... opportunities more than us blacks. I will tell you this, I once promised to be taken for training opportunities but err... it is now over 2 years instead whites are going for training to know how to operate the machine I am working with. So, this psychological contract thing is... is... so different even though I understood that I will be treated fairly but no it’s something else different totally.”</p>	Experiences differ.
<p>Participant 10 “Definitely it is different, reason being that when I started working here err... I was promised that I will get opportunities and err... promotions but well err... nothing. But when I look at err... my white counterpart so it ... it... is surely different. I think culturally white races I am meant not to... to... suffer and struggle because it is against their western culture. But as a err... black person I know it is different because we are treated differently in most cases”</p>	Experiences differ.

Main question: Do you feel that your lived experiences of the psychological contract in your workplace differs from that of other racial groups and cultures?

Verbatim Evidence	Subtheme - code
<p>Participant 11 “I know we are experiencing it differently, the reason being err...the...the... treatment also in our employment relationship is not the same. I am a qualified technician, and my white supervisor is not, but he gets more credit and recognitions more than me, but while err... I am doing my job more than ...than him, so yes black people will always not be taken seriously that is why I am saying we experience this psychological contract differently.”</p>	Experiences differ.
<p>Participant 12 “I feel it is different, because of the... the way I see it. Blacks are treated and not respected in terms of err... work related (things). There are lot of things that my boss never cares for when it comes to me. I was supposed to be promoted to a supervisory position and he told me that you will see... But when time goes by, I just saw a young white man appointed to be a supervisor and that really affected me a lot to a point of leaving the organisation. There is no respect for a black man... none whatsoever, no promotions and recognition. So, I know it is different from for white employees’ psychological contract.”</p>	Experiences differ.
<p>Participant 13 “I would say yes, it is different. I started working here as a gap leader and I am now having 12 years in the same position but that is not happening in the whites, Indians, and coloureds, these people are promoted every time. Black employees are not getting these things. These ... err... things are for whites and other races, because workplaces are managed and controlled by whites, so it is not easy to get to the high level when you are black, promises are just broken like that, and life goes on as normally.”</p>	Experiences differ.
<p>Participant 14 “Yes, I do feel we experience it differently from whites, I will give you err... example why I say it is different, it’s simple: no promotions, salary increase, no recognition and no opportunities. Since I work here, I was promised all these things augh... never got any of that but err... instead whites are getting all the benefits the matter of funeral customs to us is important, and I... again the matter of traditional weddings, a matter of funerals arrangements all these belief systems err... somewhere somehow makes conflict in my culture with my employer culture.”</p>	Experiences differ.
<p>Participant 9: “No I could say, err... due to the experience I’ve got with the company as I’ve been with the company for 10 years I’ve been working with different plant managers, with different cultures, then it depends on your personality as a plant manager or whoever, all the plant managers were different to each other then you may find that one is clicking with you in terms of relationship and one is very much different to others, and then that’s because of being personal, it’s a matter of personality is not a matter of culture, or whatever, and I don’t think err... culture in that terms has a</p>	No different experiences

Main question: Do you feel that your lived experiences of the psychological contract in your workplace differs from that of other racial groups and cultures?	
Verbatim Evidence	Subtheme - code
problem through to my experience because err... it's like HR Managers or HR officers or HR directors, they come in different ways, is not like the Indians is better than the Tswana that was here of the Xhosa who was here, or whatever, so it is a matter mentality and of personality, so what I am saying is I don't feel me being black I experience psychological contract on my job directly from other racial groups and their culture you see".	
Participant 15: "No I don't feel there is much difference how I experience psychological contract differently from other racial groups and culture for me is the same, for me is the same, because... err...for the.... for...the transparent things like when we... when we celebrate our maybe the heritage, all the, all the Africans they join the celebration even if there is a ceremony for the for the white people, they announce it, and we celebrate it together So Now I am taking the transparent things that everyone can see that is why I am saying I see the same treatment from blacks and other racial groups and their culture."	No different experiences
Participant 4: "Very true, like I said, the... the...the... only good answer about that... it will be saying, the white people, Indians or coloured - they have a very good background they grow up in. So, we grow up poor, so when we see most of the things here. Some of them are amazing, some of them we are trying to, you know, to connect to them, but it is not easy for us. Because for us, we have not grown-up seeing lots of things, lots of precious things. But they know everything. They have the financial background we don't have. That's why it's so difficult sometimes to connect to all those other racial groups. We just need to be given enough time, you know, to be much involve in what they are trying to teach us here. They normally become impatient; then they end up even.... swearing to us, you know, so trying to work with other... with other groups like white, Indians and coloureds... we as Blacks, we want to be given enough time to be trained on what they say we should do. So, it's not really a very easy step. They... they.... they... they think is easy because if you know everything... how to lift the car or drive the car... for them it is easy, for us it is very different."	Experiences differ.

Discussion

Table 5.6 indicates that fourteen (14) participants (1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14 and 16) reported that their PC in their workplace differs from that of other racial groups and cultures (i.e., westernised employees). These participants reported that they experience no recognition, growth in terms career wise, promotions and training opportunities when compared to employees with western background and as a result their moral are dropping, and their PC are impacted negatively because of being overlooked for job opportunities when compared to white employees.

Two (2) participants (9 and 15) reported that they do not feel that there are differences regarding the experience from the PC from other racial groups and cultures. These three employees explained that they do not have problems working with people from different cultures. Therefore, the research question was not applicable to them.

From the participants' responses and the initial development of themes (as set out in Table 5.6), the researcher categorised participants perceptions of whether their lived experiences of the psychological contract differ from those of other racial groups and cultures into several main themes and themes:

Main Theme 1: Perceived racial disparities in the workplace

Subtheme 1.1: Unequal opportunities: Participants perceive racial disparities in opportunities, promotions, training, and recognition at their workplace. They believe that white employees receive preferential treatment in these aspects.

This subtheme is supported by the following quote from participants 14 and 1:

Participant 14: *“Yes, I do feel we experience it differently from whites, I will give you err... example why I say it is different, and it’s simple: no promotions, salary increase, no recognition and no opportunities. Since I work here, I was promised all these things augh... never got any of that but ... instead whites are getting all the benefits.”*

Participant 1 *“Based on my experiences and ... how I see things happening in my workplace and in my psychological contract, I would say yes. For instance, since I started in this company, I do not see some sort of recognition and growth in terms ... in terms of career wise instead whites employees get all the... the benefits and... and promotions and ... recognitions but I have never ... got none of that mainly because I am black person and culturally, we... we are people who supposed to work more than other races. White people their culture is good for them because they never discriminate their fellow white people, so maybe ... their culture doesn’t allow their fellow members to suffer.”*

Subtheme 1.2: Cultural impact on opportunities: Participants also highlight cultural differences as a factor influencing these disparities. They feel that cultural norms and practices in the workplace favour white employees, contributing to the unequal distribution of opportunities. They suggest that these differences impact how they are treated and recognised in the workplace. The following quotes from participants 3 and 5 emphasise this point:

Participant 3: *“Culturally you can see that there are differences, my ... culture allows me to work hard and feed the family that’s why it is... so different compared to whites because whites are more err... privileged than us, whites get opportunities after opportunities but blacks not easy, so I see a lot of differences between blacks and whites in terms ... in terms of this psychological contract.”*

Participant 5: *“Our psychological contract it’s different. For example, I was promised to be promoted and hoping for a better salary but since then nothing happened, imagine how I feel, this is really discouraging. But because in my culture you cannot just ... leave the job, a man doesn’t just leave the job but support his family. But white’s employees are treated special even though qualifications are not there. Maybe culturally whites are not supposed to suffer than blacks and this influences psychological contract negatively.”*

Subtheme 1.3: Cultural conflicts: Some participants mention cultural conflicts between their own culture and the culture of their employer. These conflicts are seen as barriers to equal treatment and opportunities. The following quote from participant 14 confirms this point:

Participant 14: *“Yes, we experience psychological contract differently from whites... there is no promotions, salary increase... no recognition and no opportunities, regarding, the matter of traditional weddings, a matter of funerals arrangements all these belief systems ... somewhere somehow makes conflict in my culture with my employer culture”.*

Main Theme 3: Economic disparities and social background

Subtheme 3.1: Economic disparities: Participants suggest that economic disparities between racial groups contribute to differences in the PC. They feel that white employees may have a more privileged background, making it easier for them to succeed in the workplace. This subtheme is supported by the following quote from participant 3:

Participant 3: *“Yes, I do because blacks are people here in this company that they must work as twice hard more than whites, Indians, and coloureds. The reasons for me saying this is... is... because is hard for blacks here to get promotions like whites and these... other races. Culture allows me to work hard and feed the family that’s why it is so... so different compared to whites because whites are more... privileged than us.”*

Subtheme 3.2: Cultural learning curve: Participants mention that they may face challenges in adapting to workplace practices and expectations due to their different social backgrounds. They highlight the need for more time and training to bridge this gap. This theme is supported by the following quote from participant 4:

Participant 4: *“The thing is... you know in a company like this, it is... not only one specific culture, but also a group where we are different people from different cultures and different tribes. So..., when we get together, it... becomes a problem because we need to understand one’s culture and... roots and try to accommodate one another in terms of language-wise, and background-wise, where you are coming from and so on and so forth. So... at the end of the day, while trying to get that information, that’s when we affect our exchange employment relationship.”*

Main Theme 4: Equal treatment and transparency

Subtheme 4.1: Perception of equality: A few participants express the belief that they are treated equally and transparently in the workplace, regardless of their racial or cultural background. Below quotes from Participants 9 and 15 substantiate this subtheme:

Participant 9 *“No I could say, err... due to the experience I’ve got with the company as I’ve been with the company for 10 years, I’ve been working with different plant managers, with different cultures, then it depends on your personality as a plant manager or whoever, so what I am saying is I don’t feel me being black I experience psychological contract on my job differently from other racial groups and their culture you see”.*

Participant 15: *“No I don’t feel there is much difference how I experience psychological contract differently from other racial groups and culture for me is the same, for me is the same, because... err...for the.... for...the transparent things like when we... when we celebrate our maybe the heritage, all the, all the Africans they join the celebration even if there is a ceremony for the for the white people, they announce it, and we celebrate it together.”*

Subtheme4.2: Transparent celebrations: Some participants note that transparent events and celebrations, such as heritage celebrations, are inclusive and promote a sense of equality among employees from different racial backgrounds. The above subthemes are confirmed by the following quote from participant 15:

Participant 15: *“No I don’t feel there is much difference how I experience psychological contract differently from other racial groups and culture, for me it is the same, because...for the.... for...the transparent things like when we... when we celebrate our maybe the heritage, all the, all the Africans they join the celebration even if there is a ceremony for the for the white people, they announce it, and we celebrate it together So now I am taking the transparent things that everyone can see that is why I am saying I see the same treatment from blacks and other racial groups and their culture.”*

Summary and conclusion

These themes and subthemes illustrate the participants' varied perceptions of whether their experiences of the PC differ from those of other racial groups and cultures in their workplace. While some participants emphasise racial disparities and cultural differences as contributing factors to unequal treatment and opportunities, others highlight economic disparities and the need for cultural adaptation. Some participants, however, believe in equal treatment and transparency in workplace interactions. These perceptions may impact work engagement and turnover intention, as unequal treatment and disparities in opportunities can lead to reduced work engagement and higher turnover intention among affected employees. The findings of the main themes, themes and subthemes are supported by the following authors:

- Oamen (2021) emphasised that African black culture influences the individual perception on how they interpret and understand things.
- Samuel and Engelbrecht (2021) state that the behaviours and attitudes of people are catalysed by their cultural beliefs system as people come from different worlds.
- These beliefs systems influence people perception of the phenomenon being studied in all age groups, young or old, and whether educated or uneducated which influences emotions (Eze et al, 2021).

5.5 RESEARCH AREA 2: WORK ENGAGEMENT

The participant's perceptions and lived experiences relevant to the construct of WE were uncovered within the context of AKS. Research area 2 consisted of four research subareas, which are:

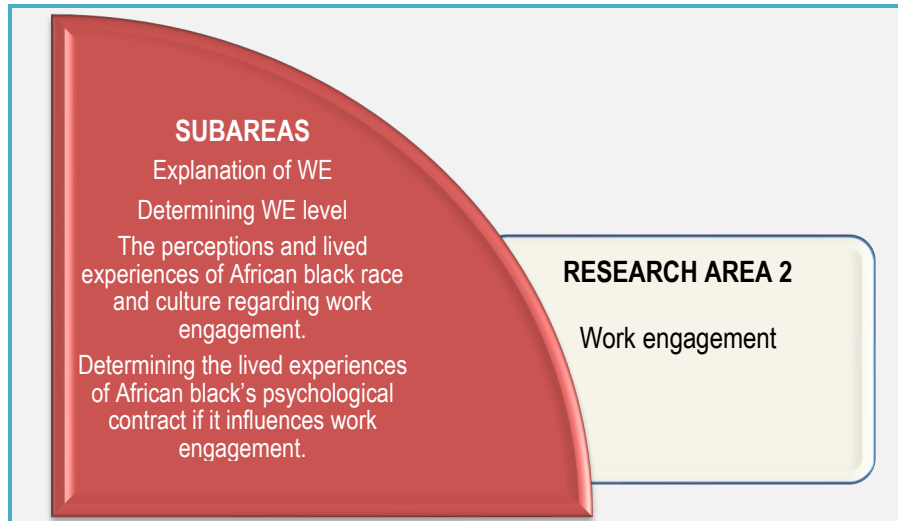
- **Research subarea 2.1:** WE explained.
- **Research subarea 2.2:** Determination of WE level.
- **Research subarea 2.3:** The perceptions and the lived experiences of the African Black race and culture regarding WE levels
- **Research subarea 2.4:** Determining whether the lived experiences of African black's regarding their PC, influences WE.

Research Area 2, with its four research subareas, are depicted in Figure 5.7 below. Research subarea 2.1 focuses on the explanations of WE as a construct by participants. Research subarea

2.2 aims to find out what the perceived levels of WE are of the participants. Research subareas 2.3 and 2.4 focus on the initial perceptions and lived experiences of African Black employees regarding WE.

Figure 5.7

Graphical Presentation of Research area 2: Work engagement



Research area 2: Interview questions:

- What is your understanding of work engagement?
- Please explain how engaged you feel you are at work?
- How do you think your social background (for instance, as it relates to your African Black race and culture) may affect your perceptions and lived experiences regarding your work engagement?
- How, and in what ways, do you think your lived experiences of your PC as an African Black, influence your work engagement?

5.5.1 Research subarea 2.1: An explanation of work engagement

Table 5.7 summarise participants understanding of WE. (Research subarea 2.1).

Table 5.7*Research Subarea 2.1: An Explanation of Work Engagement*

Main question: According to your understanding, what is work engagement?	
Verbatim evidence	Subtheme coding (Round 1)
Participant 1: "To my understanding work engagement is being involved in things pertaining to work and participating in the betterment of work and decision making".	Participating in the betterment of work
Participant 2: "For me work engagement will be to do your job with a daily schedule or plan".	Daily job schedule
Participant 3: "My understanding about work engagement is when a person is fully engaging with his or her job to successfully complete the job effectively".	Complete a job successfully
Participant 5: "I could say work engagement is the communication between the employer and the employee and how we communicate and work together while supporting each other regarding work".	Working together
Participant 10: "For me from err... my understanding, work engagement is when one or two people err... working together same time to achieve the goals"	Working together
Participant 6: "For me work engagement is how engaged I am and I how I perform my work duties on a daily basis."	How to perform work duties
Participant 4: "In my understanding work engagement is how I am engaged in my scope of work that I do in my daily basis".	Engagement in the scope of work
Participant 7: "Work engagement would be an employees' will to perform their tasks, the level of engagement and the will to do my job that I am paid for".	Employees will complete tasks and do their jobs
Participant 8: "It is the ability to do the job happily and willingly".	
Participant 9: "For me, is the totally and heartedly engaged in my work and my position".	
Participant 11: "In my understanding work engagement is when employer and employee working together with matter pertaining work-related issues in the work environment".	Working together
Participant 12: "The work engagement according to my understanding is the work I am doing and how I am do it and everything that has to do with the work in the workplace and the people I am working with".	Work and how it is done
Participant 15: "My understanding of work engagement is the way I put my effort on the task I do in my job in exchange for recognition".	Effort put in to do job task

Main question: According to your understanding, what is work engagement?	
Verbatim evidence	Subtheme coding (Round 1)
Participant 14: "Work engagement is my ability to perform my job whole heartedly".	Ability to perform my job
Participant 13: "Work engagement is the level a person is engagement with their daily job". Participant 16: "I would say it's err... the highest level of one being engaged in his or her work".	The level of engagement

Discussion

Sixteen participants defined the construct of WE according to their own understanding, as reflected in Table 5.7. Although their understanding of WE were not similar to the definition of the current study, it still seemed clear that they understand the meaning of WE. At first glance, it was determined that participants defined the concept of WE as an employee’s level of engagement, commitment, and involvement to do their daily job effectively, hence it was concluded that participants understand the meaning of WE. The initial coding (as listed in Table 5.7) was then further scrutinised and resulted in several main themes and subthemes, as depicted in Figure 5.8 and discussed below:

Main Theme 1: Active participation and involvement

Subtheme 1.1: Active contribution: Participants describe work engagement as actively participating in work-related tasks and decision-making processes. They emphasise the importance of contributing to the betterment of work. This subtheme is supported by the following quote from Participant 1:

Participant 1: *"To my understanding work engagement is being involved in things pertaining to work and participating in the betterment of work and decision making"*.

Subtheme 1.2: Daily commitment: Work engagement, according to some participants, involves adhering to daily schedules and plans while performing job duties with dedication. Participants 4 and 6 emphasise this point.

Participant 4: *“In my understanding work engagement is how I am engaged in my scope of work that I do on daily basis”.*

Participant 6: *“For me work engagement is how engaged I am and I how I perform my work duties on a daily basis.”*

Main Theme 2: Effective job performance

Subtheme 2.1: Job effectiveness: Work engagement, for several participants, means fully engaging with their job to ensure successful and effective task completion. Participants 7, 8 and 9 support this subtheme:

Participant 7: *“Work engagement would be an employees’ will to perform their tasks, the level of engagement and the will to do my job that I am paid for”.*

Participant 8: *“It is the ability to do the job happily and willingly”.*

Participant 9: *“For me, is the totally and heartedly engaged in my work and my position”.*

Subtheme 2.2: Communication and collaboration: Participants highlight the importance of effective communication and collaboration between employees and employers as a part of work engagement. This subtheme is supported by the following quote from Participant 5:

Participant 5: *“I could say work engagement is the communication between the employer and the employee and how we communicate and work together while supporting each other regarding work”.*

Main Theme 3: Willingness and happiness

Subtheme 3.1: Willing performance: Some participants define work engagement as the willingness and eagerness to perform job tasks happily and willingly. The following quote from Participant 8 emphasises this point:

Participant 8: *“It is the ability to do the job happily and willingly”.*

Subtheme 3.2: Heartfelt dedication: Work engagement is viewed as a wholehearted dedication to one's work and position within the organisation. This subtheme is supported by the following quote from Participant 14 below:

Participant 14: *“Work engagement is my ability to perform my job whole heartedly”.*

Main Theme 4: Teamwork and problem solving

Subtheme 4.1: Collaborative problem solving: Participants describe work engagement as the ability to discuss work-related matters with colleagues and come up with solutions to address them collaboratively. The following quote from Participant 11 substantiates this point:

Participant 11: *“In my understanding work engagement is when employer and employee working together with matter pertaining work-related issues in the work environment”.*

Main Theme 5: High level of engagement

Subtheme 5.1: Peak engagement: A few participants characterise work engagement as the highest level of one's involvement and commitment to their work. Participant 3 emphasises this point:

Participant 3: *“My understanding about work engagement is when a person is fully engaging with his or her job to successfully complete the job effectively”.*

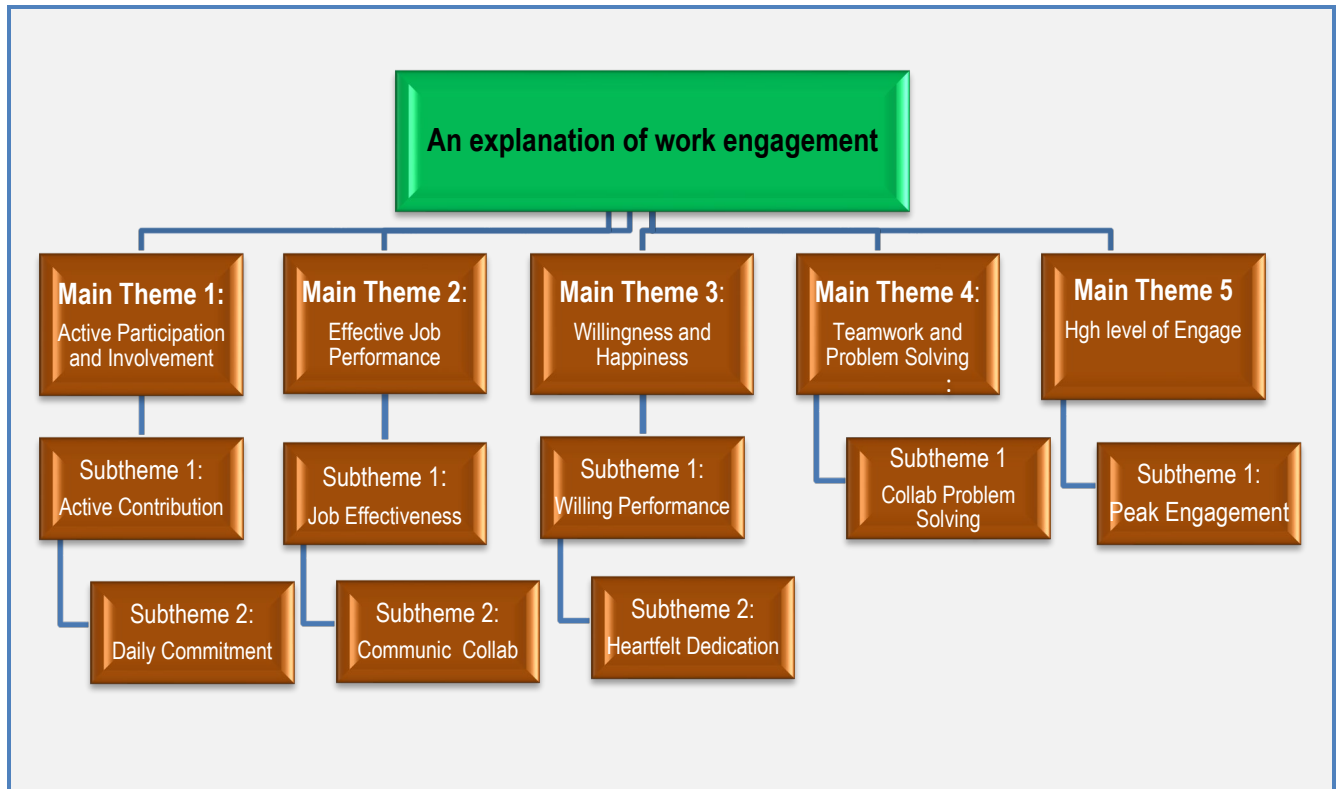
These main themes and subthemes are illustrated below (see Figure 5.8).

Summary and conclusion

These main themes and subthemes collectively illustrate the participants' diverse understandings of work engagement. While some emphasise active participation, effective job performance, and willingness, others highlight the importance of communication, collaboration, and teamwork in the context of work engagement. These diverse perspectives contribute to a holistic understanding of work engagement, which can vary from person to person. Hence, it was concluded that the interviews could continue.

Figure 5.8

Subtheme 2.1: Main Themes and Subthemes Identified in Explanations of Work Engagement



5.5.2 Research subarea 2.2: Perceived work engagement levels

Participants' perceptions about their own WE levels (Research Subarea 2.2) are summarised in Table 5.8 below:

Table 5.8

Research Subarea 2.2: Perceptions of Work Engagement Levels

Main question: Please explain to me how engaged you are at your work?	
Verbatim evidence	Subarea-coding (Round 1)
<p>Participant 1: “Yes, 100%... err... I always engage in my work with energy. ... Uhm... when I do my job, I make sure that I do it excellently and in time. In my work ... err... often ... for instance, I have ... err.... my to-do list. This list, uhm... helps me to complete my daily tasks on time. My involvement is quite remarkable. My reason for saying this is because I interact with other departments whenever there are projects to be completed. For example ... err.... in 2019, the Controlling department was struggling in getting one supplier that our department used for a cultural day. I then ... err... helped the manager of the department to get ... err... the supplier to help them with the preparations of the event. I am engaged with positive engagement because I always help my counterparts whenever we have some issue in the department.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>
<p>Participant 3: “Me... myself... I am just only focused on my job description, and with my job description I do my best ... just that I fulfil it as (it) is. Sometimes I... I... go over, I go, I go... extra mile. If I can see myself somewhere, I go the extra mile. But I do my best that I fulfil my work that I must do, what I am employed to do that’s what I do. Oh well, yes, I come with energy when I come in here. Remember, I come in here early in the morning and when I come in here early in the morning my mind is now vibrant, I start to think of what are things that I know about... about.... about... about...about my work. Then, I start to go there, wherever this thing I want to see, where I must see these things, we are working with tools in here and now I want to see all the quality tools are in place everywhere. Then, I want to go there, we work. Also, with coaching, I go to the guys, I talk to them, I talk a lot with them. Then, sometimes we do trainings, I conduct trainings there and there, on... on... workstations, I do conduct trainings there. I am engaged, with involvement in my work. I am involved in the team, I work with a quality team, whereby every morning we have a team meeting where we talk about the issues that the customers have seen. And then, every time there are issues, the quality manager will say: “Okay, who is taking this one, and who is taking that one,” and then we are doing problem solving in all these issues. I am engaged with positive interaction, yes, I will say to you yes, because I have the ability ... now to, I mean the... the.... the.... country quality director comes directly ... straight to me and ask me questions, which he doesn’t ask his subordinates. He comes straight to me. The plant managers come and ask me about the scrap report, and I do the report, and I give him the report. I also work with the Autonomous Unit Production (UAP) Manager, and also UAP Managers in all other departments.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>

Main question: Please explain to me how engaged you are at your work?	
Verbatim evidence	Subarea-coding (Round 1)
<p>Participant 6: “Yes, a lot of it. ...Humm.... there is a lot of physical work involved, so, I use a lot of energy in my work. I do lines’ preparations, first part approvals and last off declarations. Yes, I am engaged, with involvement. I work with a lot of different people ... mmm.... I was part of the first Gap leaders to run the... the...the production, which is the finished panel... finished panel line. So, it... its... it’s... a project where everything you have to do was started from nothing. So, there was a lot of involvement from engineers, managers of different races and different cultures ... err... So, yes, I am engaged with positive interaction. I form part of the production team. So we... we... interact with lot of different departments like injection moulding and logistics... different kinds of people with different kinds of roles.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>
<p>Participant 9: “Yes, I am engaged in my work with energy because I am giving err...enough time and enough privilege to do what I am doing. And then err... I am saying this because my manager I report to, she could understand even if things are difficult that is why I give all my effort and energy. Yes, I do engage with involvement in my work, for instance if I have been given a task, I don’t wait for somebody to come and ask me did you complete the work. I just do extreme to satisfy my bosses because they have their trust in me. Yes, I am engaged with positive interaction. For instance if someone like for example the department, I am working in is HSE (Health and safety representatives) I am not only focussing on my scope of work. I try to extent my scope and do more than what I am required to do. In that case, I am engaged with all the employee in terms of complaints, and also interact with the management in terms of anything they require, and also engaged with everyone in terms of what they want.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>
<p>Participant 4: “Yes, I am engaged with energy. Okay err... I am having a guideline as to how to start my work and finish my work. So based on that, before I can even get to work, I already know what to do in the morning without asking anyone what should be done. There is a routine written clearly for... for... us to follow, and which is not something that I can fulfil on my own, so is not that difficult to... to... go through that. So that keeps me going every day. Yes I participate in my work with involvement, okay we have so many err... different meetings that I am involved in, some of them are from other departments where we have different people that we can engage on like the quality stuff and the Faurecia excellence systems (FES) people where we sit together and discuss the improvement of the company, so there is lot that we are doing, the 5S that’s where the shop floor people we all come together to improve our 5s, so I am... I’m engage with many departments. Yes, Okay let me give you this example that we do every day. I am positively engaging with quality department where we receive complaints from our customer and as the group of people trying to solve the problem each one of us take the relevant task to fulfil during the day and then after a while maybe after four or five hours we go back and give some feedback out of that, so it’s not like something we discuss and then leave it. You going to be given the task to do some investigate and then give feedback out of that that’s how it really helps us to solve the problems on the line.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>

Main question: Please explain to me how engaged you are at your work?	
Verbatim evidence	Subarea-coding (Round 1)
<p>Participant 7: “Yes, I am engaged with energy, err... okay maybe the yes is a yes and No. I am engaged currently I am moving into a new role, But the No part comes up because I was feed up with my previous role. Err... I believe I am.... engaged with involvement, the reason I believe I am engaged with involvement is because some of the things that I work with they don’t even need to get to my superior because I am involved the... the... is no need for escalation and what not and what not, that is why I am saying I think I am engaged with involvement. I am yes, so for me it’s more it, I think it’s less to do with my engagement in that sense has less to do with my psychological contract and then more to do with my personality as a person, I think as a person I am quite (engaged), I am quite err... I engaged with a lot of people so it’s one of those things I do naturally, so I don’t think, I don’t think it’s ... err...If you ask me am I engaged because I love what I do? It’s not the case I am engaged because engagement is something I... I... find easy and it’s something I quite enjoy.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>
<p>Participate 12: “Yes, I am engaged in my work with energy. Okay, In my workplace I work with a group of people that is you know as people we come from different background different families and sometimes you may come with the problems from home but due to fact that I am at work I always make sure that I greet people with respect I we always pray first in the morning, and we work together as a team if someone wants to go somewhere he or she ask me can you please help me with this before, then I will be able to do my job with his job while is there, so I believe that I do my job with energy, and at the end of the day I do what I am expected to do”.</p>	<p>Engaged with energy, involvement, and positive interaction</p>
<p>Participant 13: “Yes, I am engaged with energy, okay, I do my job with energy I am working as a policeman like on the lines in my... my...my... company, I am working all these lines, checking and stuff where I can improve stuff, I improve but where I cannot improve, I will say I cannot do it without you, but every morning I run around going and getting involved in the meetings all day. Yes, I do, I am engaged on my work with involvement. I am involved let’s say we have a defect problem, I am participating on how to resolve it, and how did it happened, and I am involved on how to get it right and how to avoid it happening again, so I am involved in all those stuffs. I am involved in positive interaction, yes, I am working with people. As I was explaining, I am like a policeman, I am checking what they do on the lines so I am participating with them, if the something they don’t understand they will ask me, and I will be assisting them.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>

Main question: Please explain to me how engaged you are at your work?	
Verbatim evidence	Subarea-coding (Round 1)
<p>Participant 16: “Yes, I am engaged with energy, so I give out my full energy. For instance, my body language when I move. I move with energy and what I do in terms of my work I give it all out. I am engaged with involvement yes, so in my job err... I am involved in terms of being a team member to support like injection moulding like if they have quality issues. suppliers when they got issues, and assembly lines when they have issues, so I get involved as I try to bring solutions to the problems that the departments can have in the teams. Yes, I am engaged with positive interaction, whereby maybe injection moulding team and quality when we have conversation or we have task at hand where maybe there is quality concerns, so in terms of positive interaction that’s where we have discussion in order to have a common goal or to in mind, we got a common goal that we need to solve a particular goal towards the issue we face.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>
<p>Participant 8: “Yes, I am. err... you see from where we come from, one of the things that we sat down and came up with the conclusions was, err...any person or any black person, black woman, black man, young man, young woman come into our workplace or workforce err... what we need to do is one to protect them, because they don’t have a protection from the management level. We need to protect the, two, we need to train and equip them to our best of our ability, so that they can do their job effectively and efficiently. Yes, I am engaged with involvement, there are people under me and people above me and they are all black. For the sake of that chain, we need to try to do our utmost best. Yes, I am also engaged with positive interaction. For instance, recently there was this err... an employee who was hired, this employee doesn’t know much about the products we make, then the Supervisor called me to assist the employee and then I did it peacefully and willingly.”</p>	<p>Engaged with energy, involvement, and positive interaction</p>
<p>Participant 2: “No I am not engaging in my work, cause what I do I run the store the plant runs twenty-four hours a day, and I work 8 hours a day, so most tasks are not getting done, even if I make a schedule the work doesn’t get done, so that’s the reason I say I am not engaged in my work. Okay, for instance, uumm... you need to... to... complete your tasks so because of overload, you will keep on jumping so that everything can be covered but you don’t finish. So, they will say do cycle count because you don’t have time you will end up going to the system and say just writing due to the lack of people, cause the plant runs 24 hours and I work only eight hours and I am alone, I am not engaging in my work because of workload”.</p>	<p>Not engaged due to workload</p>
<p>Participant 5: “No! I am not engaged with energy. I don’t know how to put it. Not always. I feel like I don’t have any support from.... from... from...from...from... the the....employer, hence there is what we call support function, there are lot of things that are... are happening in the shop floor whereby we don’t get any support from them, and then at the end of the day they will see you as somebody who is not proactive to them, things like training, we need trainings as Gap leaders because they just elect you and say you are a Gap leader without any training at the end of the day, they will need a paper work from you whereas you didn’t get any training you have to</p>	<p>Not engaged due to lack of support but engaged with involvement and positive interaction</p>

Main question: Please explain to me how engaged you are at your work?	
Verbatim evidence	Subarea-coding (Round 1)
make plan on how to fill in their papers you have to do it in your own. Yes, I am engaging with involvement, hence I say I am but due to lack of support from them then it became something else. Yes, I am engaging with positive interaction, since I am a Gap leader, I must have Top 5 in the morning I have to discuss with them, I must know how they are feeling and how can I assist them”.	
Participant 14: “No, I am not engaged with energy. Yaa, it’s because err... we have a lot of intensive and what... what... but they take everything from us which means we are nothing in this company, they just want us to work. Yes, because when you come to work you must be happy, you know that I am going to work I am going to do this and that, and then at the end of the day you know you going to get incentive or what... what... they didn’t give me that energy. No, I am not engaged with involvement. I don’t have energy to do that, I just come to work and work and go home and get money at end of the day, this is what I am doing now. How can I am engaged with positive interaction while I am not happy? I am not happy where I am working, I am just working that at the end of the day I get salary.”	Not engaged due to lack of consideration and overlooked
Participant 10: “To be honest at the first place, I used to engaged with energy because coming from different background I thought I will bring changes seeing the issues at hand, however, when a person now trying to engage the management and they will always turn down all your ideas or I just bypass or never look at them its kind like demotivates you, and you end not raise err...points when you see them and you just do whatever you are told which I feel like it’s unfair cause now as a person that is energetic you also want to add inputs err... add value to the organisation but if now you are undermined, you just do whatever you do. It’s more like you come to work and get paid, which I feel like it’s unfair, partially so. I am engaged with involvement. There are certain tasks that are dedicated to me that I need to oversee, but in most cases now, you find that a person would need to review, even though you know that you did your utmost best to do tasks at hand, but you will find that they need to review them and asks questions that’s it’s more like demotivate to you so at the end you end up do bear minimum of what is expected of. Err... with my subordinates and people that are on my level yes, but with management not, and my reasons being, my views and opinions are always overlooked, and this gives me the perceptions that my views and opinions are useless, these are reason that makes me not to engage in my work.”	Not engaged due to lack of consideration and overlooked

Main question: Please explain to me how engaged you are at your work?	
Verbatim evidence	Subarea-coding (Round 1)
<p>Participant 15: “I used to engage in my work with energy, my energy used to be high, but currently the momentum is dropped. Due to the reason that they didn’t recognise my effort and give me the opportunities to grow my career that resulted in my energy dropped, so now my energy is very low. Yes, I am engaged with involvement, so I participate in a lot of management meetings, where we brainstorm at the meetings that are above my...my...my level of responsibilities, so I get involved with a lot of meetings. Yes, I engaged with positive interaction, so like my department involve other departments so... so... to run a meeting I need to get involve al other department to participate in the problem solutions.”</p>	<p>Not engaged due to lack of recognition but engaged with involvement and positive interaction.</p>
<p>Participant 11: “Err...Previously I used to engage with energy, but presently I am not engaged, and it is what it is. Err... there are things that err... have negative impact that were caused by the employer in my energetic way of work engagement the way I was from the date of engagement the date I was given a privilege to serve as a shop steward, because of my engagement was that I must come up with positive things that will help this company to flourish, and then for people to enjoy the workplace, but I can’t say I am the only one who lost energy in my work based on empty promises, based on racial discrimination, based on unfair labour practices when it comes to disciplinary actions and corrective measures. When it comes to me as a black person the hand of the company is harsh, and then even myself I am aware that when it come to the point that I must be disciplined, then I know it is just a procedure, but I am already dismissed. These are things that makes me loose the energy. Yes, I am engaged with involvement in my work like as I started earlier that I have been given a task to improve some of the work in the lines. Yes, I can interact with positive interaction, if there are problems in other lines such as BU90 IP instrument I, interact with employees in this workstation positively”.</p>	<p>Not engaged due to empty promises but engaged with involvement and interaction.</p>

Discussion

As shown in Table 5.8, 10 participants (1, 3, 4, 6, 7, 8, 9, 12, 13 and 16) reported that they are engaged with energy, involvement, and positive interaction. Two participants (participants 11 and 15) reported that they are not engaged, due to lack of recognition and empty promises. However, they are involved at work and do have positive interactions with others at work. Two participants (participants 10 and 14) reported that they are not engaged in their work due to lack of consideration and being overlooked. Participant 5 reported not to be engaged due to lack of support but engaged with involvement and positive interaction. Furthermore, this participant emphasised that the employer never provided trainings that will help in performing the job

effectively. Participant 2 reported not to be engaged due to his workload. According to this participant, she does everything herself, and the company does not provide people to assist her. So every time she comes to work, she does not have energy and fails to be involved and interact positively. From Table 5.8, it can further be concluded that most participants were engaged in their work with energy, involvement, and positive interaction. However, four participants that experienced lack of recognition, empty promises, lack of consideration and being overlooked did not engaged with their work with energy, involvement, and positive interaction.

The initial coding was then scrutinised and analysed to develop main themes and subthemes, as depicted in Figure 5.9, and discussed below. From the participants' responses, we can categorise their levels of work engagement into four main themes and Subthemes:

Main Theme 1: High levels of engagement

Subtheme 1.1: Energetic involvement: Some participants expressed a high level of engagement in their work, describing it as being energetic and actively participating in their job duties. They exhibit enthusiasm and a proactive attitude toward their tasks. This subtheme is supported by the following quote from Participant 1:

Participant 1: *“Yes, 100%... I always engage in my work with energy... when I do my job, I make sure that I do it excellently and in time. In my work... for instance, I have... my to-do list. This list... helps me to complete my daily tasks on time. My involvement is quite remarkable. My reason for saying this is because I interact with other departments whenever there are projects to be completed. For example in.... err... 2019, the controlling department was struggling in getting one supplier that our department used for a cultural day. I then ... helped the manager of the department to get ... the supplier to help them with the preparations of the event. I am engaged with positive engagement because I always help my counterparts whenever we have some issue in the department.”*

Subtheme 1.2: Positive interaction: Participants in this category also mention engaging in positive interactions with colleagues and supervisors. They collaborate, offer support, and actively participate in meetings and discussions related to work issues. The following quotes from Participants 6 support this subtheme:

Participant 6: *“Yes, a lot of it.... there is a lot of physical work involved, so, I use a lot of energy in my work. I do lines' preparations, first part approvals and last off declarations. Yes, I am engaged, with involvement. I work with a lot of different people ... I was part of the first Gap leaders to run ... the production, which is the*

... finished panel line. So, there was a lot of involvement from engineers, managers of different races and different cultures ... So, yes, I am engaged with positive interaction. I form part of the production team. So ... we... interact with lot of different departments like injection moulding and logistics... different kinds of people with different kinds of roles.”

Main Theme 2: Moderate levels of engagement

Subtheme 2.1: Balanced involvement: Some participants describe a balanced level of engagement where they fulfil their job responsibilities but may not go the extra mile. They ensure their assigned tasks are completed but do not necessarily exhibit high energy or enthusiasm. This subtheme is supported by the following quote from Participant 3:

Participant 3: “I am just only focused on my job description, and with my job description I do my best ... just that I fulfil it as it is. Sometimes ... I go... the extra mile. If I can see myself somewhere, I go the extra mile. But I do my best that I fulfil my work that I must do, what I am employed to do that’s what I do.”

Subtheme 2.2: Limited interaction and trust: In this category, participants engage with involvement but may have limited interaction with colleagues or supervisors. They fulfil their duties but do not actively participate in discussions or problem-solving beyond their immediate responsibilities. The following quote from Participant 10 emphasises this point:

Participant 10: “I am engaged with involvement. There are... certain... tasks that are dedicated to me that I need to oversee, but in most cases now, you find that a person would need to review, even though you know that you did your utmost best to... do tasks at hand, but you will find that they need to review them and asks questions that’s it’s more like demotivate to you so... at the end you end up do bear minimum of what is expected of... with my subordinates and people that are on my level yes, but with management not, and my reasons being, my views and opinions are always overlooked, and this gives me the perception that my views and opinions are useless, these are reason that makes me not to engage in my work.”

Main Theme 3: Low levels of engagement

Subtheme 3.1: Decreased energy: Participants in this group express a decrease in their energy levels and enthusiasm for their work. They may have started with high engagement but have become less engaged due to various factors. Below are quotes from participants 11 and 15:

Participant 15: *"I used to engage in... my work with energy, my energy used to be high, but... currently the momentum is dropped. Due to the reason that they didn't recognise my effort and give me the opportunities to grow my career and that resulted in my low level of energy, so now my energy is very low."*

Participant 11: *"Previously I used to engage with energy, but presently I am not engaged, and it is what it is. Err... there are things that ... have negative impact that were caused by the employer in my energetic way of work engagement the way I was... from the date of engagement the date I was... given a privilege to serve as a shop steward, because of my engagement was that I... must come up with positive things that will help this company to flourish, and then for people to enjoy the workplace."*

Subtheme 3.2: Lack of support and recognition: Several participants in this category attribute their low engagement to a perceived lack of support, recognition, or opportunities for growth from their employers. They feel demotivated by the organisation's actions or lack thereof. Below quote from Participant 5 substantiate this point:

Participant 5: *"No! I am not engaged with energy. I don't know how to put it. Not always. I feel like I don't have any support from.... from... from...from...from... the the....employer, hence there is what we call support function, there are lot of things that are... are happening in the shop floor whereby we don't get any support from them, and then at the end of the day they will see you as somebody who is not proactive to them, things like training, we need trainings as Gap leaders because they just elect you and say you are a Gap leader without any training at the end of the day, they will need a paper work from you whereas you didn't get any training you have to make plan on how to fill in their papers you have to do it in your own"*

Main Theme 4: Reasons for decreased engagement

Subtheme 4.1: Organisational Factors: Participants in this subtheme highlight factors such as racial discrimination, unfair labour practices, and unfulfilled promises from the employer as reasons for decreased engagement. This subtheme is supported by the following quote from Participant 11:

Participant 11: *"I can't say I am the only one who lost energy in my work based on empty promises, based on racial discrimination, based on unfair labour practices when it comes to disciplinary actions and corrective measures. When it comes to me as a black person the hand of the company is harsh, and then even myself I am aware that when it come to the point that I must be disciplined, then I know it is just a procedure, but I am already dismissed. These are things that makes me loose the energy."*

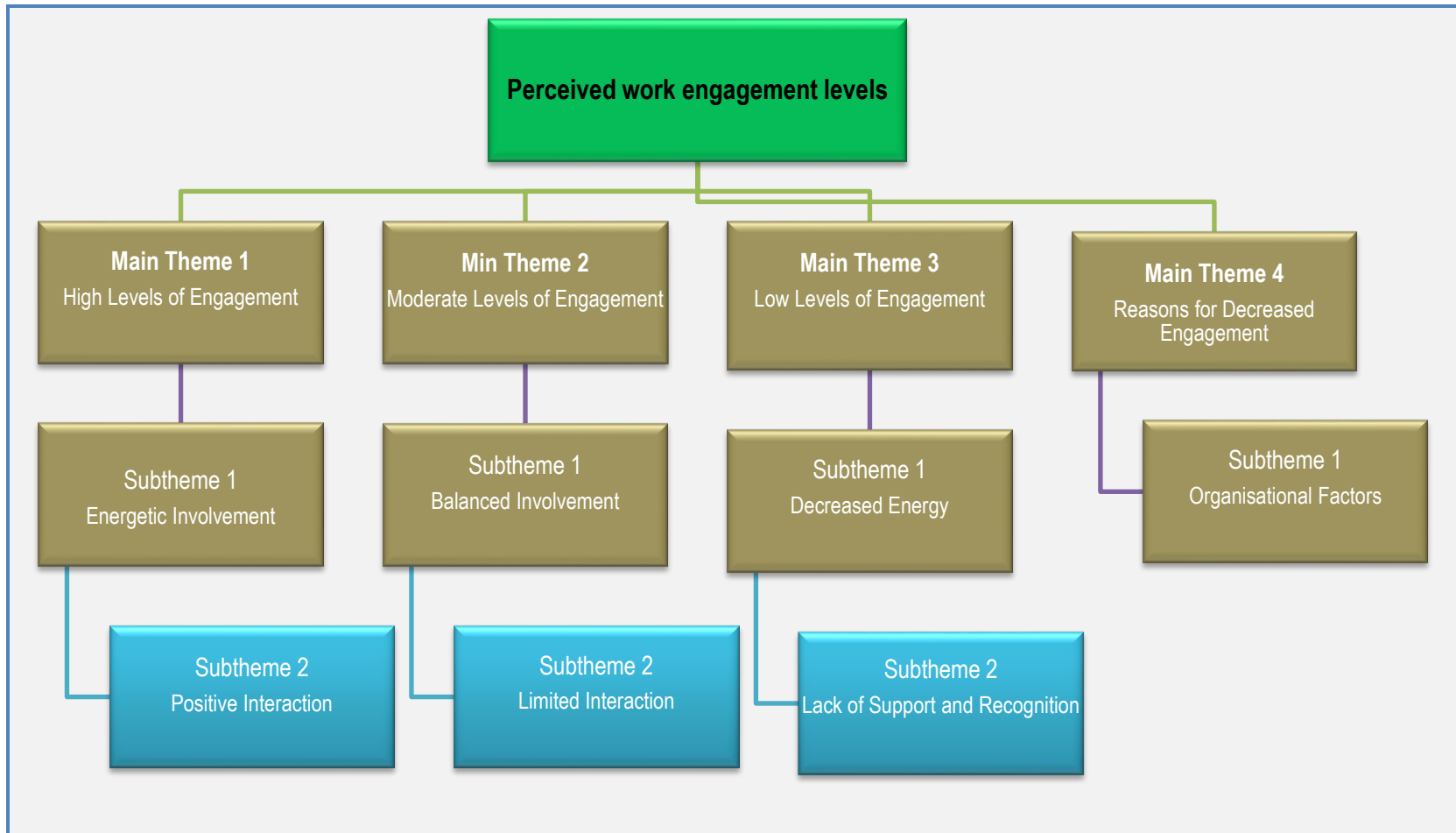
Summary and conclusion

These main themes and subthemes provide insights into the varying levels of work engagement among the participants. While some are highly engaged and enthusiastic, others exhibit more moderate or low levels of engagement, influenced by factors such as their perception of support, recognition, and organisational practices. The conclusions of these main themes and subthemes are supported by the following authors:

- Baker (2022) stresses that high level and low levels of employees WE in workplaces is caused by lack of recognition, training, promotions, and empty promises. This author highlights that, if WE is not properly managed, it could results to high level of TI.
- Darban and Karatepe (2022) mentioned that when employees experience some sort of unfairness and discrimination based on race and culture those employees are likely to detach from their daily tasks at work.
- Oamen (2021) high level WE drives innovative in new ideas generation and enhances teamwork within workplaces. This author's emphasis that WE of employees are essential aspects that organisation must not overlook.

Figure 5.9

Research Subarea 2.2: Main Themes and Subthemes Relating to Perceptions of Work Engagement Levels



5.5.3 Research subarea 2.3: Perceptions and lived experiences of how culture affect African Black employees’ work engagement levels

Table 5.9 reports on Research subarea 2.3, which focuses on perceptions and lived experiences of how race and culture affect African Black employees’ WE

Table 5.9
Perceptions and Lived Experiences of how Culture Affect African Black Employees’ Work Engagement

Main question: How do you think your African Black race and culture may affect your perceptions and lived experiences regarding your work engagement?	
Verbatim evidence	Subtheme coding
<p>Participant 1: As I stated previously that err... being an African black person with err... indigenous knowledge awareness experiences impacted my work engagement err... because my work engagement will be... be affected negatively. why I am saying that because err there was err... time you see, mmm... where my employer refused to grant me a... leave for going to the traditional wedding and that for sure did not err... sit well with me, because I thought to myself that okay, he is doing this, and I am going to do that. Since that day I am no longer engaged in my work with energy, zeal, and ambition I used to. So, you see err... my employer doesn’t care about my culture and beliefs systems that I am connected too. Now it’s just come to work and in knockoff time I knock off, because in this company, you see my boss doesn’t care about these cultural aspects. That is why I say mmm... being black African person who is culturally driven it err... affects my work engaged level so much.”</p>	<p>Beliefs systems (wedding customs)</p>

Main question: How do you think your African Black race and culture may affect your perceptions and lived experiences regarding your work engagement?

Verbatim evidence	Subtheme coding
<p>Participant 10: “I think being an African Motswana black male and my culture affect my work engagement level negatively. For example, culturally, we are raised to respect all people despite race and culture. But when it comes err... to my employer no...no... he doesn't respect our culture. why am I saying this because in my culture, let say one family member dies, then we are not allowed to go at night for a period of a year or even not allowed to work at night, and this will affect my work because where I work we work shifts including knight shifts, and this can be a problem cause the employer wants you to work night shift but your culture says now your parents or your child has passed on , for the whole six months you need to wear black clothes and a dock and not the work uniform to follow the culture. But at work they need you to come at work, so this honestly will affect my work engagement negatively.</p> <p>I will give you an example, this is what I have experienced in this company, when my biological father past on few months ago, and you know that in our culture if one of the family member passes on we must take some time off to prepare for burial and all of that, but guess what, my manager say I must err... come back after 2 days and that reduced my work engagement I am not engaged in my work, the energy has gone because of that experience”</p>	<p>Belief systems- funeral customs</p>
<p>Participant 12: “Okay uhm..., as I have indicated that we come from different culture and different background and that my race is more based on our believe systems. For example in my culture, you find that there are people who have a calling and that those employees need to go for that initiated school perhaps for a period of six month, and that our employer doesn't understand our culture and that obviously will affect my engagement because and at the end of the day I might end up being sick of that, and for me to be healed I need to take that route but err... and because the employer doesn't understand our spirituality. Our believes system and tradition it becomes a problem, and in my experience, I have seen it in my workplace happening, there was a time when one employee has to go attend her daughter traditional healing initiation school but err... employer say she must continue working and not leave, but when err... you look at whites they...they ... don't treated like black people her, and from that day. It changed my work engagement; my work engagement is dropped negatively because this employer is not considerate of the err... employees with indigenous knowledge awareness experiences because not respecting these beliefs one might end up sick or even err... losing his or her mind... So, these affects my level of work engagement negatively as an African black female.”</p>	<p>Belief system (Ancestral traditional calling)</p>

Main question: How do you think your African Black race and culture may affect your perceptions and lived experiences regarding your work engagement?	
Verbatim evidence	Subtheme coding
<p>Participate 7: “In general at workplace, I think being African black employee does affect my work engagement level negatively. As I said in the beginning, African people are culturally based and, in some cases, we are bound or connected to these belief systems. I will err... give you an example, in this industry these cultures doesn’t work, the employer is...is... not looking at that because there was a time err... I was supposed to go to church for child baptism and ordinations and all of that, but the employer say no you cannot go on the ordinations. Err... for me was like okay here I feel not being appreciated and respected with mmm... my culture and that err... affected err... my work engagement very negatively. I I ... would be lying if I say I am engaged; I am not engaged, the energy has dropped because of my employer err... not respecting me as a black person with indigenous knowledge consciousness.”</p>	<p>Belief systems (Church customs)</p>
<p>Participant 5: “I believe that racially and err... culturally it does influence my work engagement. I would say in my experience in this workplace 80% of my culture affects err... my work engagement negatively because there is no consideration by our employer on these traditions and cultures, we believe in. Because I cannot do something that my culture doesn’t support. For instance, My Sotho tribe says <i>Motho ke Motho ka batho</i>, I am because of others. When I work, I am not only working for myself, but I work that all my family and relatives’ benefit. so if my employer doesn’t respect that black err... people have the spirit of ubuntu or not having compassion with err... me that will make me not engaged with energy, interaction, and motivation the... the.... Level will drop. The employer must look at these so that err... my level of engagement can increase.”</p>	<p>The spirit of ubuntu</p>
<p>Participant 15: “Yes, based on my race and culture it does affect err... impact my work engagement negatively. Black people with indigenous knowledge awareness experiences are influenced by the... the traditions and customs. From what I... I... experienced that caused me to... to ... not engaged in my.... my work is because I am an elder of the church and there was a time, I asked my ... my...Boss that we....we will have a thanksgiving at church, so I won’t come to...to... work on that err... day, but when the time came it was something else and you know that to me was like we are not err... taken seriously black people this is some that impacted err... my work engagement level negatively because my boss is not looking at these beliefs and traditions we black people believe in. For me increase the level of engagement he must respect the African black people with their culture then... then... I Will engage with high err... note again.”</p>	<p>Belief systems (church customs)</p>

Main question: How do you think your African Black race and culture may affect your perceptions and lived experiences regarding your work engagement?

Verbatim evidence	Subtheme coding
<p>Participant 16: “Yes it does. Me, I am not engaged in a bit. I just come, and work get paid and get off. I will be honest with you. You see, I have a wife who is a traditional healer. So, many times I do not come to work because I am assisting the wife at home and all of that, and as a result my ... err... boss doesn’t understand that and he told me that I am not engaged on my work with energy as I used to, and I say yes, I am not because, I have to follow the traditions. So that is why I say err... I am not engaged. You see if my employer understands err.... African spirituals then I can engage but now I am not engaged at all that is why I say.... I say I am not engaged because of our spirituality.... spirituality</p>	<p>Belief systems – (Ancestral traditional healing customs)</p>
<p>Participant 11: “Yaa, as an African male it has a negative impact on my work level of engagement. From my experienced, as I stated in the beginning that culturally black people who have indigenous knowledge systems awareness their employment relationship and work engagement is affected by their belief systems. There was a time where I needed to go do a cultural practice such as traditional customs that involves slaughtering goats to summon our ancestors to thank them for helping our brother to come back home after six months of practicing healing calling and during that time I wanted some time off but the problem was with my employer because he didn’t understand the err... the... importance of that and I affected negatively which bears some err... negatives on my engagement because after that I am not engaged and involve in my work like before”.</p>	<p>Belief systems (Ancestral healing calling)</p>
<p>Participate 14: “We are African, and these cultures affect us one way or ...err... the other, so obviously the work engagement err... will be affected. From my experiences I have seen my employer denied me opportunities to attend funerals and traditional weddings and that really err... affected me and my level of the... the work engagement. I am not engaged because African black people here with their.... their.... culture are not respected and considered, so I feel disconnected to my work because I am not ... err... respected and my culture.”</p>	<p>Belief systems (Funeral and weddings customs)</p>
<p>Participate 2: “Err... No, my level of engagement is not caused by my race or culture. I am in engaged in my work with energy, so I come ... err.... and do the job then get paid so I don’t see race and culture influences my work engagement.”</p>	<p>No effect on work engagement</p>
<p>Participant 6: “Yes, African black people who are culturally driven obviously affect their work engagement. For example, differences in cultures makes employment relationship not to be err... in a good order, obviously if not respected I won’t be engage in the work.”</p>	<p>Cultural differences and misunderstandings</p>

Main question: How do you think your African Black race and culture may affect your perceptions and lived experiences regarding your work engagement?	
Verbatim evidence	Subtheme coding
<p>Participant 13: “I know that African black employees are undermined with their... their.... culture. So this really affected my work engagement level negatively. I am not engaged the way I used, but because of one day my manager - we were at a meeting for a ...a... team building, and I was wearing my traditional band and clothes on my hands and (around) my neck and he said: “Hey..., you with those traditional bands and clothes speak up and I felt offended and with that experience. I am no longer engaged. I don’t even ... err... work with a team. I am so negatively affected because my manager disrespected me and my religious belief systems. So... so... that is the reason I’m not really engage in my work until this time.”</p>	<p>Belief systems- Ancestral traditional calling</p>
<p>Participant 3: “Racial yes, black people are subjected to err...to discrimination, so being black you know that err.... we are ill-treated by white counterparts. Blacks always are not considered and regarded like whites, because of the racial discrimination that is here in this environment, err... I think my work engagement is affected because of such. Look, I am a Motswana boy, I am a Motswana child, I have been raise as a Motswana boy, I was taught to respect that every father is my father, every sister is my sister, and every mother is my mother. So, when I come into this environment, I come with that mentality. I come with that thinking then I don’t have problem to respect people who are younger than me, and who are older than me, and who are mother like to me, and who comes from a different cultural background. ’ I have the ability to interact and relate to that. So, my culture doesn’t necessarily affect my work engagement level.”</p>	<p>No effect</p>

Main question: How do you think your African Black race and culture may affect your perceptions and lived experiences regarding your work engagement?

Verbatim evidence	Subtheme coding
<p>Participant 4: “No, err...I have been working in this environment for so long I can say I am linked with the process and everything of my work you know, yes at the beginning it was bit tough and bit challenging but after spending so many years here, and that I have been given a position I can now see in a different way, so my race doesn't affect my work engagement. Okay, my culture is also valued, it is not really affecting my engagement, here they respect each everyone culture. Okay, I am looking at this cultural day, so this shows that this organisation valued and respect everyone's culture irrespective of where they are coming from. We are encouraged to come wearing our cultural attires in the cultural day, so I don't see my culture being a problem towards my work engagement.”</p>	No effect
<p>Participant 8: “Uhm.... Not for me, I don't think my race could affect my work engagement, but I think for other people it could be or it could mean the issue of uhm. We as South African black people we are coming from an error of apartheid we are coming from an error of racial prejudice and oppression and that is a brutal dark error, and that error what it did was it...it...it ... err... promoted whiteness and white people and demoted blackness and black people, psychological we are still fighting that, but I don't think, like there is this thing that a White person comes into the lines or the place I work in people should shiver sometimes, especial if they don't know who he is or from where the company he is coming from either he is a boss and boss of bosses, it creates fear of some sort because of how we were conditioned, so that residue is still there. No, it doesn't, I don't think it does, cultural practices and cultural err...norms they don't have any strong pull in this work environment, and whatsoever. What happens is even the place we are living in like; I think they are stronger in our rural. We...we.... we are in a city now and everything we work in cities, we live in cities, and everything around is city related. So, I wouldn't say my culture affect my work engagement, the only day, that I can apply my culture is when we have cultural day in my workplace.”</p>	No effect
<p>Participant 9: “Firstly when I come to work I forget about my race and my culture, yes there are some instances I can use my culture but remember you err...you are employed, you are employed knowing your culture, then other reason is we are totally different culture in the plant, for example we have all this nation if I have to consider my culture, the company has to consider everyone culture because all the culture will say consider my culture. So, my race and culture will not affect my work engagement in anyway whatsoever. My perceptions and experience are that I am hired to do a job.”</p>	No effect

Discussion

As can be seen in Table 5.9, 10 participants (1, 5, 7, 10, 11, 12, 13, 14, 15 and 16) reported that African black employees and culture affect their WE levels in their current employment. These participants reported that their unique African attributes (i.e., the spirit of ubuntu, weddings, traditional callings, funerals, and church customs) affected their WE levels negatively. Participants reported that this was especially the case when comparing themselves to employees with Western cultures - specifically white employees. These participants reported that they feel that their belief systems, traditions, and cultures are overlooked and not respected by their employer, resulting in low levels of WE. However, five participants (2, 3, 4, 8 and 9) reported that African black race and culture does not have an impact on WE. These participants reported that they are engaged with energy, motivation, and interaction because they work, get paid, and go home. Participant 2 did not provide a clear answer; therefore the research question was not applicable to him.

Further scrutiny of the first round of themes followed. Based on the participants' responses, the researcher categorised participants' answers into several main themes and subthemes related to how race and culture affect African black employees' work engagement:

Main Theme 1: Negative impact on work engagement

Subtheme 1.1: Culture disrespect: Participants mentioned that their cultural beliefs, traditions, and practices were not respected or considered by their employers. This lack of respect negatively affected their work engagement. The following quotes from participants 1, 7 and 5 substantiate this subtheme:

Participant 1: *“As I stated previously that ... being an African black person with ... indigenous knowledge awareness experiences impacted my work engagement... because my work engagement will be... be affected negatively. there was ... time you see... where my employer refused to grant me a... leave for going to the traditional wedding and that for sure did not ... sit well with me. Since that day I am no longer engaged in my work with energy, zeal, and ambition I used to. So, you see ... my employer doesn't care about my culture and beliefs systems that I am connected too.”*

Participant 7: *“As I said in the beginning, African people are culturally based and, in some cases, we are bound or connected to these belief systems. ... I was supposed to go to church for child baptism and ordinations and all of that, but the employer say no you cannot go on the ordinations. Err... for me was like*

okay here I feel not being appreciated and respected with... my culture and that ... affected... my work engagement very negatively. I I ... would be lying if I say I am engaged; I am not engaged, the energy has dropped because of my employer ... not respecting me as a black person with indigenous knowledge consciousness.”

Participant 5: *“Participant 5: “I believe that racially and err... culturally it does influence my work engagement. I would say in my experience in this workplace 80% of my culture affects err... my work engagement negatively because there is no consideration by our employer on these traditions and cultures, we believe in. Because I cannot do something that my culture doesn’t support. For instance, My Sotho tribe says Motho ke Motho ka batho, I am because of others. so if my employer doesn’t respect that black err... people have the spirit of ubuntu or not having compassion with err... me that will make me not engaged with energy, interaction, and motivation the... the.... Level will drop.”*

Subtheme 1.2: Clash with Work Schedules: Participants noted that conflicts between their cultural practices and work schedules led to decreased work engagement. The following quotes from participants 15 and 16 support the subtheme.

Participant 16: *“Yes it does. Me, I am not engaged in a bit. I just come, and work get paid and get off. I will be honest with you. You see, I have a wife who is a traditional healer. So, many times I do not come to work because I am assisting the wife at home and all of that, and as a result my ... err... boss doesn’t understand that and he told me that I am not engaged on my work with energy as I used to, and I say yes, I am not because, I have to follow the traditions. So that is why I say err... I am not engaged. You see if my employer understands err.... African spirituals then I can engage but now I am not engaged at all that is why I say.... I say I am not engaged because of our spirituality... Spirituality.”*

Participant 15: *“From what I... I... experienced that caused me to... to ... not engaged in my.... my work is because I am an elder of the church and there was a time, I asked my ... my... Boss that we....we will have a thanksgiving at church, so I won’t come to...to... work on that err... day, but when the time came it was something else and you know that to me was like we are not ... taken seriously black people this is some that impacted ... my work engagement level negatively”*

Main Theme 2: Feeling disrespected and unappreciated

Subtheme 2.1: Lack of appreciation: Participants expressed feeling unappreciated and disrespected by their employers due to their cultural backgrounds. The quotes below from participants 5, 12 and 14 support this subtheme:

Participant 5: *"I believe that racially and ... culturally it does influence my work engagement. I would say in my experience in this workplace 80% of my culture affects ... my work engagement negatively because there is no consideration by our employer on these traditions and cultures, we believe in. so if my employer doesn't respect that black ... people have the spirit of ubuntu or not having compassion with err... me that will make me not engaged with energy, interaction, and motivation the... the.... Level will drop. The employer must look at these so that err... my level of engagement can increase."*

Participant 12: *"Okay uhm... as I have indicated that we come from different culture and different background and that my race is more based on our believe systems. Our believes system and tradition it becomes a problem, and in my experience, I have seen it in my workplace happening, there was a time when one employee has to go attend her daughter traditional healing initiation school but ... employer say she must continue working and not leave, It changed my work engagement; my work engagement is dropped negatively because this employer is not considerate of the... employees with indigenous knowledge awareness experiences."*

Participant 14: *"We are African, and these cultures affect us one way or ... the other, so obviously the work engagement err... will be affected. From my experiences I have seen my employer denied me opportunities to attend funerals and traditional weddings and that really ... affected me and my level of the... the work engagement. I am not engaged because African black people here with their.... their.... culture are not respected and considered, so I feel disconnected to my work because I am not ... err... respected and my culture."*

Subtheme 2.2: Offending comments: Some participants described instances where they felt disrespected because of offensive comments made by their employers. This subtheme is supported by the following quotes from Participants 13:

Participant 13: *"One day my manager - we were at a meeting for a ...a... team building, and I was wearing my traditional band and clothes on my hands and (around) my neck and he said: "Hey..., you with those traditional bands and clothes speak up and I felt offended and with that experience. I am no longer engaged... I am so negatively affected because my manager disrespected me and my religious belief systems. So... so... that is the reason I'm not really engage in my work until this time."*

Main Theme 3: Mixed perspectives and no impact

Subtheme 3.1: No impact on work engagement: A few participants indicated that their race and culture had no significant impact on their work engagement. This subtheme is substantiated by the following quotes from participants 2 and 4

Participant 2: *“No..., my level of engagement is not caused by my race or culture. I am in engaged in my work with energy, so I come ... and do the job then get paid so I don't see race and culture influences my work engagement.”*

Participant 4: *“so my race doesn't affect my work engagement. Okay..., my culture is also valued, it is not really affecting my engagement, here they respect each... everyone culture. Okay, I am looking at this cultural day, so this shows that this organisation valued and respect everyone's culture irrespective of where they are coming from. We are encouraged to come wearing our... cultural attires in the cultural day, so I don't see my culture being a problem towards my work engagement.”*

Subtheme 3.2: Cultural celebration at workplace: Some participants mentioned that their workplaces valued and respected cultural diversity, promoting a sense of inclusivity. The quotes from Participants 8 and 4 support this subtheme:

Participant 8: *“No, it doesn't, I don't think it does, cultural practices and cultural ...norms they don't have any strong pull in this work environment, and whatsoever. So, I wouldn't say my culture affect... my work engagement, the only day, that I can apply my culture is when we have... cultural day in my workplace.”*

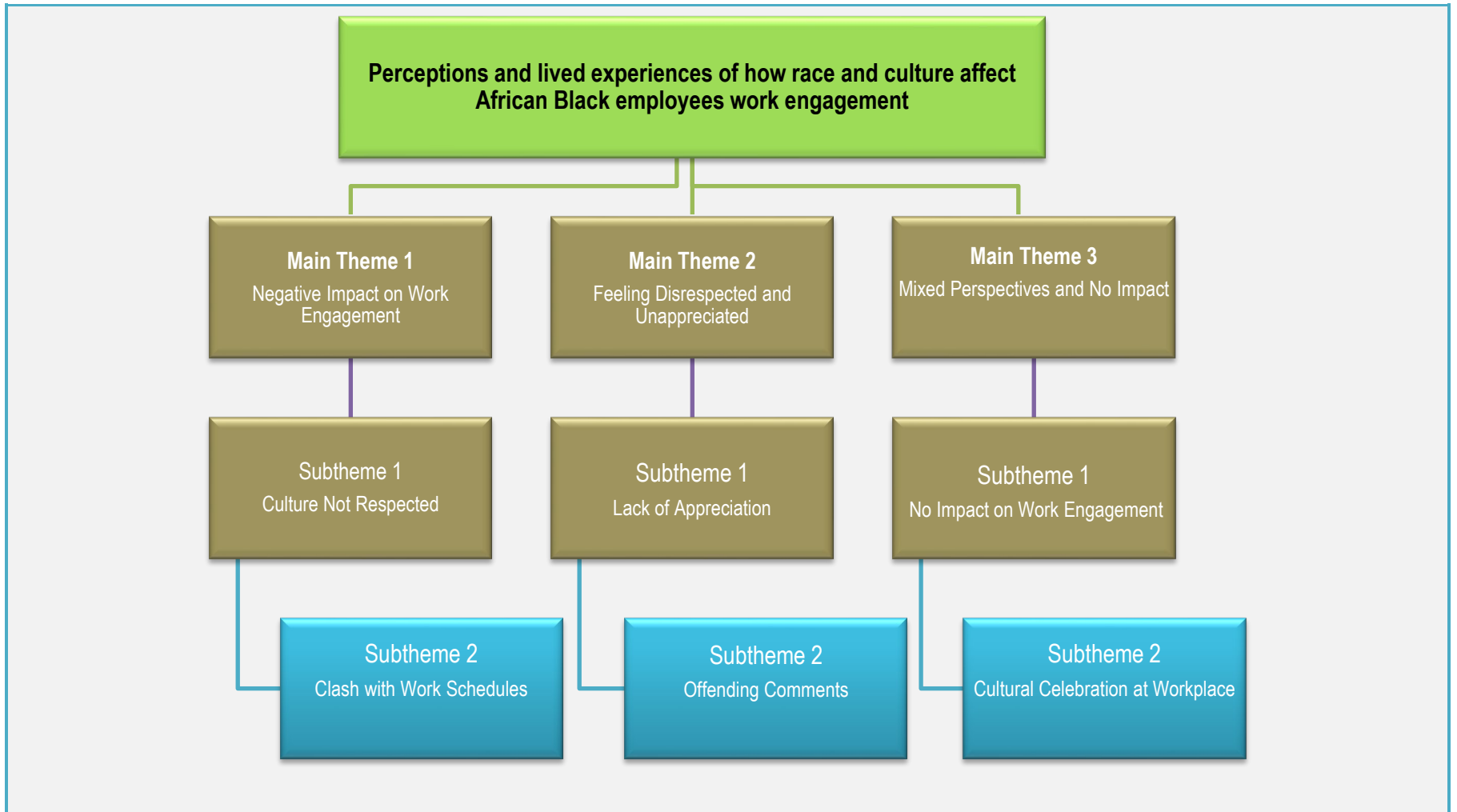
Participant 4: *“Okay, my culture is also valued, it is not really affecting my engagement, here they respect each everyone culture. Okay... I am looking at this cultural day, so... this shows that this organisation valued and respect everyone's culture irrespective.... of where they are coming from.”*

Summary and conclusion

These themes and subthemes highlight the complex interplay between race, culture, and work engagement among African black employees. While some participants experienced a negative impact on their work engagement due to cultural clashes and lack of respect for their traditions, others felt that their workplaces promoted cultural diversity and inclusivity, allowing them to remain engaged in their work. The perspectives shared by participants reflect the diversity of experiences within this context. The conclusions of the Main themes and subthemes are supported by Ugwu et al. (2021) who emphasised that, people from different cultures need to be treated equal despite their traditions and belief systems. Hunsaker and Ding (2022) also pointed out that, cultural spirituality should be considered by organisations as employees want their traditions and culture to be respected and honoured. In addition, Singh and Sing (2022) mention that religious belief systems such as prayer breaks, meditation if no managed properly can clash with work commitments, causing a drop in WE. These themes and subthemes are also illustrated in Figure 5.10 below.

Figure 5.10

Perceptions and Lived Experiences of how Race and Culture Affect African Black Employees' Work Engagement



5.5.4 Research subarea 4: Perceptions and lived experiences of how African Black employees' psychological contracts affect their work engagement levels

Table 5.10 summarises participants' responses about how and in what ways they perceive that their lived experiences of their psychological contract as African Blacks, influence their work engagement.

Table 5.10

Perceptions and Lived Experiences of how African Black's Psychological Contracts affect their Work Engagement Levels

Main question: How and in what ways do you think that your lived experiences of your psychological contract as an African Black, influence your work engagement?	
Verbatim evidence	Subtheme code
<p>Participant 1: "It influences my... work engagement negatively, Considering the fact that... my manager did not fulfil what she promised me that I will be promoted to a... senior position once I completed my second degree, because as a black person I need to prove myself repeatedly. It will set as a... demotivation and discouraging obviously as you don't get promotions and career advancement. Yet again... proving my previous point right there that if I had been of the other race, white race. I would not been having such worries."</p>	Demotivation due to empty promises
<p>Participant 2: "Negatively for sure, look at the...the... promises that the employer promised me. I was promised to be promoted and that because there was err... no Manager, and I was told that I will be a Total Production Manager, but after that, the promised never fulfilled. Err...I think this affect me negatively and it really is very demotivating. Err... but the position... err... was given to another white person, this is very err.... killing my spirit and when I... I... come to work I just work, but not with the way I used to work."</p>	Demotivation due to empty promises
<p>Participant 8: "Looking at the...the... way the company deal with matters like fairness, equity and err... racial discrimination. So, with lot of black people in here to this company we are denied opportunities like training, promotions, and recognition. This really affects and influence my work engagement level negatively. We are somehow, err... somewhere need to be recognised for the effort we put. I can tell you that, I am not sure how many promises that I got from my previous managers, the first manager err... promised to make me an Improvement coordinator, the second manager promised to make me a Planner, and the last one said I will give you a good and err... nice position. But since then, nothing is happening, and you... you... see that is a liar. So empty promises demotivates and demoralise. Err... of cause it influence my work engagement negative, I no longer engaged, I come and go up and down, and knock off and go home."</p>	Demotivation due to empty promises

Main question: How and in what ways do you think that your lived experiences of your psychological contract as an African Black, influence your work engagement?

Verbatim evidence	Subtheme code
<p>Participant 3: “It influence negatively. It influences negatively and also bring some ... err... kind of ... err... demoralised, okay, my boss promises err... to give me err...a salary increment as I err... acted in a standing manager err... for a long time, then and ever since I wait, and wait and wait and wait nothing has happened. Then what happens? I decided that okay sharp, I only do what I must do, I don't go extra mile I don't go that direction I don't go that direction, I only go stereo type I do my work, I come in 07:00 and 15:00 o'clock out, I come in 07:00 o'clock and 15:00 o'clock out, that's it, nothing more from me”.</p>	Demotivation due to empty promises
<p>Participate 9: “In my lived experiences my work engagement in this organisation has been affected negative and is still negative. I have been promised promotion, training opportunities to become assistant manager something's and the employer hasn't fulfilled those promises, because remember I have some hopes that the employer has promised, and I have something in the back of my mind that should I have this or should I get that I am going to do 1, 2, 3, 4, you planned ahead then you get prepared, you get yourself ready to do that, but if the employer just decide to turn around and say I am no longer going to do that. And if when my employer broke those promised, I even felt that maybe is because of my culture and race. So, I feel so demotivated and cheated, and this really makes me disengaged on my work.”</p>	Demotivation due to empty promises
<p>Participant 7: “In my lived experiences my work engagement in this organisation has been affected negative and is still negative. I have been promised promotion, training opportunities to become assistant manager something's and the employer hasn't fulfilled those promises, because remember I have some hopes that the employer has promised, and I have something in the back of my mind that should I have this or should I get that I am going to do 1, 2, 3, 4, you planned ahead then you get prepared, you get yourself ready to do that, but if the employer just decide to turn around and say I am no longer going to do that. And if when my employer broke those promised, I even felt that maybe is because of my culture and race. So, I feel so demotivated and cheated, and this really makes me disengaged on my work.”</p>	Demotivation due to empty promises
<p>Participant 14: “Yaa, as you see like right now, they promise you things and nothing happened, I have been promised that I will be a system engineer, but they don't fulfil. Even the engineer, we will take you to school, but those promises since then has never happened. Me and my boss we do not see eye and eye, and if you raise you voice, they tell you that you have an attitude. It affects my work engagement negatively, because as soon as they promised you something you and they don't fulfil you become demoralised, the morale goes down.”</p>	Demotivation due to empty promises
<p>Participant 11: “Err...my experiences err... in my psychological contract as an African male is affecting my work engagement negatively, because the way the employer has treated me as an African male, as I have stated before there is a task that I have been given to me and been given a duration that prior to the success of it I will be given a position, so I think based on the colour of my skin or me being an African man that is why I have been declined that promotion, even though it was said in the conference room in a meeting in the present country manager, plant manager, plant HR manager, IR HR in their presence and other shop –steward, so because of that I think err... err...me being of a black male then it has a negative impact and it makes me to be demotivated and</p>	Demotivation due to empty promises

Main question: How and in what ways do you think that your lived experiences of your psychological contract as an African Black, influence your work engagement?

Verbatim evidence	Subtheme code
<p>demoralised in my work engagement because of being side-lined and not being considered the way they promised as the employer has promised that in this regard you do 1, 2, and 3 if then you achieve and then is whereby will try and settled this that has been done yet and the goal has been achieve, I see that because of err... the colour of my skin or me being an African black person, I am subjected to oppression, I am also been subjected to slavery, so that it why I say my experiences of my psychological contract affects my work engagement negatively”.</p>	
<p>Participant 4: “That one, that one eish is affecting us a lot, err... like we have been promised that they do us the star review in most of the time, but when you look at the results the results are so amazing. Being an African black person is a challenge, err... while knowing that I am performing better, but when you check the... the... results of the star review (quarterly performance review), it....it.... really put down err... the morale is the only thing is lifting err... our spirit as black people here. they... they.... take them out, they take white employees out for team building and all that, maybe they even give them some money, I am talking about...the...the...the senior ones, but when it comes to us here as part of management, we really get zero, so we worked so hard to recover our monetary value through the over time but eventually the party err... shut down as a result of fatigue, so you can see that the morale is not up there financial. So being promised something and not get that it really affects my work engagement negatively.”</p>	<p>Low morale due to empty promises</p>
<p>Participant 10: “So, I would say one, it could either build you or destroy, err... let me give you two scenarios, I believe in constructive and criticism and cause that’s what build you as an individual, and err... if you always want to be told nice things you will never grow as an individual and you will never know if you are in the right path or not. But on the other hand, if things have been promised and never being fulfilled it err...actually break me as a person because I believed (the promises). Once I get to this stage it means you might have seen the potential in me. Any person in life wants to grow and they don’t need to be stagnate we want to grow; now imagine I already have picture and is not coming into reality. So, for promises made by the employer and never realised really demotivates me as an individual.”</p>	<p>Demotivation due to lack of growth</p>
<p>Participant 12: “Okay. “Okay err... for that, err... first of all err... when I started working here I was an operator then the former HR saw a potential in me then He took me to be a...a... quality inspector, but I didn’t have the... the...the qualifications, so I worked as a quality inspector for so long, more than 5 years, and but every time when we talk about the salary because the difference of pay between us and the operators was not even R5 extra, so when we talked about the...the...the increase they told us we don’t qualify, then we said okay then we want to go school, then they said I must do my investigation, then I did my investigation I then saw that UNISA offers the course, then when we took the quotation to the employer, they said is expensive then after that I say this is what I want to do. Then I resigned from the quality position to operator, so this really affected my work engagement negatively, and brought...the...the...motivation down.”</p>	<p>Demotivation due to due lack of growth</p>

Main question: How and in what ways do you think that your lived experiences of your psychological contract as an African Black, influence your work engagement?

Verbatim evidence	Subtheme code
<p>Participant 16: “Err... it does affect my work engagement negatively, why Am I say this? if some of the things you have been promised and they are not being fulfilled, for me is the two way street err... there is an input you put in to the employer which is your work engagement, your energy, and the effort that you put on your daily tasks and then in return there are certain things which are being promised like for example salaries, training and development, bonuses. So on instances whereby one is being hindered for example if you are promised something by your employer and you are not getting it, then somewhere somehow it affects your input you are putting in in the organisation, for example, I was promised a training err... it was video auditing so its related to auditing of which is not of my daily scope but as part of development and for my career growth I was promised to do that training of which even today nothing has happened, so, somewhere somehow if affects my work engagement and it demoralises as you see and you feel like the organisation is not recognising the effort I was putting in in my work, and my motivation dropped very low”.</p>	<p>Demotivation due to lack of growth</p>
<p>Participant 7: “Correct... correct..., does being err...African black male ... err...err...make it easy to get a promotion or recognition in this organisation? I don't think so frankly. I think I would err... stand a better chance I was a white man for instance that's no 1. With that said, the... the... the influence it would have it as err... as err... African man, it would be rather be discouraging and it would err...it would err... affect my reduce my energy and motivation which lead to some level of disengagement in... in...in...in...in what I do particularly, but my personal, my personally lived experiences is I...I...I... there was an instances where the company had promised a lot of things, and they have not delivered, and just to...to...to a position of being an ME engineering but it never err... happenedalso touch on that I...I... recently resigning myself, I resigned because I felt that I am not growing in some type or form”.</p>	<p>Demotivation due to lack of growth</p>
<p>Participant 13: “It really influences my work engagement negatively I am very demoralised by the experiences I have with my employer on my psychological contract. Sometimes like when I am home, I am like why I must go there, I feel not to come to work, but because like I cannot sit home and do nothing because I have kinds that are at school and stuff and work I come and work and hope that one day they will think that we are not doing right by her and will correct all the mistakes but every time when you get paid you think of those, Mara.. Yaa...uhm... I earn little money; I have been doing this and that. Every year, they will promise that you will be taken to training but no, nothing.”</p>	<p>Demoralised/no training, low remuneration and recognition</p>
<p>Participant 5: “I think... my lived experiences of psychological contract influence my work engagement. In the first place... according to me, and my lived experiences when there are promotions, these promotions are not given to... to... black people, and this shows that there is racial discrimination. And for us as blacks, if we... are not recognised and given promotion and opportunities, it affects us negative and demoralises”</p>	<p>Demoralised/no training, low remuneration and recognition</p>
<p>Participant 15: “So, obvious it affects my energy, I don't have energy anymore to perform my tasks and duties trying to go extra miles, making a lot of effort to deliver on every task,</p>	

Main question: How and in what ways do you think that your lived experiences of your psychological contract as an African Black, influence your work engagement?	
Verbatim evidence	Subtheme code
so my performance on my work engagement has dropped a lot because sometimes as an African black person if our employer has promised me trainings, and salary increase, they don't come to be true, however...err... you may find that the...the...the. Whites are treated correctly and most of their promises are fulfilled, but mine are not, so you see that err... the blacks are always not treated alright, no matter how you perform your job."	Energy dropped due to limited training and salary increases.

Discussion

Tale 5.10 shows that all sixteen (16) participants reported that their PC influence their WE levels negatively at their current employment. These participants reported that they experienced a lack of career growth, promotions, and training and development. They get no or little recognition for work done, and their salary increases, when compared to white employees, are perceived to be lower. As a result, they feel demotivated, demoralised and have a low morale. All these aspects impacted on participants WE levels. Clearly, the effect of race and culture, which lead to negative perceptions of the PC of African black employees, also impacted negatively on employees' WE levels.

As with the previous questions, the researcher then engaged on a deeper level with the coding to develop a number of main themes and subthemes. Based on the participants' responses, we can categorise their answers into several main themes and subthemes related to how their lived experiences of the PC as African blacks influenced their work engagement:

Main Theme 1: Broken promises and unfulfilled expectations

Subtheme 1.1: Lack of promised promotions: Participants mentioned that they were promised promotions or career advancement but did not receive them. This led to feelings of disappointment and demotivation. The following quotes from participants 1 and 2 substantiate this point:

Participant 1: *"It influences my... work engagement negatively, considering the fact that... my manager did not fulfil what she promised me that I will be promoted to a... senior position once I completed my second degree... It will set as a... demotivation and discouraging obviously as you don't get promotions and career advancement."*

Participant 2: *“Negatively for sure, look at the...the... promises that the employer promised me. I was promised to be promoted and that because there was ... no Manager, and I was told that I will be a Total Production Manager, but after that, the promised never fulfilled...I think this affect me negatively and it really is very demotivating.”*

Subtheme 1.2: Unequal opportunities: Participants felt that white employees were given more opportunities and training compared to black employees, contributing to feelings of inequality. The quotes below from participants 8, 15 and 7 support this subtheme:

Participant 8: *“Looking at the...the... way the company deal with matters like fairness, equity and err... racial discrimination. So, with lot of black people in here to this company we are denied opportunities like training, promotions, and recognition. This really affects and influence my work engagement level negatively.”*

Participant 15: *“So, obvious it affects my energy, I don’t have energy anymore to perform my tasks and duties trying to go extra miles, making a lot of effort to deliver on every task, so my performance on my work engagement has dropped a lot because sometimes as an African black person if our employer has promised me trainings, and salary increase, they don’t come to be true, however...err... you may find that the...the...the. Whites are treated correctly and most of their promises are fulfilled, but mine are not, so you see that err... the blacks are always not treated alright, no matter how you perform your job.”*

Participant 7: *“Correct... correct..., does being err...African black male...make it easy to get a promotion or recognition in this organisation? I don’t think so frankly. I think I would ... stand a better chance if I was a white man for instance that’s no 1. With that said, ... the influence it would have ... as ... (an) African man, it would be rather discouraging, and it would ...affect and reduce my energy and motivation which lead to some level of disengagement in... what I do.”*

Subtheme 1.3: Demoralisation: Participants expressed feeling demoralised and discouraged due to the unfulfilled promises and unequal treatment. This subtheme is supported by the following quotes from Participants 9 and 4:

Participant 9: *“In my... lived experiences my work engagement in this organisation has been affected negative and is still negative. I have been ...promised promotion, training opportunities to become assistant manager something’s and the employer hasn’t fulfilled those promises, So, I feel so demotivated and cheated, and this really makes ...me disengaged on my work.”*

Participant 4: *“That one, that one eish is affecting us a lot... like we have been promised that they do us the star review in most of the time, but... when you look at the results the results are so amazing. So, you can...”*

see that the morale is not up there financial. So... being promised something and not get that it really affects my work engagement negatively.”

Main Theme 2: Disengagement

Subtheme 2.1: Reduced Work Engagement: The unmet promises and unequal treatment led to decreased work engagement among participants. Participants 3 and 13 emphasise this point:

Participant 3: *“It influence negatively. It influences negatively and also bring some ... err... kind of ... demoralised, okay, my boss promises... to give me ...a salary increment as I... acted in a standing manager... for a long time, then and ever since I wait, and wait and wait and wait nothing has happened. Then what happens? I decided that okay sharp, I only do what I must do, I don't go extra mile I don't go that direction I don't go that direction, I only go stereo type I do my work nothing more from me.”*

Participant 13: *“It really influences my work engagement negatively I am very demoralised ...by the experiences I have with my employer on my psychological contract. Sometimes like... when I am home, I am like why I must go there... I feel not to come to work? Every year, they will promise that you will be taken to training but no, nothing.”*

Main Theme 3: Perception of racial discrimination

Subtheme 1: Perceived racial discrimination: Participants perceived racial discrimination in the allocation of opportunities and rewards, leading to negative feelings. This subtheme is supported by the following quote from participants 5 and 11:

Participant 5: *“I think... my lived experiences of psychological contract influence my work engagement. In the first place... according to me, and my lived experiences when there are promotions, these promotions are not given to... to... black people, and this shows that there is racial discrimination. And for us as blacks, if we... are not recognised and given promotion and opportunities, it affects us negative and demoralises.”*

Participant 11: *“My... experiences ... in my psychological contract as an African male is affecting my work engagement negatively, because the way the employer has treated me as an African male, as I have... stated before there is a task that I have... been given to me and been given a duration that prior to the success of it I will be given a position..., so I think based on the colour of my skin... or... me being an African man that is why I have been declined that promotion, so that it why I say my experiences of my psychological contract affects my work engagement negatively”.*

These themes and subthemes are also illustrated in Figure 5.11 below.

Summary and conclusion

These themes and subthemes highlight how participants' experiences of the psychological work contract as African blacks influenced their work engagement. Unfulfilled promises, unequal opportunities, demoralisation, and perceived racial discrimination were common threads in their responses, leading to negative effects on their motivation and engagement in the workplace. The participants' perspectives shed light on the challenges they face in their careers and the impact of unmet expectations on their overall work engagement.

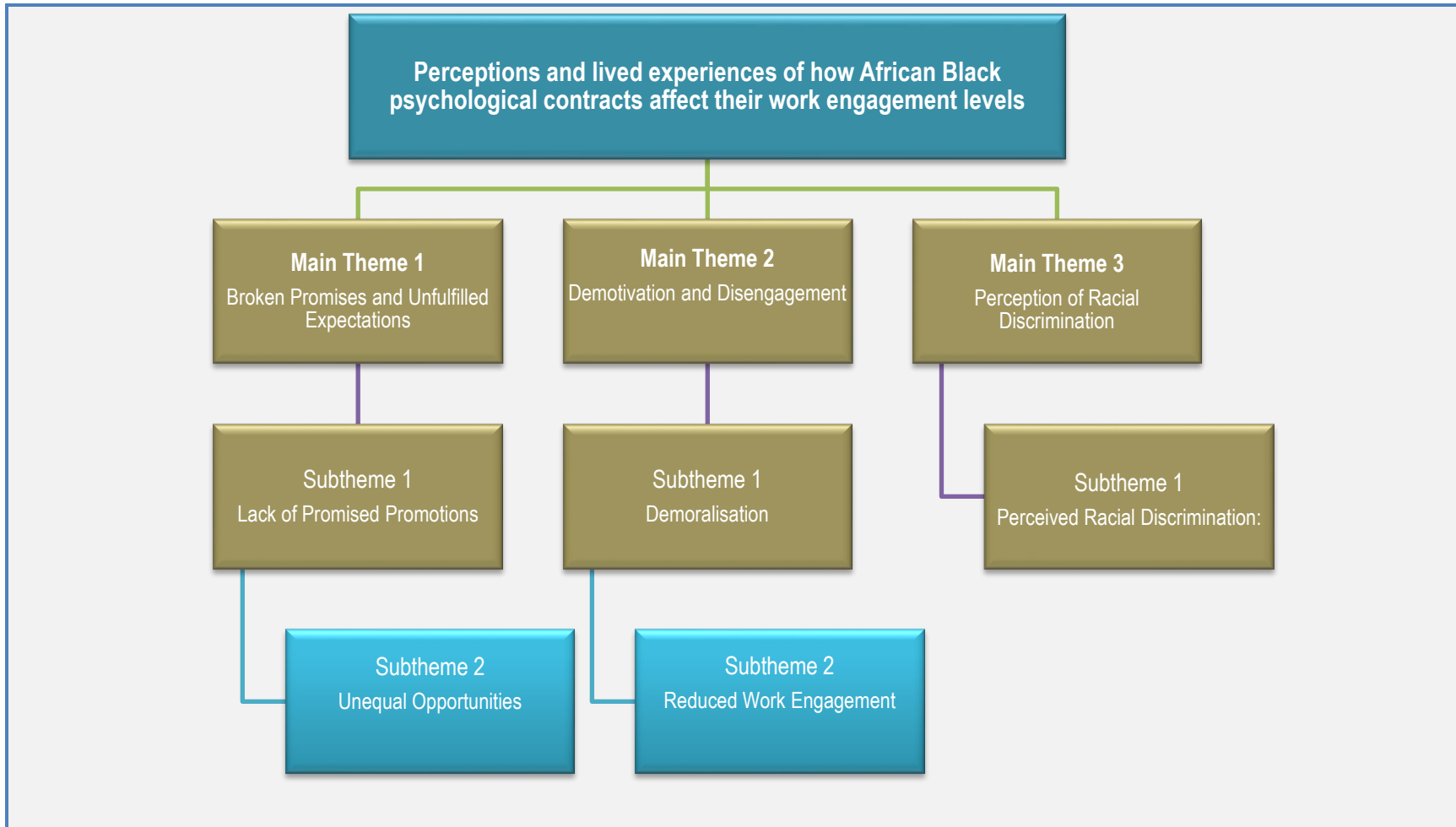
The findings of Research area 2, subarea 2.4 are supported by the extant literature from the following authors:

- Sani et al. (2023) highlighted that being dissatisfied and disengagement are the worst possible scenarios for a company and its employee, as dissatisfied employees will hate to come to work and will radiate negativity.
- Bakker (2022) stresses that if employees are denied the provision of skills advancement opportunities and recognition, their level of WE are likely to continually decline.
- Naidoo, et al. (2021) noted that engaged employees are most likely to drive innovation, growth, revenue, build new products and services, generate new ideas and ultimately help spur the economy more than employees that are not engaged at all.

Figure 5.11 illustrates themes and subthemes in table 5.10

Figure 5.11

Perceptions and Lived Experiences of the Effect of African Black's Psychological Contracts on their Work Engagement Levels



5.6 RESEARCH AREA 3: TURNOVER INTENTION

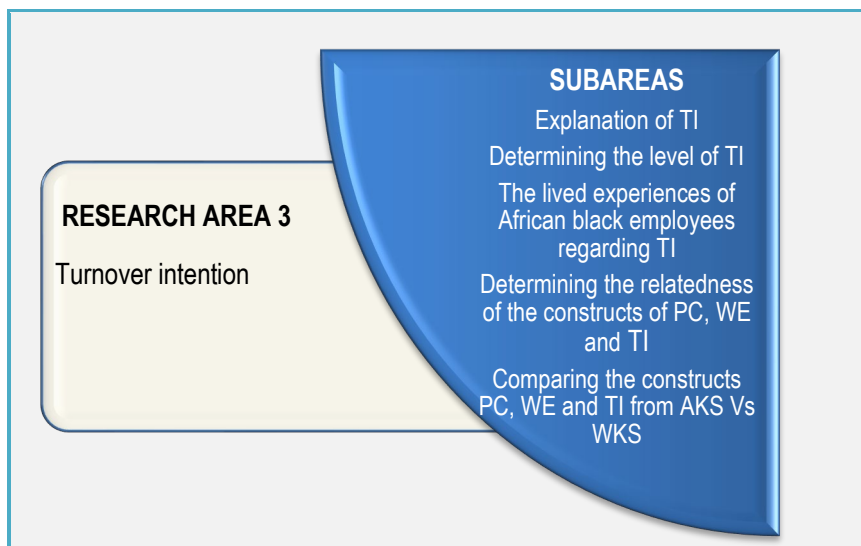
The participant's perceptions and lived experiences relevant to the TI construct in the current study within the context of AKS were discovered. Figure 5.12 represents Research area 3, which consisted of five subthemes, namely:

- **Research subarea 3.1:** TI as concept.
- **Research subarea 3.2:** TI levels.
- **Research subarea 3.3:** Lived experiences of African Black employees regarding TI.
- **Research subarea 3.4:** Relatedness of the constructs PC, WE and TI.

Research subarea 1 focuses on the explanation of TI by participants, while research subarea 2 consider the level of TI by participants. Research subarea3 focuses on the lived experiences of black employees that have an effect on their TI. Research subarea4 reveals the relatedness of the constructs PC, WE and TI. Lastly, Research subarea5 focuses on comparing the constructs of PC, WE and TI from the perspective of an AKS to perceptions about the WKS.

Figure 5.12

Graphical Presentation of Turnover Intention



Research area 3: Interview questions:

- What is your understanding of TI?
- Are you currently intending to resign from your job and seek another job outside your organisation?
- What are your lived experiences as an African Black employee that may affect your current TI?
- Do you think that you're PC, your WE, and your TI are all related?
- Do you think the constructs of PC, WE and TI are experienced differently by African Black employees from the way employees with a Western background experience them?
- Based on your lived experiences as an African black employee, how do you think management can manage the perceptions about their employees' PC to increase WE and lower TI in your workplace?

5.6.1 Research subarea 3.1: Turnover Intention as concept

Research Subarea 3.1, offering a view on how participants understand the concept of TI, is indicated in Table 5.11 below:

Table 5.11

An Explanation of Turnover Intention

Main question: According to your understanding, what is turnover intention?	
Verbatim evidence:	Subtheme code
Participant 1: "In my own understanding, turnover intention is pre-assumptions of people leaving the workplace".	Intention to leave the organisation
Participant 2: "for me is when someone is not happy for instance your contract is cost to company, for the first year is fine, for the second year you don't get increase, for the third year you don't get increase, then you will come up with the thoughts of leaving".	Intention to leave the organisation
Participant 7: "Turnover intention I my understanding would be probably link to my intention of me to either stay or pack my stuff and leave".	Intention to leave the organisation
Participant 5: "For me it would be always thinking to leave the company because of the treatment I got from the employer".	Intention to leave the organisation

Main question: According to your understanding, what is turnover intention?	
Verbatim evidence:	Subtheme code
Participant 9: "Turnover intention I could say is to have minds of leaving the organisation to either go and start your business or look for another job".	Intention to leave the organisation
Participant 10: "I think is when one is not happy at work and go look for another job opportunities to another avenues due unhappiness, basically is intending to resign".	Intention to leave the organisation
Participant 11: "According to my understanding, turnover intention could either be a process of retaining or not retaining meaning either you want to leave or stay".	Intention to leave the organisation
Participant 12: "Turnover intention according to my understanding it's about me thinking to leave my organisation".	Intention to leave the organisation
Participant 14: "I would say turnover intention is when I am always thinking to quit the job because of the unfair labour practice I am encountering at work".	Intention to leave the organisation
Participant 16: "For me is having ideas to move away from the organisation because of either maybe of bad treatment, or some of the things that are promised to you are not fulfilled then you feel like you need to move to another organisation where you will get something".	Intention to leave the organisation
Participant 15: "My understanding about turnover intention is for me as an employee intending to stay or leave the organisation and go to another organisation looking at the current situation".	Intention to leave the organisation
Participant 4: "According to my knowledge turnover intention is the profit that the company is looking for at the end of their financial year".	Monetary results of the company
Participant 6: "Turnover intention for me is the monetary results of the company".	Monetary results of the company
Participant 8: "My understanding of the turnover intention is the way I have been paid right".	Payment
Participant 13: "Turnover intention for me would be to thinking negatively about the relationship that may end soon with the company".	Relationship

Discussion

Table 5.11 indicates how participants explained the construct of TI according to their own understanding. Twelve participants (1, 2, 4, 5, 7, 9, 10, 11, 12, 14, 15 and 16) explained the

construct of TI as the process of intending to leave the organisation and look for other employment in another organisation. These participants thus understood the basic meaning of TI.

However, several participants misunderstood the meaning of the construct. One participant explained the construct of TI as a relationship that may end soon, which implies a misconception of the term. Two participants (3 and 6) misinterpreted TI as the monetary results of a company at the end of its financial year. Another participant explained TI as the negative relationship between her and the employer. It can therefore be concluded that the participants understood what TI is. Therefore, the research questions could continue.

The researcher firstly scrutinised the data for the initial coding process, as seen in Table 5.11. The researcher then considered the data for formulating main themes and subthemes. Based on the participants' responses, their answers could be categorised into two main themes related to their understanding of the construct "turnover intention":

Main Theme 1: Employee intent to leave or stay

Subtheme 1.1: Desire to leave: Participants described turnover intention as the intention or desire to leave the organisation due to various reasons, including dissatisfaction, unhappiness, or mistreatment. The following quotes from Participants 2, 5, 10, 16 and 14 support this subtheme:

Participant 2: *"for me is when someone is not happy for instance your contract is cost to company, for the first year is fine, for the second year you don't get increase, for the third year you don't get increase, then you will come up with the thoughts of leaving"*.

Participant 5: *"For me it would be always thinking to leave the company because of the treatment I got from the employer"*.

Participant 10: *"I think is when one is not happy at work and go look for another job opportunities to another avenues due unhappiness, basically is intending to resign"*.

Participant 16: *"For me is having ideas to move away from the organisation because of either maybe of bad treatment, or some of the things that are promised to you are not fulfilled then you feel like you need to move to another organisation where you will get something"*.

Participant 14: *"I would say turnover intention is when I am always thinking to quit the job because of the unfair labour practice I am encountering at work"*.

Subtheme 1.2: Consideration of alternatives: Some participants expressed that turnover intention involves considering alternative job opportunities or exploring other avenues for employment. This subtheme is supported by the following quotes from Participants 9, 15 and 11:

Participant 9: *“Turnover intention I could say is to have minds of leaving the organisation to either go and start your business or look for another job”.*

Participant 15: *“My understanding about turnover intention is for me as an employee intending to stay or leave the organisation and go to another organisation looking at the current situation”.*

Participant 11: *“According to my understanding, turnover intention could either be a process of retaining or not retaining meaning either you want to leave or stay”.*

Main theme 1 is illustrated in Figure 5.13 illustrating the participants' understanding of the concept TI. Main theme 2 (discussed below) was not included in the figure, as participants misunderstood the term. However, participants were corrected after sharing the wrong explanation of TI so that the interviews could continue.

Main Theme 2: Misunderstanding or confusion

Subtheme 2.1: Financial misinterpretation: A few participants had a misunderstanding of the term turnover intention, associating it with financial aspects related to a company's revenue or profit. The quotes below from Participants 4, 3 and 8 support this misinterpretation:

Participant 4: *“According to my knowledge turnover intention is the profit that the company is looking for at the end of their financial year”.*

Participant 6: *“Turnover intention for me is the monetary results of the company”.*

Participant 8: *“My understanding of the turnover intention is the way I have been paid right”.*

Subtheme 2.2: Relationship misinterpretation: Participant 13 had a different interpretation of turnover intention, viewing it as thinking negatively about a relationship with the company that may soon end. This interpretation appears to be a misconception of the term. The following quote from Participant 13 emphasises this misinterpretation:

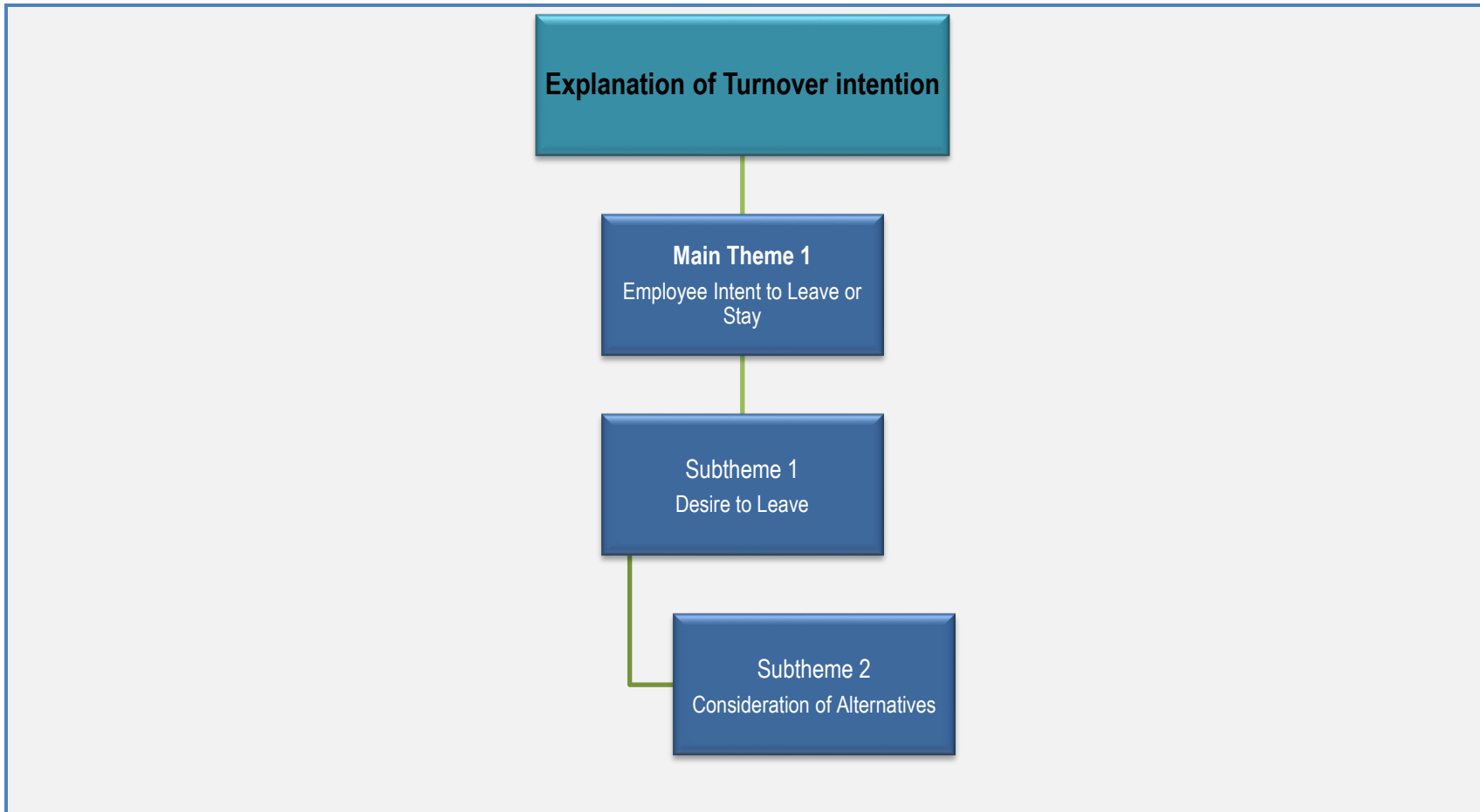
“Participant 13: *“Turnover intention for me would be to thinking negatively about the relationship that may end soon with the company”.*

Summary and conclusion

Most participants correctly understood turnover intention as the intention or desire of an employee to either leave or stay in an organisation based on various factors, such as job satisfaction, treatment, or consideration of alternative opportunities. However, a few participants had misconceptions and associated it with financial or relationship-related aspects that are not directly related to the employee's intent to leave or stay in their current job.

Figure 5.13

Participants' Understanding of the Concept Turnover Intention



Note. *The second main theme is not reflected in Figure 5.13 as it relates to the misunderstanding of the TI concept*

5.6.2 Research subarea 3.2: Turnover intention level

Research Subarea 3.2 probed into participants ‘intent to resign, as indicated in Table 5.12:

Table 5.12

Determining the Level of African Black Employees’ Turnover Intention

Main question 9: Are you currently intending to resign from your job and seek another job outside your organisation?	
Verbatim evidence	Subtheme code
<p>Participant 1: “Yes, honestly, I am serving my resignation notice as we speak. I am leaving this organisation because of how management of this organisation has been treating me this includes the racial discrimination and our culture I have encountered in this company, no recognition, even though I know that I am a high performer and the other thing that makes me resigned is we are not given training opportunities as black employee in this company to advance our career.” Yes, it does, it daintily does. My work engagement level is low to management does not recognise us as blacks. Yes, my reason relates to my race and culture, black people in this company will never ever going to be treated fairly and will never be recognised whatever how much effort they will put in, so I am leaving because of that.”</p>	No recognition
<p>Participant 14: “Yes, I already resigned. No 1, racism, the racism in this organisation is too much, they don’t consider us as black employees everything it’s all about them white people, they don’t care about us, they don’t care about our emotions, there were lot of positions and we applied, but they don’t even call you in for interview. Yes, being black in this company we are subjected to inferiority, things happen in this company, but blacks are not considered and given opportunities. Yes, because the way things happens here really affect my work engagement negatively, my culture doesn’t play part in what I have experienced. Because of my race, yes, the decision for me to resigned is because blacks in this company we are nothing, but my culture not.”</p>	Racial discrimination/no promotion
<p>Participant 10: “Yes, yes, I am. The reason being is, I don’t see any prospect of growth and the way things I done here.</p> <p>Participant 15: “The answer is yes, I want to resign, okay, example is promotions, career growth through trainings.</p> <p>Participant 16: “Yes, err... for me one of the things is growth in terms of development</p> <p>Participant 7: “Yes, I will with all intense and purposely leave because no growth</p>	No career growth/ no training opportunities

Main question 9: Are you currently intending to resign from your job and seek another job outside your organisation?

Verbatim evidence	Subtheme code
<p>Participant 13: "Given an opportunity yes, I can. No 1, not happy with the treatment from my bosses.</p> <p>Participant 9: "Yes, ok, in the first place the answer to that would be, I would love to quit this job, firstly is money, that's the main thing, I am not getting enough money.</p> <p>Participant 8: "Yes, I want to leave, yes, I want to leave as quickly as possible if something comes up, I will leave because of no career growth.</p> <p>Participant 12: "Yes, I want to leave the organisation. I have been her in this organisation for 10 over years, and I saw no opportunity</p>	<p>No career growth/ no training opportunities/ no motivation and poor salary</p>
<p>Participant 3: "No, I want to stay in my current employment, in current position, and in current situation okay, because when I start to count now my years to...to...to...to retirement is closer, so I am just buying time and then I am over, I am out of here. OK, management comes and go, and they differ. I would say to you current management and the style I see they coming in with it seems like it is it... is coming in line with fairness, the very latest one, but the ones before this and not But the latest one seems they are coming with promises, not promises but they coming with hope, they are, they look like they want to do things right, they look like they want to do things right because these are the guys coming from overseas, and oversea there is no apartheid there, there they are taking care of their employees, as employees not as black ,white, green or whatever. So, this new management seems to be coming in the right direction. Yes, they relate, as I said because this management, the way they are doing things its fair and it seems like they don't segregate people because of their culture and race. Yes, they do align, they align in this manner, The new management look promising as I said, in work here as a black person I should not be treated unfairly compared to white counterparts, and in that way, they align with my work engagement. My decision to stay in this organisation, yes it relates to me I am an African black male, I decide not to leave this organisation because I don't think at the age, I am I can leave and get another job, and cultural I have a responsibility of supporting my family as the head of the family, therefore, if I will my family will suffer because of that."</p>	<p>Hope in new management</p>
<p>Participant 2: "No, ok... uumm...for my qualifications, I won't be paid the same as I am being paid in my current job. It's all about the money, it's all about the money. I am not sure if the other organisation can manage to pay what I am getting with the qualifications I have. Yes, as an African black person you know it's difficult to just leave the job without any other job and plan. Black people do not get more opportunities and recognised like white counterparts" No I don't think, my race and culture, as I have indicated previously that my culture doesn't influence my level of work engagement."</p>	<p>Good salary</p>

Main question 9: Are you currently intending to resign from your job and seek another job outside your organisation?

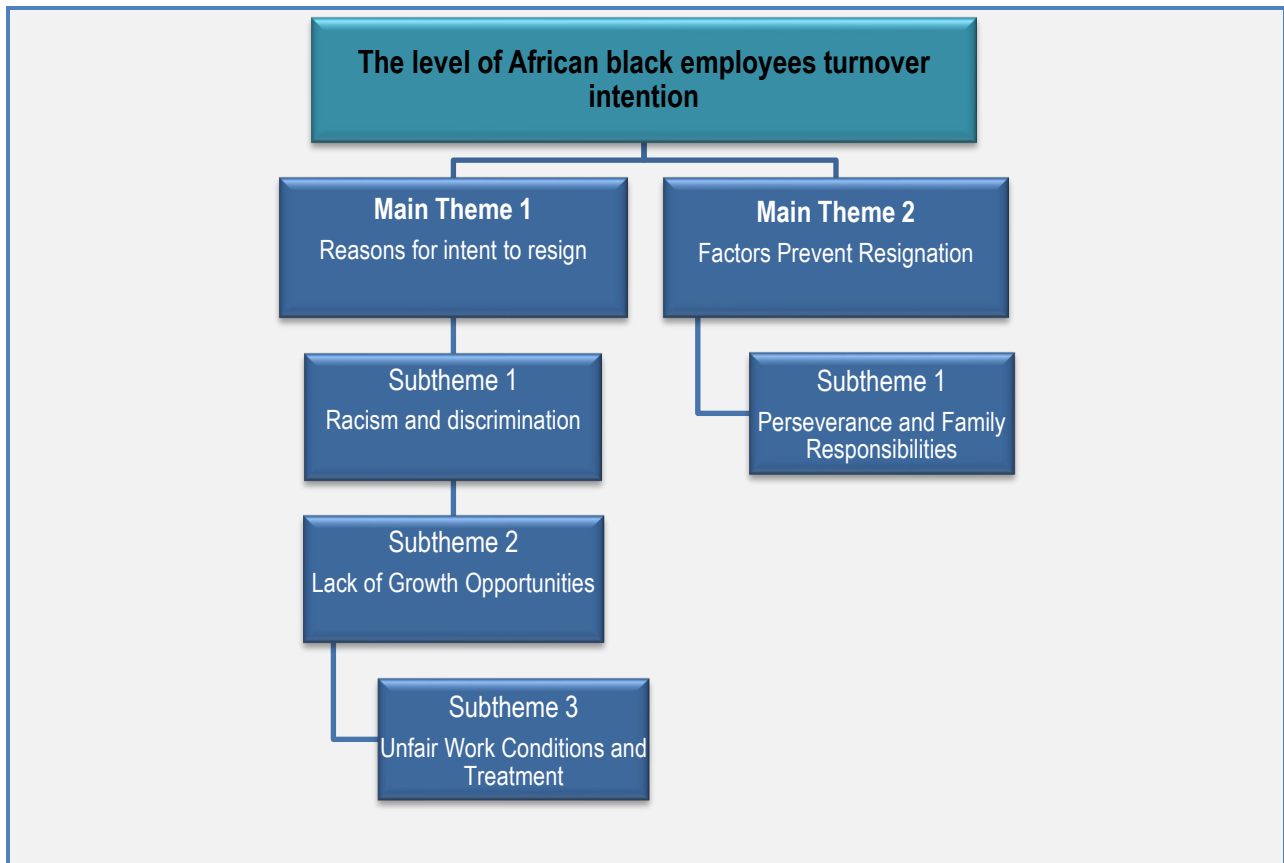
Verbatim evidence	Subtheme code
<p>Participant 6: “No, mmm... there is no, it’s hard out there for black people, quitting a job when you don’t have uumm when you don’t have another solid income it’s going to be a big problem. The salary is not so bad, the working hours are flexible, and the people as a whole are not bad. My reason relates because if the salary is not so bad that means I can sustain my family and working in the friendly environment of cause makes me not to leave this organisation. Yes, it does, there are limited opportunities for black people out there, so leaving without a job will be a problem, my culture doesn’t relate to that, again, I don’t have a problem working with people from different cultural backgrounds.”</p>	<p>Good salary</p>
<p>Participant 4: “No, Err... I think I have grown err... up in this environment, So, like I have achieved a lot in this organisation while working in this organisation, I don’t think going out there, starting from afresh I will fulfil my things that I’m...I’m...I’m wishing to get maybe in five years’ time or ten years’ time. I think here I have a good job security although I have never go out check if I am going to be safe, ever since I have been here, I am used to this environment, the employer used to me and we engaged very well in terms of working together here it will be a waste of time err... based on how I want to achieve my things, like I am having some err.... children that are on the higher level of education, and if I quit here, I don’t think I can also earn the salary that I am earning here. Yes, you know I saw many people, I am coping from other people, most who left this company and look for greener pastures somewhere, most of them, most of them tried and failed, they came back from the organisation that they left before, so that shown me clearly that perseverance is the master of all success, so if you can persevere in one entity you might end up be somewhere one day. Yes, my experience relates, if you work in a company for a long time, this shows my level of engagement, because if it wasn’t I was going to leave. Yes, my decision to stay only on my race, and not my culture, As an African black man, we are destined to work and support our family.”</p>	<p>Job security and good salary.</p>
<p>Participant 5: “No, staying in the current employment is because of you can’t just leave the job not knowing where you are, not having any plans, for what plan? Where are you going, so, at least there are any reasons that may cause you to leave the job, but if there are no other reason, I don’t see any necessity to leave the job. For me things that make me feel like that I can’t quit right, is because I don’t have any plan in the first place, I don’t have any finance, I don’t have any... any business that I have planned that if I come out of this place, I will make this, for this reason I can’t leave now. I think they relate, being an African black female, is hard already, and that as most of blacks, we never had opportunities to go to school, so these are things that make it difficult for us not to leave, until if I have covered something that will make me to sustain myself. Yes, I have to engaged, because if am not they will dismiss me. Yes, for me staying it relates to my race, because I have said, that I can’t just leave, and that I don’t have qualification.”</p>	<p>No financial plan</p>

Discussion

Table 5.12 reports that 10 of the participants (1, 7, 8, 9, 10, 12,13,14,15 and 16) want to leave the organisation and seek another job elsewhere. However, Table 5.12 also shows that six participants reported that they will not leave the organisation. In addition, participant 3, reported that he will never leave the organisation because of the hope he put in the new management, which, according to him, seemed to be non-racist. From scrutinising the findings during the first round of coding, it was observed that the participants' turnover intention (TI) was caused by different factors in their workplace. The findings and codes were then studied to determine main themes and subthemes, which is reported below and illustrated in Figure 5.14 based on the responses of the participants regarding their intent to resign or not, their answers were categorised into several main themes and subthemes:

Figure 5.14

Determining the Level of African Black Employees' Turnover Intention



Main Theme 1: Reasons for intent to resign

Subtheme 1.1: Racism and discrimination: Participants expressed strong dissatisfaction with the presence of racism and discrimination in their organisations. They mentioned racial discrimination, lack of recognition, and the favouring of white employees over black employees as significant reasons for their intent to resign. The following quotes from Participants 1, 14 and 15 support this subtheme:

Participant 1: *“Yes, honestly, I am serving my resignation notice as we speak. I am leaving this... organisation because of how management of this organisation has been... treating me this includes the racial discrimination and our culture I have encountered in this company, no recognition, even though I know that I... am a high performer and the other thing that makes me resigned is we... are not given training opportunities as black employee in this company to advance our career.”*

Participant 14: *“Yes, I already resigned. No 1, racism, the racism in this organisation is... too much, they don't consider us as black employees.... everything it's all about them white people, they don't care about us, they don't care about our emotions, there were lot of positions and we applied, but they don't even... call you in for interview.”*

Participant 15: *“The answer is yes, I want to resign, okay, and example is promotions, career growth through trainings”.*

Subtheme 1.2: Lack of growth opportunities: Several participants expressed frustration with the lack of growth and development opportunities in their organisations, which contributed to their intent to resign. The following quotes from Participants 10, 12 and 8 support this point:

Participant 10: *“Yes, yes, I am. The reason being is, I don't see any prospect of growth and the way things I done here.”*

Participant 12: *“Yes, I want to leave the organisation. I have been her in this organisation for 10 over years, and I saw no opportunity”.*

Participant 8: *“Yes, I want to leave, yes, I want to leave as quickly as possible if something comes up, I will leave because of no career growth”.*

Subtheme 1.3: Unfair work conditions and treatment: Participants pointed out unfair work conditions and treatment as reasons for their intent to resign. The following quotes from Participants 1 and 14 support this point:

Participant 1: *“Yes, my reason relates to my race and culture, black people... in this company will never ever going to be treated fairly and will never be... recognised whatever how much effort they will put in, so I am leaving because of that.”*

Participant 14: *“Yes, being black in this company... we are subjected to inferiority, things happen in this company, but blacks are... not considered and given opportunities. Yes, because the way things happen here, I will leave”*

Main Theme 2: Factors preventing resignation

Subtheme 2.1: Lack of Alternative Opportunities: Some participants mentioned that they were not resigning because they did not have alternative job offers or plans, highlighting the practicality of maintaining their current employment. This subtheme is supported by the following quotes from Participant 6, 2 and 5:

Participant 6: *“No, mmm... there is no, it’s hard out there for black people, quitting a job when you don’t have ... another solid income it’s going to be a big problem. The salary is not so bad, the working hours are flexible, and the people ... are not bad.”*

Participant 2: *“No ...for my qualifications, I won’t be paid the same as I am being paid in my current job. It’s all about the money, it’s all about the money. I am not sure if the other organisation can manage to pay what I am getting with the qualifications I have.”*

Participant 5: *“No, staying in the current employment is because... of you can’t just leave the job not knowing where you are, not having any plans, for what plan? Where are you going... so, at least there are any reasons that may cause you to leave the job, but if there are no other reason, I don’t see any necessity to leave the job. For me things that make me feel like that I can’t quit right, is because I don’t have... any plan in the first place, I don’t have any finance, I don’t have any... any business.”*

Subtheme 2.2: Perseverance and Family Responsibilities: Participants discussed the importance of perseverance, particularly as African black individuals, and mentioned their family responsibilities as reasons for not resigning. This subtheme is supported by quotes below from participants 4 and 6:

Participant 4: *“No, Err... I think I have grown err... up in this environment, So, I don't think going out there, starting from afresh I will fulfil my things that I'm...I'm...I'm wishing to, I am having some err.... children that are on the higher level of education, and if I quit here, I don't think I can also earn the salary that I am earning here.”*

Participant 6: *“My reason relates because if the salary is not so bad that means I can sustain my family and working in the friendly environment of cause makes me not to leave this organisation”.*

Summary and conclusion

In summary, the participants' responses indicate that issues related to racism, discrimination, lack of growth opportunities, and unfair treatment are significant factors influencing their intent to resign. However, practical considerations such as job security, financial stability, and family responsibilities also play a crucial role in their decisions to stay in their current employment.

The findings and conclusions of Research area 3, research subarea no 3.2, are supported by the extant literature from the following authors:

- Jing and Jan (2022) mention that when there are no career growth and opportunities for personal and professional development, employees may thus be more eagerly to leave their organisation.
- Mokoena, Schultz and Dachapalli (2022) assert that when employees feel that there are not being recognised and appreciated for their efforts in their jobs, their intention to leave is more than those that are recognised.
- Andriano and Callaghan (2023) mentions that the financial reward is the major factor and reasons why employees leave their employers.
- Pierre and Treblay (2020) assert that low cash pay levels results in dissatisfaction, absenteeism, and increased turnover.

5.6.3 Research subarea 3.3: Lived experiences of African Black employees regarding turnover intention

Table 5.13 summarises Research area 3, subtheme 3.3, which deals with the lived experiences of African black employees regarding TI.

Table 5.13

The Lived Experiences of African Black Employees Regarding Turnover Intention

Main question 10: What are your lived experiences as an African Black employee that may affect your current TI?	
Verbatim evidence	Subtheme code
<p>Participant 1: “Lack of recognition for African black employees. My boss tends not to... to respect me and my culture. As per my previous answers, Black employees are still regarded as people who are err... not deserving and capable for high position and high salaries in this... this... place, and this makes err... me want to leave this workplace.”</p>	Lack of promotions for African blacks
<p>Participant 7: “One of them is just that I have just mentioned now about the senior of ours who was once demoted, it maybe not be my personal lived experiences, but is my perception of...of...of...I have of what happened. As a black man because I, as a young black man because I identified with that gentleman it...it...it...it influences my turnover negatively I believe because I would then not want to associate myself with the organisation that would do such a thing.”</p>	Discrimination of African blacks
<p>Participant 3: “As I said earlier that I have positive, and I’ve got a negative experience that I have lived in this journey. The negative one is I saw a lot of racism going on in this workplace, and inequality, treatment of in inequality I have experienced as a black person in this workplace, so err... these are the factors that enhances my turnover intention.”</p>	Inequality for African blacks
<p>Participant 8: “There is a lot of experiences that affect my turnover intention negatively. There are lot of experiences that makes me think to quit my job because of my belief systems, I once had to err... attend my father’s funeral, but was denied the... the ... time to go... for the... funeral. And I thought, okay err... I am black, that’s why I am treated this way. Culturally it’s hard for my boss to understand.”</p>	Beliefs system- funeral customs

Main question 10: What are your lived experiences as an African Black employee that may affect your current TI?

Verbatim evidence	Subtheme code
<p>Participant 15: “Yaa, like I said, for African child you need to sweat to...to work hard. So...so...so that’s... that’s... a bad because thing, in terms of qualification you need to go extra mile you need to have higher qualification even work duties you need to work harder.”</p>	<p>Black people need to work harder than whites</p>
<p>Participant 11: “It does affect me negatively. If the company can adjust, the employer can adjust from the way they are conducting things, they must start to develop me as individual as they promised me or given me the contract that they promised so, if they change their behaviour about treating black people and the way they are conducting things and change the employment conditions that they have created themselves that is against the labour act, then that will change my intention of going out of the company, because of the environment will be of conducive and then I can benefit out of it, as much as they benefit out of it”.</p>	<p>Unfair treatment</p>
<p>Participant 2: “Uhm... firstly, is err...promotions, there are no promotions to black people in this environment. As I previously indicate that I was promised a TPM position but uhm...and that err... never happened that increases my level of turnover intention high”</p>	<p>No promotions</p>
<p>Participant 4: “These experiences influence my turnover intention negatively. No 1, respect from management, if management disrespect me obviously I will leave immediately. But if that behaviour is corrected people will stay, I don’t think anyone can come to work just to be disrespected. Management doesn’t respect junior employees.”</p>	<p>No respect for African blacks</p>
<p>Participant 5: “My lived experiences in this err... workplace influences my turnover intention is positively, for now at least I am having something, financially I am improving from where I come from. I can manage to do some of the things, and it even improve my life As I said I don’t want to leave because of no financial plan.”</p>	<p>No clear answer</p>
<p>Participant 6: “Uhm.....One of the experiences I once had, was that I was a contractor for a long period of time, putting effort but no one noticing, so that one that period I wanted to leave. So that experience influenced my turnover intention negatively because there was no growth.”</p>	<p>Being a contractor/no growth.</p>
<p>Participant 9: “It affects me negatively, reason being that err... once these things start to happen, I am completely loosing hope, confidence, trust and all that, because I am no longer going to be productive to the company, I am no longer going to be more focus to</p>	<p>Loosing hope, confidence/trust.</p>

Main question 10: What are your lived experiences as an African Black employee that may affect your current TI?	
Verbatim evidence	Subtheme code
towards I was expecting to achieve, and these result in me thinking to leave this company”.	
Participant 13: “Qualification, in my organisation the most important thing that I am suffering about is qualifications. In my organisation if you want to grow and work in a certain position you must have a qualification? They don’t care about your experiences and stuff they don’t care how many people you trained.”	Qualification’s problems
Participant 10: “So being looked after, when opportunities are there I am not considered and also I am not, to be honest being African in its own I believe it’s a disadvantage because we most races err...we cannot speak up for ourselves and you find out that our opinions are not valued, so now for me to leave is because I have experienced such a bad treatment to a point where I have decided that it’s not worthy to stay in this organisation”.	Not being considered
Participant 12: “My experiences is like the one I told you that err...err... I experienced racial discrimination because I am a black female because I wasn’t recognised, and it’s really err...disappointing and painful because everyone wants to grow, and when you find out that err...there is somebody who doesn’t want to give you that opportunity to grow that really kills your moral.”	No recognition and career growth

Discussion

During the first round of coding, as reflected in Table 5.13, it became clear that participants reported several lived experiences as African black employees that may affect their current TI. During a second round of in depth investigating, several main themes and themes were identified that explained the lived experiences of African Black employees that impacts on their TI. These themes and subthemes are discussed below and illustrated in Figure 5.15 Based on the responses of the participants regarding their turnover intentions, we can categorise their answers into several main themes and subthemes:

Main Theme 1: Discrimination and unfair treatment

Subtheme 1.1: Racial discrimination: Participants expressed concerns about racial discrimination in the workplace, which negatively influenced their turnover intentions. They felt

that African black employees were not treated fairly compared to white employees. This subtheme is supported by the following quotes from participants 1, 7 and 3:

Participant 1: *“Lack of recognition for African black employees, Black employees are still regarded as people who are ... not deserving and capable for high position and high salaries in this ... this ... place, and this makes ... me want to leave this workplace.”*

Participant 7: *“One of them is just that I have just mentioned now about the senior of ours who was once demoted, it maybe not be my personal lived experiences, but is my perception of...of...of...I have of what happened. As a black man because I, as a young black man because I identified with that gentleman it...it...it...it influences my turnover negatively I believe because I would then not want to associate myself with the organisation that would do such a thing.”*

Participant 3: *“The negative one is I saw a lot of racism going on in this workplace, and inequality, treatment of in inequality I have experienced as a black person in this workplace, so err... these are the factors that enhances my turnover intention.”*

Subtheme 1.2: Cultural misunderstanding: Some participants mentioned cultural differences and misunderstandings as factors affecting their turnover intentions. This subtheme is supported by the following quotes from Participants 8 and 15:

Participant 8: *“There are lot of experiences that makes me think to quit my job because of my belief systems, I once had to ... attend my father funeral, but denied the ... the ... time to go ... for the ... Funeral”*

Participant 15: *“Yaa, like I said, for African child you need to sweat to...to work hard. So...so...so that's... that's... a bad because thing, in terms of qualification you need to go extra mile you need to have higher qualification even work duties you need to work harder.”*

Main Theme 2: Lack of growth opportunities

Subtheme 2.1: Limited career growth: Participants expressed frustration with limited career growth and development opportunities in their organisations, which influenced their turnover intentions. Below quotes from participants 16, 2 and 6 substantiated this subtheme:

Participant 16: *“When you check the treatment is not equal because even if you check at the management err...some of the managers you might find that we are more educated than them but in terms of the black people that are there in a management I think is like 30-40% and the rest is white, and this affect me negative”.*

Participant 2: *“Uhm... firstly, is...promotions, there are no promotions to black people in this environment. As I previously indicate that I was promised a TPM position but uhm...and that... never happened that increases my level of turnover intention high”*

Participant 6: *“Uhm.....One of the experiences I once had, was that I was a contractor for a long period of time, putting effort but no one noticing, so that one that period I wanted to leave. So that experience influenced my turnover intention negatively because there was no growth.”*

Main Theme 3: Disrespect and unprofessional behaviour

Subtheme 3.1: Lack of respect: Participants mentioned that disrespect from management or colleagues negatively affected their turnover intentions. This subtheme is substantiated by the following quotes from Participants 4:

Participant 4: *“These experiences influence my turnover intention negatively. No 1, respect from management, if management disrespect me... obviously I will leave immediately. But if that behaviour is corrected people will stay, I don't think anyone can come to work just to be disrespected.”*

Main Theme 4: Educational and qualification requirements

Subtheme 4.1: Qualification requirements: Some participants discussed the organisation's strict qualification requirements, which they perceived as a barrier to career growth. The quote below from Participant 13 support this point:

Participant 13: *“Qualification, in my organisation is the.... most important thing that I am suffering about is qualifications. In my organisation if you want to.... grow and work in a certain position you must have a qualification? They don't care about your experiences and stuff.”*

Main Theme 5: Impact of negative experiences on confidence and motivation

Subtheme 5.1: Loss of confidence and motivation: Participants mentioned that negative experiences in the workplace, such as discrimination and disrespect, led to a loss of confidence, trust, and motivation, ultimately influencing their turnover intentions. The following quotes from Participants 9, 10 and 12 substantiate this subtheme:

Participant 9: *“It affects me negatively, reason being that e... once these things start to happen, I am completely loosing hope, confidence, trust and all that, and these result in me thinking to leave this company”.*

Participant 10: *“So... now for me to leave is because I have experienced such a bad treatment to a point where I have decided that it's not worthy to stay in this organisation”.*

Participant 12: *“My experiences is like the one I told you that err...err... I experienced racial discrimination because I am a black female because I wasn't recognised, and it's really err...disappointing and painful because everyone wants to grow”*

Main Theme 6: Potential for improvement

Subtheme 6.1: Hope for positive change: One participant expressed hope that the organisation could change its behaviour, improve treatment of black employees, and positively impact turnover intentions. This subtheme is supported by the following quote from Participant 11:

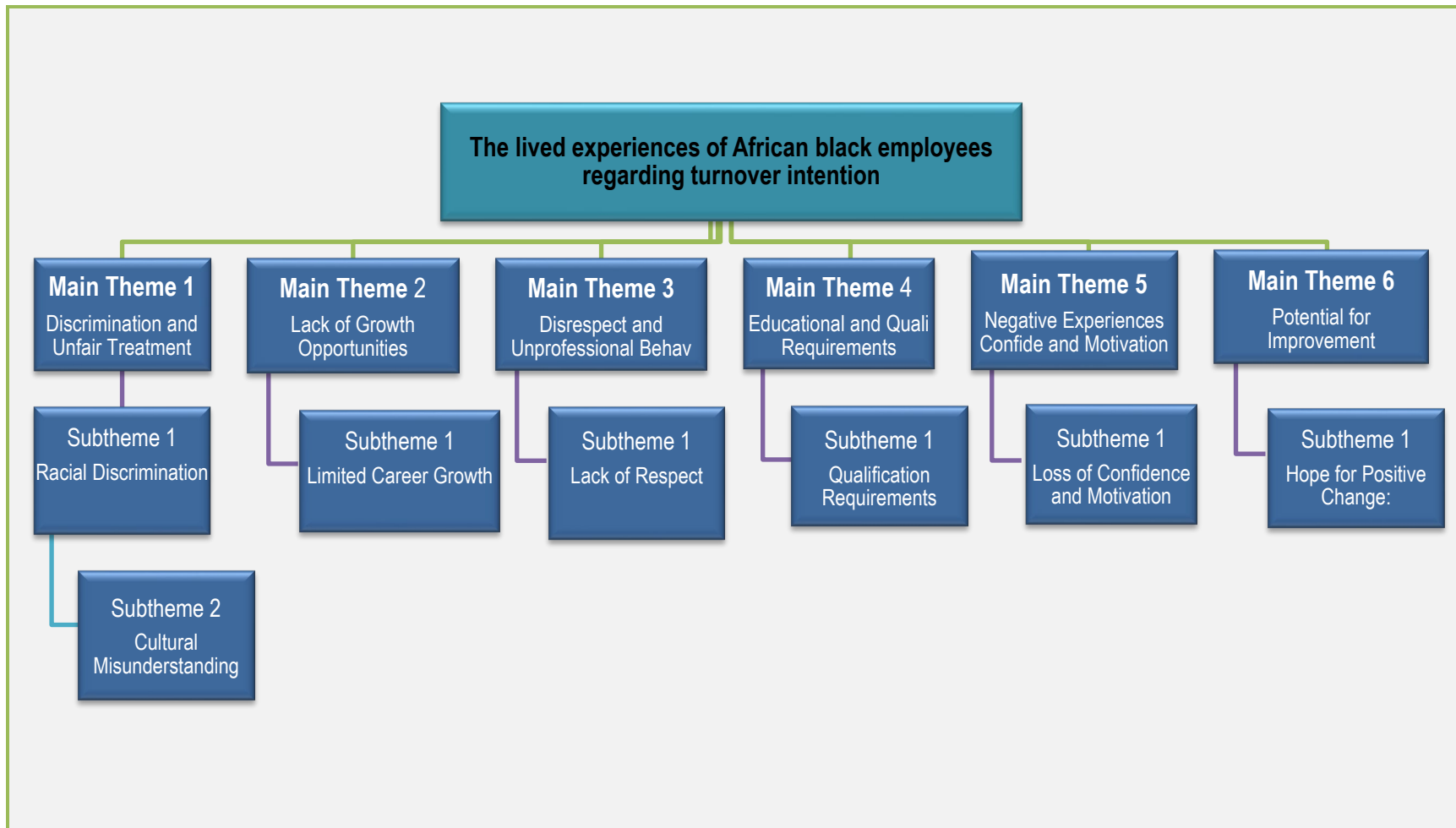
Participant 11: *“It does affect me negatively. If the company can adjust, the employer can adjust from the way they are conducting things, if they change their behaviour about treating black people... then that will change my intention of going out of the company, because of... the environment will be of conducive and then I can benefit out of it, as much as they benefit out of it.”*

Summary and conclusion

These themes and subthemes highlight the various factors that influence participants' turnover intentions, including discrimination, limited growth opportunities, disrespect, educational requirements, loss of confidence, and the potential for positive change within the organisation. These factors collectively shape their decisions regarding whether to stay or leave their current employment. This conclusion is supported by the extant literature of Pellicer and Ranchod (2023) who stated that racial discrimination in workplaces is a problem that needs urgently resolution. These authors mention that discrimination against race occurs in the form of job reservations and pay scales, educational opportunities, healthcare, residential locations, and neighbourhood quality were designed to create productivity differentials across race groups. In addition, Akwei and Nwachukwu, (2023) stressed that employees turnover intention level is determined by when employees feel that they are valued and recognised

Figure 5.15

The lived experiences of African Black Employees regarding Turnover Intention



5.6.4 Research subarea 3.4: The relationship between the constructs of the psychological contract, work engagement and turnover intention

Research subarea 3.4 considers the relatedness of the constructs PC, WE and TI. Participant's responses to the questions whether these constructs are interrelated are summarised in Table 5.14.

Table 5.14

The Relationship Between the Constructs of the Psychological Contract, Work Engagement and Turnover Intention

Main question 11: Do you think that your perceptions and lived experiences regarding your PC, WE and TI are interrelated?	
Verbatim evidence	Subtheme code
Participant 1: "Yes, they are related. The construct of psychological contract, Work engagement and Turnover intention are based on the interpretation given from person to person because of the subjective nature of our beliefs and perception that are somewhat connected to our cultural beliefs. They all have to do with my working in an environment. My psychological contract is my assumption of employment exchange, while the work engagement refers to me being involved to my daily work, and turnover intention meaning I am thinking to leave my work environment. So, err... this simply means that one construct is influenced by the other, you cannot have good working environment and not engaged, and not engaged and start to think of leave the employer. So, they relate 100%, and again, culturally all these constructs are somewhat affected".	Constructs relate to each other.
Participant 3: "Yaa they do, yes, they do. No 1, no 1 when you, when you sell a product, to somebody you need to talk about the product positively so that I am willing to buy. So now when you interview me for this job and you tell me that this job is this and this and this and this and this and I go inside and you don't bring the very same thing, the very same thing you have promised, you are going to kill my morale, you are going to kill my engagement, you are going to kill my wanting to be here and then and you are going to leave me with negativity and then I will want to leave the place, that why I say they come together, they relate".	Constructs relate to each other.

Main question 11: Do you think that your perceptions and lived experiences regarding your PC, WE and TI are interrelated?

Verbatim evidence	Subtheme code
<p>Participant 2: “Yes, err... they all relate to each other. Uhm for example, I can only err... think to leave if my psychological contract is not in good terms, and uhm obviously that will affect how engaged I am in my work.”</p>	<p>Constructs relate to each other.</p>
<p>Participant 4: “Yes, they do link to each other, okay they relate to each other in this way. Okay knowing the...the.... the...the values of the company, right? So, if somebody if more power comes and start abusing his powers to the junior ones those people will not have a good relationship with him obviously. So, the question of relating is when we are pulling together you know jelying to one another, doing things in a respectful way. Respect is very important when it comes to the relationship between employer and employee.”</p>	<p>Constructs relate to each other.</p>
<p>Participant 6: “Yes they relate, they relate because when... when...when you are an employee you need to be you need to be motivated in order for you to be engaged in your work in order for the employer to get positive output from you”.</p>	<p>Constructs relate to each other.</p>
<p>Participant 7: “Yes, I do believe that they are linked err... the first one and the primary one be the psychological contract, the give and take relationship. Err... my...my...my view is that if...if...if the one party feels like the other one is not giving enough in this case err...me as an employee if I feel like the company is not giving me for what I do, it will definitely influence my level of engagement and turnover because obviously where I believe I am not fairly compensated and fairly treated I will want to leave. And it will also influences my engagement at work because obviously err...an unhappy employee will...will not perform optimal as a as a more relaxed unhappier employee, as unhappy employee you cannot go extra mile.”</p>	<p>Constructs relate to each other.</p>
<p>Participant 8: “Yes, they all relate to each other. If you see and realise any unfairness in the employment obviously that will err...reduce your work engagement and increase my thoughts to leave the work environment.”</p>	<p>Constructs relate to each other.</p>
<p>Participant 10: “I believe so, to give you an example, when we are in an office having a meeting when I am addressed you can tell the tone is differnt when other colleagues of different race are engaged that I have ignoring for quite some time but at some point, I was like err...I’ve had it. And this has affected both my work engagement and led me to resign and got another job offer. I mean you cannot think of having bad employment relationship and expect that people can do their best and</p>	<p>Constructs relate to each other.</p>

Main question 11: Do you think that your perceptions and lived experiences regarding your PC, WE and TI are interrelated?

Verbatim evidence	Subtheme code
<p>stay within the working environment that doesn't care about its employees."</p>	
<p>Participant 11: "Yes they relate to each other because of err... if you look at the psychological contract that I am having between me and my employer, they promised to give me a contract as they tasked me and I have resolved those problems, but when it comes to me to be given a position it was a problem, so that has negatively affected my work engagement and upscale my thinking of leaving the job".</p>	<p>Constructs relate to each other.</p>
<p>Participant 12: "Yes, I think they are one, firstly when you start you have a contract with the employer and what is expected from all of us. After we have this employment relationship you expect the company to also look at you and do what they promised irrespective of your race. And if you find out that the company doesn't care about the relationship, you just end up coming to work and work only 8hours and live, and if they don't consider us you end up thinking of quitting the job".</p>	<p>Constructs relate to each other.</p>
<p>Participant 13: "Yes they do relate, if I feel that the company is not giving me back what I give, then I won't engage like I used to, and if I am no longer engaging that will increase my turnover and stuff".</p>	<p>Constructs relate to each other.</p>
<p>Participant 14: "Yes, because if you can check. These people they don't take us seriously, and if you are not respected in your employment that's automatically affect your engagement and turnover intention. How can you expect me to engage and give my best in my work while you don't take me seriously, and if you don't take me seriously then I will leave and that's it? So that is why I am saying they all relate.</p>	<p>Constructs relate to each other.</p>
<p>Participant 16: "Yes, they relate, so the psychological contract err...based on what I am experience and what I am seeing here err... they do link to each other for example. Your psychological contract is how things are happening in your organisation err... it will definitely link with our work engagement because if you are being treated bad in your employment it affects your work engagement, so it means that your work engagement instead of me giving you 150%, I will start giving you 80% because of what is happening, of which that at the end of the day emotionally you are not ok, then you will then look for maybe better opportunities somewhere outside of which that's where your turnover intention come in and that's where you start thinking of leaving the organisation. For me, those things err... three of them they combine, so it means that I think if one is not ok, it leads to another then it means that if psychological contract is not ok, it affects your work engagement and then lead you to look for other opportunities in other companies."</p>	<p>Constructs relate to each other.</p>

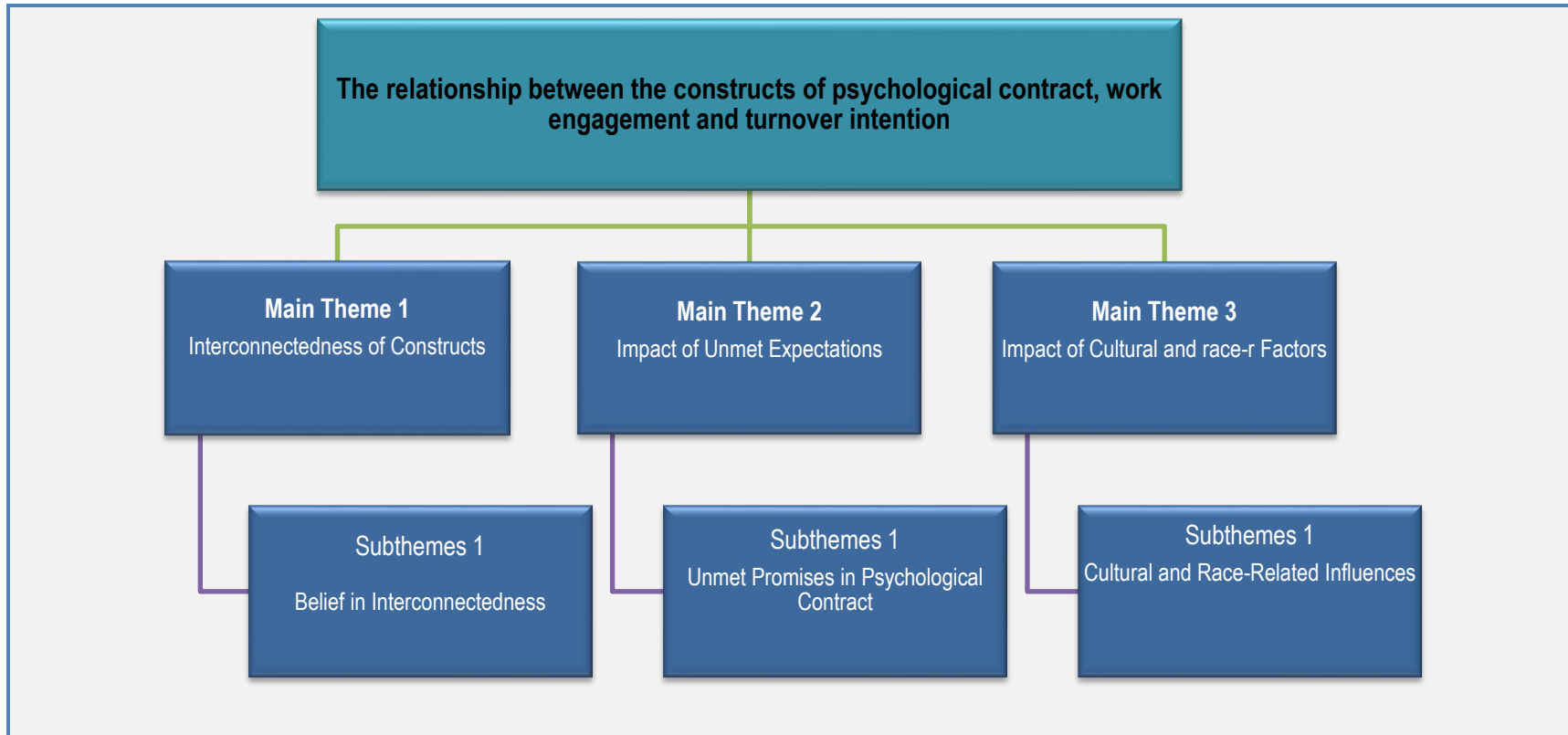
Main question 11: Do you think that your perceptions and lived experiences regarding your PC, WE and TI are interrelated?	
Verbatim evidence	Subtheme code
<p>Participant 15: “Yes, they relate. Yaa, err... psychological you put and effort, you are working harder, then the work engagement there is no recognition for working harder and then the turnover, you are working harder as a Black person then you put too much energy then at the end you not getting recognition so that one is affecting you to decide to leave the organisation.”</p> <p>Participant 9: “Definitely, how can I engaged although I know that I won’t be promoted? Obviously not, maybe because black are not supposed to get promotions and all of that, and such we end up resigning.”</p>	Constructs relate to each other.
<p>Participant 5: “They relate, they don’t relate. Because some of the things you can’t be of the same common sense with my employer. I can say, hence I say we don’t have any support from the employer that’s where they don’t relate and some of the thing’s improvements somewhere somehow, they do have those improvements maybe in the in the in the in my... my... my... workstation, so that’s where I can say they relate. They relate they don’t relate, somewhere somehow, we don’t have that common ground.”</p>	Mixed relationship between constructs

Discussion

Table 5.14 indicates that fifteen participants (1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16) reported that their lived experiences of the constructs of the PC, WE and TI are all interrelated and that the employment relationship depends on how these constructs are managed, perceived and experienced by the employer and the employee. Participant 5 had a different view. After the initial coding done in Table 5.14, main themes and subthemes were identified, as discussed below and illustrated in Figure 5.16

Figure 5.16

The Relationship Between the Constructs of the Psychological Contract, Work Engagement and Turnover Intention



Based on the responses of the participants regarding the interrelationship between their lived experiences, PC, WE levels, and TI, the researcher categorised their answers into several main themes and subthemes:

Main Theme 1: Interconnectedness of constructs

Subtheme 1.1: Belief in interconnectedness: Participants expressed a belief in the interconnectedness of these constructs, emphasising that they are interrelated and influence each other. The quotes below from Participants support this subtheme:

Participant 1: *“Yes, they are related, the construct of psychological contract, Work engagement and Turnover intention are based on the interpretation given from person to person because of the subjective nature of our beliefs and cultural influences”.*

Participant 3: *“Yaa they do, yes, they do. No 1, when you... promise me something and...not... end up deliver, then you...kill my morale and will...will definitely leave the organisation”.*

Participant 2: *“Yes, err... they all relate to each other. Uhm for example, I can only err... think to leave if my psychological contract is not in good terms, and uhm obviously that will affect how engaged I am in my work.”*

Participant 6: *“Yes, they relate, they relate because when... when...when you are an employee you need to be you need to be motivated in order for you to be engaged in your work”*

Participant 7: *“Yes, I do believe that they are linked err... the first one and the primary one be the psychological contract, the give and take relationship. If... I feel like the company is not giving me for what I do, it will definitely influence my level of engagement and turnover.”*

Participant 8: *“Yes, they all relate to each other. If you see and realise any unfairness in the employment obviously that will err...reduce your work engagement and increase my thoughts to leave the work environment.”*

Participant 9: *“Definitely, how can I engaged although I know that I won't be promoted? Obviously not, maybe because black are not supposed to get promotions and all of that, and such we end up resigning.”*

Participant 10: *“They relate... to give you an example, when we are in an office having a meeting when I am addressed you can tell the tone is different when other colleagues of different race are engaged that I have ignoring for quite some time but at some point, I was like err...I've had it. And this has affected both my work engagement and led me to resign and got another job offer.”*

Participant 11: *Participant 11: "Yes, they relate to each other because of ... if you look at the psychological contract that I am having between me and my employer, but when it...comes to do. What they promised... its different story."*

Participant 12: *"Yes, I think they are one related... especially because the company is...is not fulfilling the promise so...I ...will quit."*

Participant 13: *"Yes they do relate, if I feel that the company is not giving me back what I give, then I won't engage like I used to, and if I am no longer engaging that will increase my turnover and stuff".*

Participant 14: *Yes, because if you can check. These people they don't take us seriously, and if you are not respected in your employment that's automatically affect your engagement and turnover intention."*

Participant 16: *"Yes, they relate...they link... to each other. Your psychological contract is how things are happening in your organisation err... it will definitely link with our work engagement because if you are being treated badly in your employment it affects your work engagement."*

Participant 15: *"Yes, they relate. Yaa, ... psychological you put and effort, you are working harder, then the work engagement there is no recognition for working harder and then the turnover occurs."*

Participant 5: *"They relate, they don't relate. Because some of the things you can't be of the same common sense with my employer. They relate they don't relate, somewhere somehow, we don't have that common ground."*

Main Theme 2: Impact of unmet expectations

Subtheme 2.1: Unmet promises in psychological contract: Participants frequently mentioned that unmet promises in the psychological contract, such as unfulfilled expectations, had a significant impact on work engagement and turnover intention. The following quotes from below participant substantiate this subtheme:

Participant 7: *"if I feel like the company is not giving me for what I do, it will definitely influence my level of engagement and turnover because obviously where I believe I am not fairly compensated and fairly treated I will want to leave."*

Participant 8: *If you see and realise any unfairness in the employment obviously that will err...reduce your work engagement and increase my thoughts to leave the work environment."*

Participant 10: “. I mean you cannot think of having bad employment relationship and expect that people can do their best and stay within the working environment that doesn't care about its employees.”

Participant 11: “they promised to give me a contract as they tasked me and I have resolved those problems, but when it comes to me to be given a position it was a problem”.

Participant 12: “have this employment relationship you expect the company to also look at you and do what they promised irrespective of your race”.

Participant 13: “if I feel that the company is not giving me back what I give, then I won't engage like I used to, and if I am no longer engaging that will increase my turnover and stuff”.

Main Theme 3: Impact of cultural and race-related factors

Subtheme 3.1: Cultural and race-related influences: Participants acknowledged that cultural and race-related factors play a role in the interrelationship between the constructs. The following quotes from Participants support this subtheme:

Participant 1 “The construct of psychological contract, Work engagement and Turnover intention are based on the interpretation given from person to person because of the subjective nature of our beliefs and culture”.

Participant 10: “when we are in an office having a meeting when I am addressed you can tell the tone is different when other colleagues of different race”.

Participant 12: “After we have this employment relationship you expect the company to also look at you and do what they promised irrespective of your race”.

Participant 15: “you put and effort, you are working harder, then the work engagement there is no recognition for working harder and then the turnover occurs”.

Summary and conclusion

These themes and subthemes collectively demonstrate that participants believe their lived experiences, PC, work engagement levels, and TI are interconnected and influenced by factors such as unmet expectations, fairness in employment relationships, and cultural or race-related influences. Participants frequently highlighted the importance of fulfilling promises made in the PC to maintain engagement and reduce turnover intention. Additionally, the impact of cultural and race-related factors on these constructs was recognised by several participants.

This summary and conclusion are supported by the following authors:

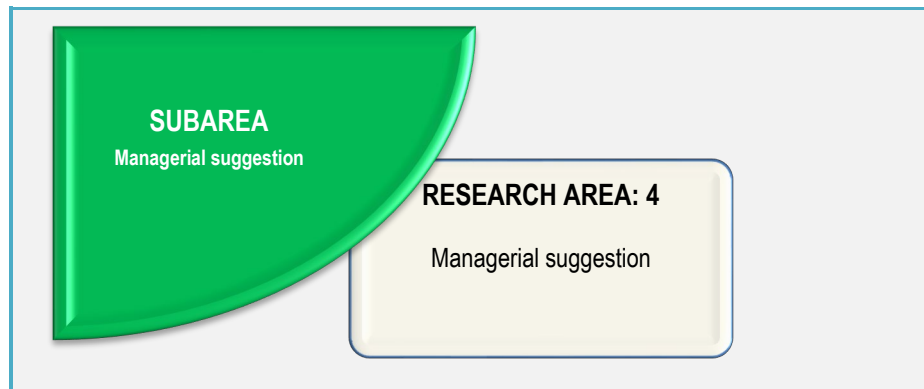
- Galindo and Muratbekova-Touron (2020) indicate that to have successful employment relationship between the employer and employee, obligations that involves terms and conditions should be respected all the time.
- Dodanwala, Santoso and Yukongdi (2023) indicate that employee turnover intention and work engagement levels based on recognition and motivations.
- Jing and Jan (2022) stress that an employee's turnover intention and work engagement levels are catalysed by organisational and social factors such as individual cultural belief systems and organisational culture.
- George et al. (2022) attest that race (African black) influence turnover intention and work engagement levels compared to white racial groups. These authors mention that black employees are denied opportunities to practice their traditions and cultures. The next section addresses Research area no 4.

5.7 RESEARCH AREA 4: SUGGESTIONS TO MANAGEMENT

Research area 4 provides suggestions from the participants regarding the management of African Black employees' PC in order to increase their WE levels and lower TI in their workplace. The suggestions are directed to HRM other managers with decision-making powers. Figure 5.6 depicts the current research area.

Figure 5.17

Graphical Presentation of Suggestion to Management



Research area 4 question

- Based on your lived experiences as an African black employee, how do you think management can manage the perceptions about their employees’ psychological contract to increase work engagement and lower turnover intention in your workplace?

Research subarea 4.1 discusses the suggestions proposed by the participants to management on how to manage the perceptions of their African Black employees’ psychological contract to increase Work engagement and lower Turnover intention in their workplace. Participants’ answers are reflected in Table 5.16:

Table 5.15

Managerial Suggestion

Main question: What suggestion could you propose to management on how to manage the perceptions about their employees’ psychological contract to increase work engagement and lower turnover intention in their workplace?	
Verbatim evidence	Subtheme code
Participant 2: “Err...what they should do err...they should err...perform err... team building through trainings which will help management to know how to respect the cultures of black employees”.	Provide training and workshops regarding African cultures and belief systems.
Participant 1: “Management of this organisation err... err... must have middle management’s annual training and workshops that relate to err.... African Black employees with their indigenous knowledge sensibility experiences to help them know the African cultures.”	Provide training and workshops regarding African cultures and belief systems.
Participant 3: “No 1, Management mind-set of this organisation must and Should.... be liberated through trainings and workshops on... on...knowing how African people believe their culture. Again err.... Management needs to be liberated, their brain must be liberated, once they are liberated, and then they will come and understand the cultural diversity of their own employees that are working on their organisation, and treat them as such, and treat them fairly. Because if management is not liberal, then... then... they will not know how to respect black people with their cultures. But now management must be liberal, because once management is liberated, they will know how to deal with different races and cultural diversities within different nations.”	Provide training and workshops regarding African cultures and belief systems.
Participant 4: “Management err...the only thing they can do is to err... ensure that there are lots of trainings about how to manage black people with their culture, because without trainings, the...the...the issues of race and culture will have negative effects on how black people see their employment relationship”.	Provide training and workshops regarding African cultures and belief systems.
Participant 5: “What I can propose and suggest is that they must err...establish what we called a...cultural systems committee because it will be the one that	Establish a racial and cultural diversity committee.

Main question: What suggestion could you propose to management on how to manage the perceptions about their employees' psychological contract to increase work engagement and lower turnover intention in their workplace?	
Verbatim evidence	Subtheme code
will deal with all these things of African cultural beliefs system which cause us to differ in how we see things from different angles and perspectives. Once management take the matter of race and culture seriously, it will err... increase people engagement and lower err...a number of people leaving the organisation."	
Participant 6: "Okay, so I can propose that management must form committee that um... going to deal with African knowledge systems in this firm. Once this committee know how African cultural systems of black people are, then management can know um... how to deal with people of err... different cultural belief systems. Once done, work engagement will be increase and the retention of employee will increase."	Establish a racial and cultural diversity committee.
Participant 7: "I think first thing would be to...to...to level the plain field. Management must level the plain field by promoting a fair and equal cultural beliefs systems in the organisation, where um... all cultures are respected despite of err... black or white, once a matters of a... a... culture is sorted, then we will have a... high level engagement of employees and a... a... less turnover."	Train management on cultural diversity
Participant 8: "Okay, what I think management can do is, there is a lot of management can do, err...but one of the things they can do is to start engagement to understand what African cultures is in the workplace okay... what their employees are, understand how employees feel, and understand how employees perceive things. Once err...again, management must also provide employee with feedback box where employees will right all their feelings and complaints about management as anonymous and put their views and their feelings in the box, through this management can assess and evaluate the mind set of how employees feel about them, and then they can come up with programs to try to change how things, like err... err... team building exercises. I think that may work. Get to know what people are, listen to people, what is their cry, what is their issues, what is their struggles, how do they see the company and the perception about the company, how do they perceive their leaders, and you need to be willing to change from the core from up to down, you must be willing to. It should not be whitewashed, it should not be something to say for the sake of paperwork and get over with, but there has to be a thorough digging into where we are and who we are and proper program to want to change that., If management can try to do that and accommodate black employees that will create good working conditions and people may attach to their works."	Team building and engagement
Participant 10: "They must engage employees, have some sort of team buildings mmm.... involving psychologist and stuff to understand how people are feeling because we tend to bottle things in and that affect us very negatively, so if management can get such things, err... have activities that would build err...the employees, I believe with such and having one on ones understanding err...characters of people that would actually be beneficial err...and as a manager if I believe that you are not performing, rather call me aside and say I	Team building and engagement

Main question: What suggestion could you propose to management on how to manage the perceptions about their employees' psychological contract to increase work engagement and lower turnover intention in their workplace?	
Verbatim evidence	Subtheme code
am not happy with your performance lets improve on this and this, and that instead of being quiet and only learning about this when we do reviews, that I believe it breaks a person, so constructive, criticism for me it works sometimes people may take that as an insult but I believe we learn from such err... if we get to that stage and being able to engage your manager or your superiors I believe this will be a best organisation to work for and people will never resign."	
Participant 9: "I think the most important thing for management to do is to have a focus, focus being err... they must have a strategy of motivation 1, they should be able to have a good relationship with their employees, they should have a strategy to convince or to interact with the employees and also the most important thing to make sure that whatever they promise people to do err...whatever they promise to...to the people, they must fulfil, by not fulfilling they are killing the morale, they are killing the business, they are killing everything and everybody will go. Motivation is the most important thing key point. 2, money its important thing, if somebody say no I cannot afford on this because we have just increase my volume of job, just try to consider that even if you are not giving thousands of rands, a person is motivated by even a little thing, most of all money err...thank you saying, those are the most important thing that can increase work engagement and lower turnover intention".	Increase level of motivation
Participant 13: "The only thing that management can do is to listen (to) and motivate (employees). People want to be like motivated, so management is not listening that is why we have lot of people leaving the organisation because people are feel like I am working here err...12 hours seven days, sacrificing my family time and stuff. So, if management can listen and motivate us, I think that will help employees' perception about their psychological contract."	Increase level of motivation
Participant 11: "I think the only thing that the management must do in order to manage this perception, they have to go to the triple strategy whereby they have to assess, adapt and accelerate. They have to look towards the different cultural diversity of all African black people both male and female, and then adapt what is relevant towards their policies and then make a link to err...err... their culture and our culture and their policies, and look towards the differences of err... from the culture and the differences from policies, and then when they look to the differences from the culture and the policies, then they have to find what causes the differences between the two, and then, what instrument or procedure can it be used in order to have the two to link because what is importance is to have the two to link, once they have a link that means they won't have a difference and then they will enhance psychological contract, and increase work engagement and lower turnover intention".	Create triple strategy (assess, adapt, and accelerate)
Participant 12: "I think management must do their research in trying to find out why black people are leaving, for example people are leaving because they are	Do research about African cultures.

Main question: What suggestion could you propose to management on how to manage the perceptions about their employees' psychological contract to increase work engagement and lower turnover intention in their workplace?	
Verbatim evidence	Subtheme code
not happy, what they can do. Firstly, they need to start engaging more with people, they must stop disrespecting people's traditions, beliefs and customs."	
Participant 14: "Management must treat people equally despite of this err... racial and cultural things. Management must treat people equally; black and white must be treated equally. Management must give black people opportunities to advance their careers and consider err... black people on lot of things, such as study loan to further our schools and black employees with promotions, if they consider black employees in a lot of things, people will work in energy and think twice to leave their organisation, mainly because of err...equal treatment."	Treat people equally regardless of race
Participant 16: "So for me what I think is the most important thing that management must do err... is to level up the recognition of employees regardless of the racial and cultural disparities, where they are coming from and treat everyone fairly and also create ways to improve the morals of the employees for example err...if they can say maybe the best team or the best err... group in terms of production as part of recognition then they just going to say take the whole plant together and say this is the best team for the month they have done so well, that little recognition or maybe trying to introduce err...maybe incentives whereby you will improve the morale of the employees, not too much or maybe money or maybe just a simple trophy err...or maybe simple voucher just to improve the morale of the team, and when people start to see that they are being recognised then that's where you will start to give more than what is expected currently and you will stop thinking of leaving and also in terms of development maybe take guys to school where they are lacking or give them coaching where they are lacking to say you are lacking 1,2,3 if you can do 1,2,3 then in the next 2-three years you will see yourself, sort of like you are giving employees target if you do these then as a company this is what we are going to do as to recognised your input".	Recognition and fair treatment
Participant 15: "I think management must have a programme and ...and...and...and...and be realistic to their programme and if they promise someone promotions and career growth, they need to make sure that those things are happening so, also the reward for employees they need to fulfil whatever that was promised for the employee	Have a programme for career growth and promotions for all employees despite race

Discussion

Table 5.16 discussed the suggestions to management in order to redress the African Black employees' perceptions and lived experiences regarding their PC in order to increase their WE levels and lower TI in their workplace. The suggestions listed below are reflect the views of the participants, identified during the first round of coding.

As can be seen from Table 5.16, the participants suggested the following to management:

- Provide management with trainings and workshops on how to manage African black employees with their cultural belief systems.
- Establish a racial and cultural diversity committee.
- Provide team building and engagement.
- Increase level of motivation.
- Create triple strategy (assess, adapt, and accelerate)
- Do research on African black employees with indigenous knowledge experiences.
- Treat people equally regardless of race and culture.
- Have a programme for career growth and promotions.
- Recognition and fair treatment

A second round of in-depth studying of the participants' responding and the initial coding, lead to several main themes and subthemes. The suggestions for management to manage perceptions about employees' PC, increase WE, and lower TI can be categorised into several themes and subthemes:

Main theme 1: Cultural awareness and sensitivity training

Subtheme 1.1: Annual training and workshops

- Participants recommend that management should organise annual training and workshops for middle management to help them understand and appreciate the cultural diversity of African black employees.
- This training aims to sensitise managers to the experiences and indigenous knowledge of their black employees.

The following quote from Participant 1 substantiates the above subtheme:

“Management of this organisation... must have middle management’s annual training and workshops that relate to err.... African Black employees with their indigenous knowledge sensibility experiences to help them know the African cultures.”

Subtheme 1.2: Team building through cultural training

- Participants suggest that management should conduct team-building activities that involve cultural training. These activities can help management learn how to respect the cultural beliefs and practices of black employees.

Below quote from Participant 2 supports this subtheme:

“...what they should do...they should ...perform err... team building through trainings which will help management to know how to respect the cultures of black employees.”

Subtheme 1.3: Liberating management mindset

- Some participants emphasise the need for liberating the mindset of management through training and workshops.
- Management should undergo training to understand African cultures, allowing them to treat employees fairly and respect cultural diversity.

This subtheme is supported by the following quote from Participant 3:

“No 1, Management mind-set of this organisation must and Should.... be liberated through trainings and workshops on... on...knowing how African people believe their culture. Again.... Management needs to be liberated, their brain must be liberated, once they are liberated, and then they will come and understand the cultural diversity of their own employees that are working on their organisation, and treat them as such, and treat them fairly.

Main theme 2: Employee engagement and communication

Subtheme 2.1: Establishing a cultural system committee

- Participants propose the creation of a cultural systems committee within the organisation.
- This committee would focus on addressing cultural beliefs and practices, promoting understanding, and facilitating cultural respect.

The following quote from Participant 5 emphasise this point:

Participant 5: *“What I can propose and suggest is that they must ...establish what we called a...cultural systems committee because it will be the one that will deal with all these things of African cultural beliefs system which cause us to differ in how we see things from different angles and perspectives. Once management take the matter of race and culture seriously, it will ... increase people engagement and lower...a number of people leaving the organisation.”*

Subtheme 2.2: Feedback mechanisms

- Participants recommend that management should provide employees with feedback mechanisms, such as anonymous suggestion boxes. This allows employees to express their feelings, concerns, and complaints, which can help management assess and address issues affecting engagement and turnover.

This quote is supported by the following quote from Participant 8:

Participant 8: *“Okay, what I think management can do is, provide employee with feedback box where employees will right all their feelings and complaints about management as anonymous and put their views and their feelings in the box, through this management can assess and evaluate the mind set of how employees feel about them, and then they can come up with programs to try to change how things, like ... team building exercises. I think that may work.”*

Subtheme 2.3: Constructive criticism and communication

- Participants stress the importance of constructive criticism and open communication between employees and management.
- One-on-one discussions and feedback sessions can help resolve issues and improve the work environment.

The following quote from Participant 10 substantiates this subtheme:

Participant 10: *“They must engage employees, have some sort of team buildings mmm.... involving psychologist and stuff to understand how people are feeling because we tend to bottle things in and that affect us very negatively, I believe with such and having one on ones understanding...characters of people that would actually be beneficial, so constructive, criticism for me it works sometimes people may take that as an insult, but I believe we learn from such...”*

Main theme 3: Motivation and fair treatment

Subtheme 3.1: Motivation and recognition

- Participants highlight the significance of motivating employees through recognition and rewards.
- Management should establish fair and equal systems for recognising and rewarding employees, regardless of their race or culture.

This subtheme is supported by the following quote from Participant 9:

Participant 9: *"...whatever they promise to...to the people, they must fulfil, by not fulfilling they are killing the morale... they are killing the business, they are killing everything.... and everybody will go, Motivation is the most important thing... a person is motivated by even a little thing, most of all money."*

Subtheme 3.2: Fulfilling promises

- Participants suggest that management should fulfil promises made to employees, such as promotions and career growth.
- Consistency in keeping commitments can enhance employees' perception of the PC.

This subtheme is supported by the following quote from Participant 15:

Participant 15: *"I think management must have a programme and ...and...and...and...and be realistic to their programme and if they promise someone promotions and career growth, they need to make sure that those things are happening so..., also the reward for employees they need to fulfil whatever that was promised for the employee"*.

Main theme 4: Cultural integration and inclusivity

Subtheme 4.1: Strategy for cultural integration

- Participants propose a triple strategy of assessment, adaptation, and acceleration. Management should assess cultural diversity, adapt policies to align with cultural values, and bridge the gap between culture and policies to enhance the PC.

The quote below from Participant 11 supports this point:

Participant 11: *"I think the only thing that the management must do in order to manage this perception, they have to go to the triple strategy whereby they have to assess, adapt and accelerate. They have to look towards the different cultural diversity of all African black people both male and female, and then adapt what*

is relevant towards their policies and then make a link to... their culture and our culture and their policies, and look towards the differences of err... from the culture and the differences from policies, and then when they look to the differences from the culture and the policies, then they have to find what causes the differences between the two”

Main theme 5: Employee development

Subtheme 5.1: Skills development

Some participants recommend that management invest in employee development, such as offering training and coaching. This can help employees acquire necessary skills and enhance their engagement with the organisation.

The following quote from Participant 14 supports the above subtheme:

Participant 14: *“Management must give black people opportunities to advance their careers and consider err... black people on lot of things, such as study loan to further our schools and black employees with promotions, if they consider black employees in a lot of things, people will work in energy and think twice to leave their organisation”.*

Summary and conclusion

In summary, the participants' suggestions emphasise the importance of cultural awareness and sensitivity training for management, effective communication and feedback mechanisms, motivation and recognition, fair treatment, cultural integration, and employee development. Implementing these recommendations can help management better manage perceptions about employees' psychological contracts, increase work engagement, and lower turnover intention in the workplace.

The findings of the main themes and subthemes are supported by the following authors.

- Mutwarasibo (2020) emphasised that African Black culture is essential for management of the organisations to learn about cultural diversity in workplaces because, because people from different cultures drives innovative and increase competition.
- Olaopa and Ayodele (2022) state that managing people from diverse cultures require skills development of these managers to manage employees effectively pertaining their cultures.

- For any organisation that successfully exceed their competitors, these organisations provide team building, engagement, and development of its employees (Mbah & Ikemefuna, 2020)
Andriano and Callaghan (2023) mention that employees feel welcome and appreciated within organisation when there are opportunities for career growth, motivations, and promotion.

5.8 DISCUSSIONS AND INTERPRETATIONS OF THE FINDINGS

Data analysis of the interviews resulted in four main research areas that related to the lived experiences of African black employees regarding their PC and its effect on WE and TI within the context of a South African private sector organisation. The following main research areas were identified using Braun and Clarke's (2021) process of thematic analysis, namely: (1) The psychological contract; (2) Work engagement; (3) Turnover intention; and (4) Suggestions to management.

5.8.1 The psychological contract

In Research area 1, Research subarea 1.1 aimed at finding out the participants' understanding regarding the construct of PC. This was done to find out if there is common understanding from the participants' perspective, the literature, and the definition of the current study. Participants provided a multifaceted perspective to the meaning of a PC. Participants see the PC as a dynamic agreement that encompasses mutual expectations and a give-and-take relationship between employers and employees. This contract not only involves formal roles and responsibilities but also influences how individuals perceive their work and approach it mentally. It extends beyond monetary rewards to encompass empowerment and motivation. Importantly, the psychological contract is viewed as a mutually beneficial agreement, emphasising a win-win situation for both parties involved. It also has a profound impact on an employee's mindset and behaviour, both within and outside the boundaries of the formal employment contract. Additionally, it shapes workplace dynamics and interactions, emphasising the importance of interpersonal relationships and engagement beyond the confines of written agreements. These diverse insights highlight the intricate nature of the psychological contract, which goes beyond mere employment terms and significantly influences the employee's experience and relationship with the employer.

Understanding and managing this contract effectively is crucial for fostering a positive and productive work environment that benefits both employees and organisations.

In Research subarea 1.2 reported on the perspectives of African black participants regarding their lived experiences of the psychological contract in the workplace. Their answers revealed a complex interplay of racial and cultural dynamics. The participants identified several key themes that shed light on their perceptions of disparities and differences when compared to other racial groups and cultures

The first main theme highlights the participants' perceptions of racial disparities in the workplace. They believe that there are unequal opportunities, especially in terms of promotions, training, and recognition, with white employees receiving preferential treatment. Cultural norms and practices are seen as factors that further contribute to these disparities.

The second main theme acknowledges the cultural and racial differences that exist between African black participants and white employees. These differences impact how they are treated and recognised at work, and some participants mentioned specific cultural conflicts that act as barriers to equal treatment and opportunities.

The third main theme brings attention to economic disparities and social backgrounds. Participants suggest that economic differences between racial groups can influence the psychological contract, with white employees potentially having more privileged backgrounds. Additionally, participants face challenges in adapting to workplace practices due to their distinct social backgrounds, necessitating additional time and training.

The fourth main theme explores the concept of equal treatment and transparency. While a few participants express the belief that they are treated equally regardless of their racial or cultural background, others find transparency in events and celebrations, such as heritage celebrations, to be inclusive and fostering a sense of equality among employees from diverse backgrounds.

In conclusion, the experiences of African black participants in the workplace indicate a nuanced interplay of race, culture, and perceived disparities in opportunities and recognition. Organisations must address these complex dynamics by promoting equality, transparency, and inclusivity. Recognising and celebrating diversity through transparent events can help bridge cultural gaps and create a more equitable work environment, ultimately enhancing the psychological contract for employees from all racial and cultural backgrounds.

Conclusion

In this comprehensive exploration of the psychological contract and its impact on work engagement, and turnover intention among African black employees, several key findings emerge. First, participants provided a multifaceted perspective on the psychological contract, highlighting it as a dynamic agreement that encompasses mutual expectations, empowerment, and motivation. Importantly, it is perceived as a mutually beneficial arrangement, influencing employees' mindsets and behaviours, both within and outside the boundaries of formal employment contracts. These insights emphasise the intricate nature of the psychological contract and its profound impact on the employee-employer relationship.

Moving into the impact of race and culture on the psychological contract, the research identifies five core considerations. These considerations underscore the significance of diversity in the workplace, the effects of cultural diversity on the psychological contract, and the broader dynamics of race and culture within the work environment. Additionally, it highlights the potential for conflict arising from cultural considerations and the role of adaptation and resilience in navigating such conflicts. Collectively, these considerations reveal the complex interplay between race, culture, and the psychological contract, impacting work engagement and turnover intention.

Regarding the impact of the PC on WE, the research suggests that racial and cultural disparities, if not effectively managed, can negatively affect employees' engagement levels. However, when organisations celebrate diversity and respect cultural backgrounds, employees are more likely to feel valued and engaged in their work. Adaptability and resilience in the face of cultural conflicts also contribute to higher work engagement.

Conversely, the presence of conflicts and dissonance in the workplace impacts negatively on participants PC and may lead to higher turnover intention. Feelings of being trapped due to financial pressures or an absence of alternative job prospects can contribute to this intention. However, employees who can adapt to workplace norms and show resilience in the face of personal cultural conflicts may be more inclined to remain with the organisation.

Finally, the research reveals a complex interplay of racial and cultural dynamics among African black participants. They perceive racial disparities in opportunities and recognition, acknowledge cultural and racial differences, and highlight economic disparities as well as the need for equal treatment and transparency. To address these dynamics, organisations must prioritise equality,

transparency, and inclusivity, fostering a more equitable work environment that enhances the psychological contract for all employees, regardless of their racial or cultural background.

Extant literature confirms these findings and support the outcome that the PC is influenced by differing cultures in nations (Olaopa & Ayodele, 2022; Mutasa, 2022; Uchendu & Chinedu-Eze, 2021; Eze et al., 2021 & Ugwu et al., 2021). Whale (2022) indicates that black employees experience more cultural difficulties in the workplace than other races, which affect their PC negatively. Moreover, Heiphetz and Oishi (2022) argues that the phenomenon of indigenous knowledge sensitivity held by African black employees influences their perceptions and how they interpret and understand the notion of social cognition and motives in social exchange relationships. Notwithstanding these important findings, scholars (Samuel & Engelbrecht, 2021; Omoruyi, Chipunza & Samuel, 2021) indicate that the majority of the studies on the PC construct fail to consider the importance of race and culture when managing the PC in workplaces.

5.8.2 Work engagement

In **Research area 2, Subarea 2.1** intended at finding out the participants' understanding regarding the construct WE, the research participants indicated that they understood work engagement as a phenomenon that encompasses a range of factors and behaviours. It involves actively participating in work-related tasks and decision-making, committing to daily responsibilities with dedication, striving for effective job performance, fostering communication and collaboration, approaching work with willingness and happiness, demonstrating heartfelt dedication, engaging in teamwork and collaborative problem-solving, and, in some cases, achieving a peak level of engagement characterised by exceptional commitment. These various facets of work engagement highlight the importance of a positive and proactive approach to work, where employees are not only dedicated but also enthusiastic and collaborative in their efforts. Understanding these dimensions of work engagement can guide organisations in fostering a more engaged and motivated workforce.

In **Research area 2, Subarea 2.2**, research participants had to report on how engaged they think they were at work. (10 out of 16) reported that they are engaged with energy, involvement, and positive interaction, while the rest of the participants (six respondents), indicated that they are not engaged at work. In general, however, the participants' responses revealed a spectrum of work

engagement levels, ranging from high enthusiasm and proactive involvement to more moderate or even low levels of engagement. The high-engagement group actively participates in their job duties, engages positively with colleagues, and approaches work with energy and enthusiasm. Those with moderate engagement strike a balance between fulfilling their responsibilities and going the extra mile. Meanwhile, individuals with low engagement report decreased energy, reduced enthusiasm, and dissatisfaction, often citing a lack of support, recognition, or organisational factors as contributing factors.

Understanding these varying levels of engagement is crucial for organisations. High levels of engagement can lead to increased productivity and positive work environments, while low engagement may result in decreased morale and potential turnover. Addressing the factors that contribute to decreased engagement, such as organisational practices and employee recognition, is essential for fostering a more engaged and motivated workforce. Additionally, promoting positive interactions and collaboration can help elevate engagement levels across the board.

In Research area 2, Subarea 2.3, most research participants (10 out of 16) reported that their race (African blacks) and culture influence their work engagement (WE) levels. These participants indicated that their unique African characteristics (e.g. the spirit of ubuntu, weddings, traditional callings, funerals and church customs) influenced their WE levels negatively because practicing these beliefs systems and traditions cause problems at work. Participants experience that their employer does not understand their culture and beliefs and therefore, fails to support these customs. This is perceived as inhumane and disrespectful behaviour on the side of the employer, and subsequently, result in low levels of WE. Nonetheless, five (thus, the minority) participants reported that their African black race and culture do not have an impact on their WE levels. These participants reported that they are engaged with energy, motivation, and high interaction because they have an attitude of 'work, get paid, and go home.'

In conclusion, the experiences of African black participants regarding their work engagement are diverse and influenced by their cultural backgrounds. While some face challenges and negative impacts stemming from a lack of cultural respect or clashes with work schedules, others find that their workplaces celebrate cultural diversity, leading to positive work engagement experiences. It is essential for organisations to foster inclusive environments that respect and appreciate diverse cultures to enhance overall work engagement and create a more harmonious and productive workforce. Addressing cultural insensitivity and promoting cultural celebration in the workplace

can help mitigate negative impacts and contribute to improved work engagement for all employees, regardless of their cultural backgrounds.

In Research area 2, subarea 2.4, all research participants (16 out of 16) reported that their PC influences their WE levels negatively. These participants reported that they experienced lack of career growth, promotions, training and development, no recognition or salary increases. According to these participants, white employees are treated differently and do not experience these shortcomings. Hence, African black employees feel demotivated and demoralised with subsequent low levels of WE. In conclusion, the experiences of African black participants regarding their work engagement are diverse and influenced by their cultural backgrounds. While some face challenges and negative impacts stemming from a lack of cultural respect or clashes with work schedules, others find that their workplaces celebrate cultural diversity, leading to positive work engagement experiences. It is essential for organisations to foster inclusive environments that respect and appreciate diverse cultures to enhance overall work engagement and create a more harmonious and productive workforce. Addressing cultural insensitivity and promoting cultural celebration in the workplace can help mitigate negative impacts and contribute to improved work engagement for all employees, regardless of their cultural backgrounds.

Conclusion

In Research Area 2, a comprehensive understanding of work engagement emerged from the diverse perspectives of research participants. WE as described by these participants, encompasses a wide range of factors and behaviours, reflecting a proactive and positive approach to work. It involves active participation in tasks and decision-making, dedication to daily responsibilities, a commitment to effective job performance, open communication, collaboration, and a sense of willingness and happiness. Some individuals even achieve peak levels of engagement characterised by exceptional dedication. These dimensions of WE underscore the importance of fostering a work environment where employees are not only dedicated but also enthusiastic and collaborative in their efforts. This multifaceted perspective on WE provides valuable guidance for organisations seeking to cultivate a motivated and engaged workforce.

Furthermore, participants' self-reported levels of WE revealed a spectrum of engagement, with some individuals reporting high enthusiasm and proactive involvement, while others reported more moderate or even low levels of engagement. The high-engagement group actively

participates in job duties, engages positively with colleagues, and approaches work with energy and enthusiasm. Those with moderate engagement strike a balance between fulfilling their responsibilities and going the extra mile. On the other hand, individuals with low engagement experience decreased energy, reduced enthusiasm, and dissatisfaction, often attributing these feelings to factors such as a lack of support, recognition, or organisational practices. Recognising and understanding these varying levels of engagement is crucial for organisations, as it can impact productivity, morale, and turnover rates. Addressing the underlying factors contributing to decreased engagement, such as organisational practices and recognition, is essential for fostering a more engaged workforce. Promoting positive interactions and collaboration can further enhance engagement levels across the board. Extant literature confirms these findings and support the outcome that WE reflect how employee's heart and mind to fulfil their daily task with energy, involvement, and positive interaction in the workplace (Schaufeli & Bakker, 2013). Bakker (2022) emphasises that engaged employees are likely to be more attached to their organisation and jobs would have a lower propensity to leave than those who are not fully engaged. Baruch and Rousseau (2019) further attest those rewards such as recognitions, promotions, training and salary increases enhances WE and TI levels of employees within organisations. Notwithstanding, Mazzetti, Robledo, Vignoli, Topa, Guglielmi, and Schaufeli (2023), mention that when employees are fully engaged in their work, teamwork, productivity and organisational outcomes gets achieved.

In the context of race and culture, participants revealed that their unique African characteristics and cultural practices influence their work engagement levels. For some, these cultural elements had a negative impact due to misunderstandings or clashes with work schedules. They experienced that their employers did not fully comprehend or support their customs and traditions, resulting in feelings of disrespect and inhumanity, ultimately leading to low work engagement levels.

The findings indicate that African black employees feel that the unique African characteristics (e.g., the spirit of ubuntu, weddings, traditional callings, funerals and church customs) affect their lived experiences of their PC, which, again, influence how they perceive and experience their WE levels. They are of the opinion that their current employer does not understand their belief systems and traditions, and as a result it causes a variety of workplace problems. Naturally, this affects their experiences of their reciprocal employment relationship, resulting in feelings of demotivation, demoralisation, and low levels of WE. They feel that they do not experience career growth, promotions, or training and development opportunities, and their perceptions are that employees

with western cultures do not have the same experiences. This perception greatly contributes to their high levels of work disengagement. These findings suggest that African black employees feel and experience WE negatively. However, a minority of participants reported that their African black race and culture had no significant impact on their WE. They described their engagement as primarily motivated by financial factors, focusing on the simple equation of "work, get paid, and go home."

In conclusion, the experiences of African black participants regarding WE are shaped by their cultural backgrounds and perceptions of their PC. While some individuals face challenges and negative impacts stemming from a lack of cultural respect or disparities in career growth and recognition, others find that their workplaces celebrate cultural diversity, leading to positive work engagement experiences. To foster a harmonious and productive workforce, organisations must create inclusive environments that respect and appreciate diverse cultures. Addressing cultural insensitivity and promoting cultural celebration in the workplace can help mitigate negative impacts and contribute to improved work engagement for all employees, regardless of their cultural backgrounds. Previous research supports this notion, indicating that in a specific study, the majority of Nigerian employees were not fully engaged in their jobs; the decline in WE of these employees also related to traditional customs (e.g., traditional healing callings and traditional weddings) of black employees (Al-Jenaibi (2020).

In conclusion, the insights gathered from the participants in Research Area 2 provide a rich understanding of WE and its relationship with cultural backgrounds and the PC. WE is a multifaceted concept encompassing active participation, commitment, effective performance, communication, willingness, and collaboration. These dimensions underscore the importance of creating a positive and inclusive work environment that fosters enthusiasm and collaboration among employees. While some participants reported high levels of engagement, others faced challenges related to their African black race and culture, perceiving a lack of understanding and support from their employers. Additionally, the negative influence of the PC on WE was a common concern among all participants. To enhance WE and promote a harmonious workforce, organisations must address cultural sensitivities, value diversity, and ensure fairness in opportunities and recognition for all employees. This approach can lead to improved WE, job satisfaction, and overall organisational success.

These findings are supported by the extant literature that confirms that culture and customs increase related positive and negative challenges, for example, a study by George, Okon and

Akaighe (2022), revealed that most of Nigerian employees are not fully engaged in their work because of traditional customs such as attending initiation schools for becoming traditional healers. However, Mahlala et al. (2023) argue that companies that employ people from different races and cultures, stand a good chance in driving productivity. Anokye and Asumeng (2021) stress that, the positive side for having people from different races and cultures is that the workforce becomes innovative and applies problem-solving skills). These authors argue that people from different cultures share different skills and knowledge which propels high levels of employees WE. In fact, research has shown that to enhance WE levels of employees within private sector organisations, organisations should follow a system of employment, appointment, and promotion with apt consideration to the employees' different cultures despite of race (George et al., 2022).

5.8.3 Turnover intention

In **Theme 3, subarea 3.1**, the research participants explained the construct of TI according to their own understanding. The participants' explanations of turnover intention revealed two main themes with distinct subthemes. Main Theme 1 highlighted a clear understanding of turnover intention as the desire to leave or stay within an organisation. Subtheme 1 within this theme underscored the reasons behind turnover intention, including dissatisfaction, mistreatment, or unhappiness at work. Subtheme 2 highlighted the decision-making aspect of turnover intention, where participants considered alternative job opportunities or explored other avenues for employment.

In contrast, Main Theme 2 shed light on the participants' misunderstandings or confusion regarding the term turnover intention. Subtheme 1 within this theme pointed out that some participants associated turnover intention with financial aspects of a company, such as profit or compensation, demonstrating a misinterpretation of the concept. Subtheme 2 highlighted a unique misconception, where one participant viewed turnover intention as a negative aspect of a relationship with the company that might soon end.

In conclusion, while most participants demonstrated a clear understanding of turnover intention as the intention or desire to leave or stay in an organisation, a minority displayed misunderstandings related to financial or relationship aspects. It's essential for researchers and organisations to ensure a common understanding of key terms like turnover intention to facilitate

effective communication and address any misconceptions that may arise during discussions about employee turnover.

In Research area 3, subarea 3.2, participants were asked: “Are you currently intending to resign from your job and seek another job outside your organisation?” The participants' responses regarding their current thoughts about resigning from their organisations revealed two main themes, each with distinct subthemes.

Main Theme 1, "Reasons for Intent to resign," brought to light the significant factors contributing to participants' contemplation of leaving their current employment. Subtheme 1 underscored the pervasive issue of racism and discrimination within their organisations. Participants expressed strong dissatisfaction with racial discrimination, lack of recognition, and preferential treatment of white employees over black employees as compelling reasons for their intent to resign. Subtheme 2 highlighted the frustration stemming from the lack of growth opportunities and development within their organisations. Participants were driven to consider resignation due to the absence of career advancement and development prospects. Subtheme 3 emphasised the impact of unfair work conditions and treatment as a catalyst for their intent to resign, with financial concerns, discrimination, and a lack of motivation as contributing factors.

Main Theme 2, "Factors Preventing Resignation," shed light on the reasons participants chose to remain in their current roles despite their intent to resign. Subtheme 1 highlighted the practicality of staying because participants did not have alternative job offers or plans. Job security and financial stability played significant roles in this decision. Subtheme 2 emphasised the importance of perseverance, particularly for African black individuals, who face unique challenges. Participants mentioned their family responsibilities and the need to support their families as reasons for not resigning.

In conclusion, participants' considerations regarding resignation are shaped by a complex interplay of factors. While racism, discrimination, lack of growth opportunities, and unfair treatment are compelling reasons for their intent to resign, practicality, job security, financial stability, perseverance, and family responsibilities often prevent them from taking immediate action. These findings highlight the multifaceted nature of individuals' decisions regarding resignation, reflecting both external factors within the workplace and personal circumstances outside of it. It underscores the need for organisations to address issues related to racism and discrimination while providing opportunities for growth and development to retain a diverse and motivated workforce.

In Research area 3, subarea 3.3, research participants were asked what their lived experiences were as an African Black employee that may affect their current TI. The participants' experiences as African Blacks and their impact on turnover intention revealed a complex web of factors influencing their decisions. Main Theme 1, "discrimination and unfair treatment," highlighted the significant role of racial discrimination and cultural misunderstandings in shaping turnover intentions. Participants felt that they were often treated unfairly in comparison to their white counterparts, leading to feelings of frustration and the desire to leave. Cultural differences and misunderstandings further exacerbated this issue.

Main Theme 2, "lack of growth opportunities," underscored the critical importance of career growth and development in influencing turnover intentions. The limited career advancement prospects within their organisations left participants feeling stagnant and undervalued, prompting thoughts of resignation.

Main Theme 3, "disrespect and unprofessional behaviour," highlighted the detrimental impact of disrespect from management or colleagues on turnover intentions. Participants emphasised the need for respect in the workplace and how its absence could drive them to consider leaving.

Main Theme 4, "educational and qualification requirements," shed light on the perceived barriers posed by strict qualification requirements. Participants felt that these requirements hindered their career progression and contributed to their intent to resign.

Main Theme 5, "impact of negative experiences on confidence and motivation," revealed how negative workplace experiences, such as discrimination and disrespect, eroded participants' confidence, trust, and motivation. These experiences left them demoralised and affected their desire to remain in their current roles.

Main Theme 6, "potential for improvement," offered a glimmer of hope that positive changes within the organisation could alter turnover intentions. One participant expressed optimism that improved behaviour and a more conducive work environment could lead to a shift in their intentions.

In conclusion, the experiences of African black participants in the workplace are deeply influenced by discrimination, limited growth opportunities, disrespect, qualification requirements, and the erosion of confidence and motivation due to negative experiences. These factors contribute to their TI, reflecting the need for organisations to address these issues to retain a diverse and

motivated workforce. Creating an inclusive, respectful, and growth-oriented work environment is essential to mitigate turnover intentions among African black employees.

In Research area 3, subarea 3.4, research participants were asked whether it was their perceptions and lived experiences that their PC, WE and TI are interrelated. The participants' insights into the interrelatedness of the constructs of the PC, WE, and TI provide a nuanced understanding of how these elements interact within their work experiences.

Main Theme 1, "interconnectedness of constructs," underscored the participants' belief that these constructs are intertwined, with the PC influencing WE and, in turn, TI. They recognised the role of subjective beliefs, cultural influences, and their perceptions in shaping this interconnection.

Main Theme 2, "impact of unmet expectations," highlighted the pivotal role of unmet promises within the PC in affecting WE and TI. Participants consistently mentioned that unfulfilled expectations, whether related to compensation, fairness, or career advancement, had a significant impact on their attitudes and intentions.

Main Theme 3, "impact of cultural and race-related factors," revealed that cultural and race-related influences also played a role in the complex interplay of these constructs. Participants noted how cultural beliefs, challenges faced by African employees, the importance of equal treatment irrespective of race, and the lack of recognition linked to racial factors influenced their perceptions and experiences regarding the PC, WE, and TI.

In conclusion, the participants' experiences reflect the intricate relationships between the PC, WE, and TI. Unmet promises within the PC act as a critical catalyst for changes in WE and TI, while cultural and race-related factors contribute to the complexity of these interactions. Understanding these interconnections is essential for organisations seeking to enhance employee engagement, satisfaction, and retention, as it underscores the importance of delivering on promises, promoting cultural sensitivity, and fostering an inclusive workplace culture.

In Research area 3, subarea 3.5, the following question was asked: "Do you think the constructs of psychological contract, work engagement and turnover intention are experienced differently by African black employees from the way employees with a Western background experience it?"

The participants' insights into the differential experiences of the PC, WE, and TI between African black employees and those with Western backgrounds shed light on the multifaceted impact of

cultural, racial, and contextual factors. Main Theme 1, "cultural differences and influence," illuminated how cultural beliefs, practices, and values unique to African black employees shape their perceptions of these constructs. These cultural distinctions often lead to conflicts in the workplace and underscore the need for cultural sensitivity and understanding.

Main Theme 2, "disparities in opportunities and treatment," underscored the significant disparities in opportunities, recognition, and fair treatment that African black employees face compared to their white counterparts. These disparities, stemming from racial prejudice and unfairness, contribute to distinct experiences of the PC and WE.

Main Theme 3, "impact of cultural respect on constructs," highlighted the pivotal role of employers' respect for cultural beliefs and traditions in shaping employees' perceptions of the constructs. Lack of respect for these cultural aspects negatively affects psychological contracts and work engagement.

Main Theme 4, "perception of being overlooked," revealed the prevalent feeling of being overlooked or undervalued among African black employees, contributing to their distinctive experiences in the workplace.

Main Theme 5, "influence of race and ethnicity," emphasised the presence of race-based disparities in recognition, career advancement, and opportunities, indicating that one's race significantly affects how these constructs are experienced.

Main Theme 6, "traditional practices and work engagement," brought attention to the conflicts that arise when traditional practices clash with work demands and the importance of employers' understanding and accommodation in influencing work engagement.

Main Theme 7, "desire for a welcoming work environment," emphasised the expectation of a warm and welcoming workplace environment based on cultural values, which participants believed would positively impact psychological contracts and work engagement.

Main Theme 8, "impact of culture on work ethic," highlighted how African cultures promote strong work ethics and values, influencing how participants perceive and engage with these constructs.

In conclusion, these themes collectively depict the intricate interplay of cultural, racial, and contextual factors that differentiate the experiences of African black employees in relation to the PC, WE, and TI. Acknowledging and addressing these disparities and promoting cultural respect

and sensitivity within the workplace are essential steps toward fostering a more inclusive and equitable work environment for all employees, regardless of their cultural or racial background.

Conclusion

In the realm of TI, the research participants provided valuable insights into their understanding of this construct and its impact on their work experiences. They described turnover intention as the desire to either leave or remain within an organisation, emphasising the factors influencing this decision. While the majority displayed a clear understanding of turnover intention, a minority demonstrated misconceptions related to financial aspects or negative aspects of their relationship with the company.

When examining their current intentions regarding resignation, two main themes emerged. First, participants highlighted the significant factors contributing to their contemplation of leaving their current employment, such as racism, discrimination, limited growth opportunities, and unfair treatment. Second, participants revealed reasons for not resigning, which included practical considerations like job security and financial stability, as well as personal perseverance and family responsibilities.

Furthermore, the participants' experiences as African Black employees and their impact on TI were explored. Discrimination, lack of growth opportunities, disrespect, qualification requirements, and the erosion of confidence and motivation due to negative experiences were identified as factors influencing TI. However, some participants expressed optimism that positive changes within the organisation could alter their intentions.

Lastly, the research participants shed light on the interrelatedness of the PC, WE, and TI. They recognised how these constructs are intertwined and influenced by unmet expectations within the PC, cultural and race-related factors, and the complex dynamics of the workplace.

Moreover, the differential experiences of African black employees compared to those with western backgrounds were explored. Cultural differences, disparities in opportunities and treatment, the impact of cultural respect, feelings of being overlooked, race-based disparities, conflicts between traditional practices and work demands, the desire for a welcoming work environment, and the influence of culture on work ethic all contributed to distinct experiences of the PC, WE, and TI among African black employees. The fact that the constructs of the PC, WE and TI in AKS are

influenced by the cultures of African black people with indigenous knowledge sensitivity experiences, are confirmed in extant literature. African black employees perceive the PC, WE and TI differently from their white counterparts (Pepple et al., 2021) because the constructs of PC, WE and TI within the context of AKS are influenced by cultures of people living in Africa. Previous studies done in Africa reported that the PC is shaped by the culture and belief systems of African spheres (Olaopa, & Ayodele, 2022; Mutasa, 2022; Uchendu & Chinedu-Eze, 2021; Eze et al., 2021 & Ugwu et al., 2021). For example, individual cultural profiles are described as being both a processor of information and a source of influence on behaviour (Opeke & Nwokeoma 2020). Cultural influences are therefore described as cognitive mechanisms that are reflected in behaviours. In addition, the results of the study done by Idiegbeyan-ose, Opeke and Nwokeoma (2020) attests that in their research most black employees reported that cultural belief systems increase employee TI. The results of this study reveal that employees left their jobs after the employer did not consider the matter of their culture and traditions, which resulted in disagreement between the parties (Mbah & Ikemefuna, 2021). Moreover, Al-Jenaibi (2020) revealed that his research indicated that the majority of Nigerian employees are not fully engaged in their work, mostly because employees' traditional customs (such as traditional weddings and traditional spiritual healing celebrations) were not acknowledged and respected.

In conclusion, the findings from this research provide a comprehensive understanding of how turnover intention is perceived, the factors influencing it, and its interplay with the PC and WE. Moreover, the experiences of African black employees shed light on the complex dynamics of the workplace, emphasising the need for organisations to address issues related to racism, discrimination, and cultural sensitivity to foster a diverse, engaged, and motivated workforce.

5.8.4 Suggestions to management

In **Research area 4, subarea 4.1**, participants were asked the following: 'Based on your lived experiences as an African black employee, how do you think management can manage the perceptions about their employees' PC to increase and lower TI in your workplace?' The participants' insightful suggestions for management on managing perceptions of the PC to increase WE and reduce TI in the workplace highlight the importance of cultural awareness, communication, motivation, fair treatment, cultural integration, and employee development.

Main Theme 1, "cultural awareness and sensitivity Training," underscores the need for managers to undergo annual training and workshops to better understand and appreciate the cultural

diversity of African black employees. This training can help create a workplace environment that respects and values cultural differences.

Main Theme 2, "employee engagement and communication," highlights the significance of establishing mechanisms such as cultural systems committees and feedback channels. These mechanisms can facilitate open and constructive communication between employees and management, fostering a culture of understanding and addressing issues that impact engagement and turnover.

Main Theme 3, "motivation and fair treatment," emphasises the role of motivation, recognition, and promise fulfilment in enhancing the PC. Fair and equal treatment, along with consistent commitment to promises, can contribute to employees' positive perceptions of their employment relationship.

Main Theme 4, "cultural integration and inclusivity," advocates for a strategic approach that involves assessing cultural diversity, adapting policies to align with cultural values, and bridging the gap between culture and policies to strengthen the PC.

Main Theme 5, "employee development," underscores the importance of investing in skills development and training to empower employees and enhance their engagement with the organisation.

In conclusion, these valuable suggestions emphasise the need for organisations to embrace cultural diversity, promote open communication, and prioritise fair treatment and development opportunities. By implementing these recommendations, management can create a more inclusive, equitable, and engaging work environment that fosters positive perceptions of the PC and reduces turnover intention among all employees, regardless of their cultural or racial background.

5.9 SUMMARY OF THE CHAPTER

This chapter has provided a descriptive and analytical presentation of the findings of the study. The objective of the study was to understand African Black employees' lived experiences regarding the PC and its effect on WE and TI within the context of a South African private company in their current workplace. The purpose of this chapter was to analyse and interpret the primary data collected from the study. The following conclusions are drawn from the findings:

The study found that the lived experiences of African Black employees regarding the psychological contract (PC) are influenced by their cultural backgrounds. The literature indicates that employees from diverse knowledge perspectives have different understandings, lived experiences, and perceptions of the psychological contract (PC), work engagement (WE), and turnover intention (TI). The challenges faced by the participants in the study indicate that their lived experiences regarding the psychological contract adversely are perceived to affect their work engagement (WE) and turnover intention (TI) in several ways:

- Loss of confidence and motivation, leading to negative reactions towards management.
- Increased negativity and lack of aspiration to engage in their jobs with energy and involvement.
- Elevated levels of demoralisation and demotivation in their jobs.
- Heightened turnover intention, prompting a search for other opportunities.
- Feelings of unfair treatment.
- Limited or no growth opportunities, bonuses, and promotional opportunities, exacerbating their TI.

These findings are supported by several authors:

- Baker (2022) highlights that both high and low levels of employee WE in workplaces are caused by a lack of recognition, training, promotions, and unfulfilled promises. If WE is not properly managed, it can lead to high levels of TI.
- Darban and Karatepe (2022) mention that when employees experience unfairness and discrimination based on race and culture, they are likely to detach from their daily tasks at work.
- Oamen (2021) asserts that high levels of WE drive innovation in idea generation and enhance teamwork within workplaces. The author emphasises that employee WE is a crucial aspect that organisations must not overlook.
- Jing and Jan (2022) state that a lack of career growth and opportunities for personal and professional development may make employees more inclined to leave their organisation.

- Mokoena et al. (2022) assert that when employees feel unrecognised and unappreciated for their efforts, their intention to leave is higher than for those who are recognised.
- Andriano and Callaghan (2023) indicate that financial reward is a major factor driving employees to leave their employers.
- Pierre and Treblay (2020) assert that low cash pay levels result in dissatisfaction, absenteeism, and increased turnover.

By integrating the literature review with the empirical findings, this study provides valuable insights into the interconnectedness of African Black employees, culture, PC, WE, and TI within the South African private sector. Both the literature and current research emphasize the significance of ethnic identity and its influence on employment relationships. They consistently highlight the substantial impact of ethnic diversity on how individuals from different racial backgrounds perceive the psychological contract and its effect on work engagement and turnover intention. This underscores the necessity for organisational policies and practices that are inclusive and adaptable to diverse cultural backgrounds when addressing these constructs. It is crucial to recognise the interplay of PC, WE, and TI among African Black employees within employment agreements, as these factors are highly relevant and should not be overlooked.

The chapter achieved empirical below objectives namely:

- **Empirical research objective 1:** To explore the lived experiences and perceptions of African Black managers and employees pertaining to psychological contracting from an AKS perspective.
- **Empirical research objective 2:** To understand the lived experiences and perceptions of African Black managers and employees pertaining to WE from an AKS perspective .
- **Empirical research objective 3:** To find out the lived experiences and perceptions of African Black managers and employees pertaining to TI from an AKS perspective .
- **Empirical research objective 4:** To gain insights d how the lived experiences and perceptions of African Black managers' and employees about their psychological contracting influence their WE and TI from an AKS perspective .

The researcher as a primary research tool for data collection applied qualitative data analysis techniques to provide descriptive findings through evidence from participants using raw data or

verbatim quotes (Brough, 2021). The researcher implemented the phenomenological epoché (suspension or bracketing) to avoid subjectivity and suspend plausible relationships to the lived experiences reflected by participants (Gill, 2020). The data were analysed according to the sequence of research questions and the relationships between the themes. In this chapter, the researcher presented the findings of the study, obtained from sixteen semi-structure interviews. The inclusion and exclusion criteria of all participants were met. Ethical considerations were respected. It can be concluded that the purposes of chapter 5 were fulfilled.

The following chapter presents the conclusion, recommendations, and limitations of the present study. Therefore, it addresses the final Phase of the research, namely Phase 3 that aims to achieve the following:

- **Empirical research objective 5:** To provide recommendations to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS.
- **Empirical research objective 6:** To offer recommendations for future research on the PC, WE and TI from an AKS perspective.

CHAPTER 6

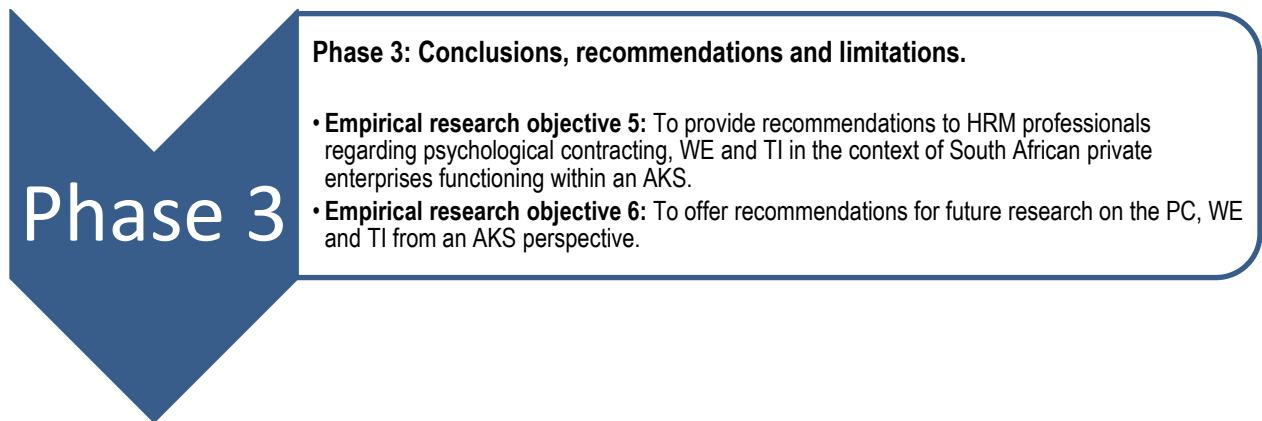
CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

6.1 INTRODUCTION

This chapter presents the conclusion of the present study, and recommendations for HRM professionals are made. The limitations of the study are explained. Future research possibilities are highlighted. This chapter forms part of Phase 3 as illustrated in figure 6.1 below. The study as stated in the introductory chapter is concerned with the conclusions, recommendations, and implications of the PC, WE and TI as concepts that are also critical constructs that bear upon black African workers and their lived experiences in the workplace. Therefore, this chapter aims to address the following two empirical research objectives as highlighted in figure 6.1.

Figure 6.1

Graphical Representation of Phase 3



The findings of this study have been discussed in Chapter 5 and compared with the findings of the literature review in Chapters 2 and 3. This study discovered that, unique African characteristics (e.g., the spirit of ubuntu, weddings, traditional callings, funerals, and church customs) influence how African black employees perceive and experience the PC, WE and TI; and that their lived experiences of these constructs are specific to their African background. The findings indicate that African black employees feel their culture and traditions are overlooked and

not respected and that this accelerated the feeling of disengagement from their workplaces and intensify thoughts about leaving the organisation to seek for better experiences.

The extant literature confirms the findings of this study, and support the outcome that, people from different racial groups and culture perceive and experience things differently because culturally, diverse workers have different opinions, thoughts, beliefs, norms, customs, values, trends, and traditions (Kim & Kim, 2023). Notwithstanding these important research findings, several studies on the PC construct fail to consider the importance of race and culture when managing the PC in workplaces (Luu, 2022; Kamal & Ferdousi, 2021 & Intharacks, Chikweche, & Stanton, 2023). Brewis (2022) found that more cultural difficulties in the workplace are experienced by African black people than any other racial groups and as such, employees WE and TI are impacted negatively.

In this chapter, conclusions drawn, contributions made, limitations to consider, and recommendations for future research are discussed. The research study generated insightful interpretations on the lived experiences and perceptions of African black employees regarding their PC and how it affects their WE and TI within private sector organisations of South Africa. The study contributes to the literature in the discipline of BM, and the subject area of HRM and related subject areas. The scholarly literature in Chapters 2 and 3 assisted the researcher to gather relevant data to address the problem and the objectives of the study.

The researcher used purposive sampling to gather data and interviewed sixteen(black African participants who responded to the invite. The researcher conducted individual online interviews through MS Teams. Although data saturation was kept in mind (Brough, 2020), all 16 interviews were conducted to ensure richness in data. The participants were from different functions and from different levels, being a managerial and a non-management level. The researcher performed a process of thematic analysis (Braun & Clarke, 2021) to consider the data. The researcher explored how African black employees perceived the phenomenon under study through considering their lived experiences regarding the PC and its impact on their WE levels and TI from the context of Acknowledge perspectives. According to the participants, they experience the PC and its impact on their WE levels and TI differently from other cultural groups. The data were analysed, and the results interpreted.

To ensure the quality and integrity of the data, strategies employed were credibility, transferability, dependability, confirmability, triangulation, and referential adequacy (see section 2.4.1 chapter

2). Data analyses were conducted using four (4) main research areas (refer to section 5.4 chapter 5), namely:

- Research area 1: The psychological contract
- Research area 2: Work engagement
- Research area 3: Turnover intention
- Research area 4: Suggestion to management

During data analysis subareas emerged from the main research area. The data was analysed through conducting various steps. Two rounds of data analysis resulted in various main themes and subthemes that were identified for each of the four research areas and its subareas. These main themes and subthemes were discussed in Chapter 5.

The process as set out above informed the conclusions as set out in the next section.

6.2 CONCLUSIONS

This section presents two sets of conclusions. The first section's conclusion focuses on the literature review, while the second conclusion focuses on the empirical study.

6.2.1 Conclusions from the literature review

The objectives of the literature review were:

- **Literature research objective 1:** To explore how the literature conceptualises the phenomenon of a PC in an AKS.
- **Literature research objective 2:** To ascertain how the literature conceptualises the psychological process of WE within the contexts of AKS.
- **Literature research objective 3:** To understand how the literature conceptualises the psychological process of TI within the contexts of AKS.
- **Literature research objective 4:** To establish practical implication obtained from the theoretical analysis of the PC on WE and TI in the contexts of AKS for HRM professionals in South African private sector enterprises.

All the literature review objectives stated above were fulfilled in this study. The literature reveals the importance of the empirical study to be undertaken due to differences between western and African perspectives regarding the constructs of the PC, WE and TI. The researcher found that

the current literature is largely silent on whether employees, particularly African black employees, experience and perceive the constructs of PC, WE and TI similarly to their Western counterparts.

The following sections discuss how the concept of PC is conceptualised in WKS versus AKS.

6.2.1.1 Defining the psychological construct

In the literature review, the researcher discovered that there are differences on how the construct of the PC is conceptualised by AKS versus WKS (Brewis, 2022). Because people's cultures in AKS versus WKS differs, people experience and perceive psychological contracting differently (Brewis, 2022). An AKS refers to a system that comprises of the content and context of knowledge system driven by shared beliefs, norms, and values of the African cultural group of people in a non-western civilisation (Mutwarasibo, 2020). On the other hand, the WKS refers to a system of the social norms, ethical values, traditional customs (such as beliefs) and specific artefacts and technologies that are shared within western spheres of influence (Brewis, 2022).

The literature review defined the theoretical perspectives of previous research findings in relation to the PC and its impact on employees' level of WE and TI. The researcher found that the previous studies have no common definition of the PC. Each country (China, UK, USA and SA) has different meanings attached to the concept (Griep & Vantilborgh, 2022). However, each definition provided guidelines on what constitutes the PC. The literature indicated that the construct of the PC in WKS comprises of the social norms, ethical values, traditional customs (such as beliefs) and specific artefacts and technologies that are shared within western spheres of influence or knowledge systems that are driven by values and cultures of western civilisations (Griep & Vantilborgh, 2022). The literature defined the PC as a construct that involves an individual's beliefs systems that are based on commitments-expressed or implied, regarding the exchange agreement between the employer and employee (Schein, 1965). Some writers emphasised the significance of implicit obligations; while others expressed the need to understand expectations of people in employment relationships; whereas others expressed reciprocal mutuality as the main determinant of the PC (Rousseau & Tijoriwala, 1998).

On the other hand, the African perspective literature indicates that the PC is shaped by national cultures, or how the beliefs, norms, attitude, and values in a society are viewed, managed and exchange within the relationship employees have with their employers (Olaopa & Ayodele, 2022). The literature reported that the perceptions and the interpretations of individuals regarding PC may be influenced by one's racial group, beliefs, and values, past experiences and background

or culture (Olaopa & Ayodele, 2022). The understanding of the AKS and WKS requires an understanding of what African and western people value the most and their way of knowing and viewing the phenomenon (Anazodo, Okoye & Chukwuemeka, 2021).

These disparities in cognition account for how the PC is perceived and experienced by a specific social group (e.g., African black employees) in their workplaces. Motivational implications arise due to differences in self-concepts as individuals try to fulfil varied motives that are related to their cultural values and obligations within the exchange relationship (Anazodo, Okoye & Chukwuemeka, 2021). For instance, individuals with independent selves (individualists) usually feels good about themselves, express inner attributes, rights, and show greater capacity to withstand undue social pressure. Conversely, those with interdependent selves (collectivists) draw positive images from in-group experiences, exhibit belonging, maintain harmony, are receptive to others and show restraint to personal desires (Gathogo, 2023). From previous literature it is clear that the PC is conceptualised differently when viewed from either the perspectives of an AKS, or a WKS. Hence, these respective cultures influence individual PC formations, perceptions, experiences, and responses.

In conclusion, it can be asserted that cultures in nations influence how the construct of PC is conceptualised and understood from WKS versus AKS. This means that people from non-western worlds will not perceive things similarly to their Western counterparts. This encapsulate the importance of not overlooking these knowledge systems and its implications when dealing with matters pertaining to the PC.

The next section discusses how the concept of work engagement is conceptualised in WKS versus AKS.

6.2.1.2 Defining the work engagement construct

The literature from WKS delineated the concept of WE as a concept which reflects how an organisation captures an employee's heart and mind to fulfil their daily task with energy, involvement, and positive interaction in the workplace (Schaufeli & Bakker, 2004,). The literature further shows that WE is one of the imperative factors associated with the PC and has also been defined and measured in many ways (Bakker, 2022). Even though different dimensions of WE exist, in its essence it describes the way in which employees actively behave in workplaces (Schaufeli & Bakker, 2004). Furthermore, in WKS, the literature outlines WE as an imperative factor that is linked to organisational success. In addition, the literature has stressed that engaged

employees are associated with innovation, growth, and revenue, build new products and services, generate new ideas and ultimately help spur the economy (Van den Groenendaal et al., 2023).

However, from an African perspective, the literature reported that WE is perceived as positive perceptions and attitudes held by employees towards their organisations and its culture (Sani et al., 2023). Ugwu et al. (2022) add that engaged employees are aware of their responsibilities, their organisation's culture, and the culture of the people they work with. When employees understand their colleagues' culture, it becomes easier to work together and achieve organisational objectives (Van den Groenendaal et al., 2023). If this is not the case, employees from different racial groups might not work together efficiently because of their cultural disparities (Ugwu et al., 2022). For example, a study by George, Okon and Akaighe (2022), revealed that most of Nigerian employees are not fully engaged in their work because of traditional customs such as attending initiation schools for becoming traditional healers. The literature further indicated that companies that work with people from different racial groups and cultures probably stand a good chance in driving productivity and innovation (Pepple et al., 2021).

It is concluded that although the differences in the understanding of the concept of WE are not as clear cut between the western and the African worlds, one can still agree that WE in AKS versus WKS is conceptualised differently, based on different cultures between the two worlds. In AKS, collectivism is still emphasised, while the WKS focuses mostly on the individual employee's WE and its contribution to organisational success. These differences, therefore, will impact WE, depending on the perspective from which it is viewed.

6.2.1.3 Defining the turnover intention construct

The extant literature in the WKS revealed the construct of TI as the subjective probability that an individual will leave his or her organisation within a period of time (Mokoena, Schultz & Dachapalli, 2022). Moreover, the construct of TI shown to be associated with employees' thoughts of quitting their job and an intention to seek out another job outside of the organisation (Andriano & Callaghan, 2023). The literature further indicated that TI are not definite but are often associated with job search behaviour (Takawira, Coetzee & Schreuder, 2020).

This construct depicted as a voluntary occurrence or event which indicates individual movement across the membership boundary of an organisation (Els, Brouwers & Lodewyk, 2021). From the WKS the literature indicated that TI is a pointer to employees' dissatisfaction with workplace

events and that employees with dissatisfaction workplace events tend to render poor service and corrode organisational effectiveness due to lack of training and development, poor work life balance, poor salary, lack of recognition, job content and job satisfaction (Els, Brouwers & Lodewyk, 2021).

Nevertheless, the literature from an AKS shown that the construct of TI is influenced by organisation and social factors such as individual cultural belief systems and organisational culture (Pepple et al., 2021). Disparities resulting from differing social cultural belief systems and organisational cultures (e.g. as noted between African Black employees and employees with western backgrounds) may amount to negative TI within workplaces (Van den Groenendaal et al., 2023). This is confirmed by extant literature findings (George, Okon and Akaighe, 2023) that indicate that many black employees reported an increase in TI because of their cultural belief systems. The results showed that employees left their jobs after the employer did not consider traditional matters, which, subsequently, resulted in disagreements between the parties (Anazodo, Okoye & Chukwuemeka, 2021). Therefore, Eze et al. (2021) emphasise the importance of understanding the cultures of people from different racial groups as it assists in reducing employees TI levels and enhances their organisational commitment.

6.2.1.4 Conclusion

The differentiation in conceptualisation of the PC, WE and TI between the AKS and the Western worldview is unmistakable. Cultural disparities and traditional practices significantly shape these distinctions. It is crucial to acknowledge and analyse these divergences when examining these concepts. This distinction is rooted in the fact that existing literature from the WKS highlights how individuals from Western cultures are shaped by their specific societal norms (Brewis, 2022).

From the African perspective, it is evident in the literature that individuals, particularly African blacks, perceive, manage, and experience psychological constructs like PC, WE, and TI in distinctive ways. The empirical evidence from this study demonstrates that the perceptions and experiences of African black employees regarding PC, WE, and TI are deeply influenced by their cultural context. Unique African characteristics such as the spirit of ubuntu, ceremonial practices like weddings, traditional roles like that of a *sangoma* (traditional healer), customs surrounding funerals, and religious practices differ significantly from those of Westernised employees.

Undoubtedly, these differences hold implications for HRM professionals in South African private enterprises. In a country such as South Africa, where the majority of its people embraces the

African culture, ignorance on the matter of how race and culture potentially influence psychological contracting cannot be allowed; nor should management avoid how perceptions and lived experiences of psychological contracting may potentially affect WE and TI levels when cultural and belief systems are disregarded.

6.2.2 Conclusions from the empirical study

The objectives of this empirical study were:

Empirical research objective 1: To explore the lived experiences and perceptions of African Black managers and employees pertaining to psychological contracting from an AKS perspective. private sector organisation.

Empirical research objective 2: To understand the lived experiences and perceptions of African Black managers and employees pertaining to WE from an AKS perspective.

Empirical research objective 3: To find out the lived experiences and perceptions of African Black managers and employees pertaining to TI from an AKS perspective.

Empirical research objective 4: To gain insights how the lived experiences and perceptions of African Black managers' and employees about their psychological contracting influence their WE and TI from an AKS perspective.

Empirical research objective 5: To provide recommendations to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS.

Empirical research objective 6: To offer recommendations for future research on the PC, WE and TI from an AKS perspective.

The section below summarises the core conclusions drawn from Chapter 5 in relation to the research objectives and subsequent themes.

6.2.2.1 Research area 1: Psychological contract

The perceptions and lived experiences of the participants (specifically as it relates to the African Black race and culture) regarding their PC were reported in research subarea 1.2. The findings relate to empirical research objective 1, namely, to determine the lived experiences and

perceptions of African Black managers and employees pertaining to psychological contracting from an AKS perspective. Questions related to this objective were so rich in data and pertinent to the research that the coding and development of themes were done in two rounds. During round 1, each quote was scrutinised for in-depth understanding, whereafter a main theme and subthemes were formulated for each quote. During round 2, the main themes and subthemes identified in Round 1 were combined and collapsed into a summary of final main themes and subthemes for research subarea 1.2. The researcher was able to summarise the main themes and subthemes that collectively shed light on the complex interplay between the participants' social background and employment experiences.

Main Theme 1: Racial and cultural diversity and workplace dynamics

The exploration of racial and cultural diversity within the workplace presents a nuanced landscape where the experiences of African black individuals are shaped by their cultural backgrounds. This comprehensive theme delves into the complexities arising from diverse cultural coexistence in work settings. It encompasses various subthemes, highlighting clashes between cultural values and workplace policies, conflicts in meeting workplace expectations influenced by ubuntu principles, cultural dissonance impacting psychological contracts, misunderstandings hindering effective collaboration, and the prioritisation of company regulations over cultural considerations. These narratives collectively underscore the challenges faced by African black employees and stress the imperative for organisations to bridge these gaps, fostering inclusive and respectful environments that honour cultural diversity while maintaining workplace standards. This thematic exploration illuminates the significant influence of cultural diversity on individuals' perceptions of their psychological contracts at work, advocating for strategies that promote equity and support for all, irrespective of cultural backgrounds, within organisational frameworks.

Main Theme 2: Impact of cultural diversity and dissonance on the psychological contract

The exploration of this theme illuminates the profound influence of diverse cultural backgrounds, encompassing race, culture, and religion, on individuals' workplace perceptions. This theme encapsulates two pivotal subthemes: the broad-reaching impact of cultural diversity, delving into the wide-ranging effects of varied cultural backgrounds on employees' experiences, and cultural dissonance and the PC, which focuses on the conflicts arising from the clash between cultural values and workplace expectations. This conflict, vividly illustrated by participants' struggles to

balance work demands with cultural obligations, underscores the strain on the psychological contract when cultural expectations are not met. These conflicts significantly impact work-life balance, stressing the importance of workplace cultural sensitivity and accommodation. This thematic exploration underscores the critical role of cultural diversity in shaping individuals' perceptions and experiences within their psychological contracts at work, advocating for greater cultural sensitivity and harmonisation to foster a more inclusive and supportive work environment.

Main Theme 3: Racial and cultural dynamics in the workplace

The exploration of this theme delves into multifaceted aspects concerning racial disparities, cultural sensitivity, marginalisation, and the pursuit of equality within work environments. This overarching theme encapsulates the pervasive issues surrounding racial disparities, cultural insensitivity, and adaptation to diversity, highlighting challenges of inequality and marginalisation. The focus on *Equality and Merit-Based Evaluation* underscores the imperative for fair treatment and unbiased assessment. Participants voiced concerns regarding racial discrimination and stereotyping, advocating for equal opportunities based on merit and qualifications. The impact of these biases on individuals' psychological contracts was palpable, as experiences of unequal treatment due to race negatively affected their perceptions. This thematic exploration underscores the importance of addressing racial and cultural disparities in the workplace, advocating for equitable evaluations and fostering an environment that values diversity while promoting fairness and meritocracy.

Main Theme 4: Conflict and cultural considerations in the workplace

The exploration of main theme four sheds light on the intricate challenges stemming from the interplay between individuals' cultural backgrounds and workplace expectations. This overarching theme encompasses Subtheme 4.1, which delves into conflicts arising from personal cultural values conflicting with workplace policies, touching on aspects like leave policies, work shifts, and dress codes, illustrating how these clashes with African Black employees' cultural and religious obligations, often leading to productivity challenges. Subtheme 4.2, focusing on adhering to company policies while maintaining cultural sensitivity, highlights the need for a delicate balance between personal culture and workplace requirements. This theme underscores the importance of respecting cultural diversity while ensuring compliance with company policies, urging both

employees and employers to navigate these conflicts to create an environment that honours cultural differences while maintaining productivity and adherence to workplace standards.

Main Theme 5: Adaptation and resilience

The exploration of Adaptation and Resilience in the workplace illuminates crucial aspects concerning individuals' responses to challenges. Subtheme 5.1, centred on Adaptation to Workplace Norms, highlights participants' capacity to navigate and conform to workplace expectations, even when conflicting with their cultural backgrounds, emphasising personal agency and adaptability. Meanwhile, Subtheme 5.2, focusing on Resilience in the Face of Challenges, portrays participants' resilience in overcoming racial disparities and cultural conflicts. Despite recognising these hurdles, they exhibit determination to persist and succeed. This thematic exploration underscores the significance of adaptability and resilience as pivotal attributes in confronting workplace challenges, showcasing individuals' abilities to navigate cultural conflicts and overcome barriers, fostering personal growth and persistence in pursuing professional success despite adversities.

The findings of this study are supported by Anazodo, Okoye and Chukwuemeka (2021) who mentioned that African Black culture influences the individual perceptions' on how they interpret and understand things around them.

6.2.2.2 Research area 2: Work engagement

Three main themes were identified from the thematic analysis, as briefly summarised below:

Main Theme 1: Negative impact on work engagement

This theme showcases the detrimental effects on work engagement stemming from the disregard for participants' cultural beliefs and conflicts with work schedules. Subtheme 1, 'Culture Not Respected,' underscores instances where employers' failure to honour cultural practices, such as denying leave for traditional events or church commitments, directly impacted work engagement for various participants. Subtheme 2, 'Clash with Work Schedules,' elucidates how conflicts between cultural obligations and work schedules, like night shifts conflicting with cultural beliefs or assisting in traditional healing practices leading to absenteeism, resulted in reduced work engagement for others.

Main Theme 2: Feeling disrespected and unappreciated

This theme highlights participants' feelings of being undervalued due to their cultural backgrounds and instances of disrespectful behaviour from their employers. Subtheme 1, 'Lack of Appreciation,' unveils sentiments of being unappreciated when cultural practices weren't considered or understood by employers. Subtheme 2, 'Offending Comments,' unveils scenarios where participants felt disrespected due to offensive remarks or denial of opportunities related to their cultural practices, leading to decreased work engagement.

Main Theme 3: Mixed perspectives and no impact

This theme presents divergent perspectives regarding the impact of race and culture on work engagement. Subtheme 1, 'No Impact on Work Engagement,' reflects participants who believed that their race and culture didn't significantly influence their engagement, prioritizing their job responsibilities over cultural influences. Subtheme 2, 'Cultural Celebration at Workplace,' illustrates instances where workplaces celebrated cultural diversity, fostering inclusivity and preventing any negative impact on work engagement due to cultural differences.

These themes and subthemes underscore the intricate relationship between cultural backgrounds, workplace practices, and the resulting impact on individuals' work engagement, ranging from significant negative effects to instances where workplaces embraced diversity and inclusivity, mitigating any adverse influences on work engagement.

The findings are supported by Bakker (2022) who stresses that if employees are denied the provision of skills advancement opportunities and recognition, their level of WE are likely to continually decline.

6.2.2.3 Research area 3: Turnover intention

The following main themes were identified through the process of thematic analysis and are briefly summarised below:

Main Theme 1: Discrimination and unfair treatment

This theme unravels concerns regarding racial discrimination and cultural misunderstandings influencing turnover intentions. Subtheme 1, 'Racial Discrimination,' elucidates instances where African black employees felt unfairly treated and overlooked for advancements compared to white

colleagues, impacting their intent to leave. Subtheme 2, 'Cultural Misunderstanding,' reveals instances where cultural differences led to misunderstandings, affecting turnover intentions, such as denial of leave for cultural obligations or the perceived need for increased effort due to cultural expectations.

Main Theme 2: Lack of growth opportunities

Participants express dissatisfaction with limited career growth, evident in Subtheme 1, 'Limited Career Growth,' citing disparities in promotions and recognition between black and white employees as a catalyst for their high turnover intentions. Frustration arises from inadequate recognition, disparity in managerial positions, and a lack of advancement opportunities, leading to disillusionment and a desire to seek alternative prospects.

Main Theme 3: Disrespect and unprofessional behaviour

The theme highlights the impact of disrespect from colleagues or management on turnover intentions. Subtheme 1, 'Lack of Respect,' underscores instances where disrespect in the workplace led to an immediate desire to leave. Instances of disrespectful behaviour from managers directly affected participants' willingness to stay in the organisation.

Main Theme 4: Educational and qualification requirements

Some participants saw the strict qualification requirements as a hindrance to career growth, as highlighted in Subtheme 1, 'Qualification Requirements.' The perceived barrier of stringent qualifications impacted turnover intentions, contributing to a sense of limitation in career progression within the organisation.

Main Theme 5: Impact of negative experiences on confidence and motivation

This theme delves into the aftermath of negative workplace experiences on individuals' confidence and motivation. Subtheme 1, 'Loss of Confidence and Motivation,' reveals how discrimination, disrespect, and devaluation of opinions resulted in a decline in participants' confidence, trust, and overall motivation, influencing their intent to leave.

Main Theme 6: Potential for improvement

Subtheme 1, 'Hope for Positive Change,' outlines a participant's optimism that the organisation could alter its conduct towards black employees, potentially mitigating turnover intentions. The expressed hope stems from the possibility of positive behavioural changes within the company, fostering a more conducive work environment.

6.2.2.4 Conclusion

In conclusion, the findings indicate that 68, 75% of African black employees lived experiences and perceptions regarding PC, WE and TI are influenced by African cultures and traditions. These findings indicate that African black employees' unique characteristics (i.e. the spirit of ubuntu, weddings, traditional callings, funerals, and church customs) influenced how they perceive and experience their PC, WE and TI negatively when compared to employees with western cultures.

Participants reported that when it's time for African black employees to practice their social belief systems and traditions which forms part of their culture, it causes problems to their social employment relationship because the employer doesn't understand and care about their culture which impacted their WE and TI levels.

Clearly, from the findings of this study, the constructs of PC, WE and TI are experienced and perceived differently by African black employees compared to those employees with Westernised cultures. The findings of this study are supported by the outcomes of the previous research studies done which confirms that, the majority of studies indicated that racial and cultural disparities influence how nations view, manage, perceive and experiences things differently (Brewis, 2022; Anazodo, Okoye & Chukwuemeka, 2021; Balogun, 2023). The results of these studies show that employees are shaped by their own varied cognition and motivational mechanisms as influenced by their knowledge systems (Brewis, 2022; Eze et al., 2021 & Oladiran and Ayodele, 2021).

It is therefore worth noting that individuals from different cultural background, such as African black employees with their own set of indigenous knowledge awareness experiences, are likely to perceive and interpret signals from their organisational environment differently from their western counterparts.

6.2.3 Conclusion from the integration of the literature review and empirical study

There were several findings from this study. The discussion below is an integration of the literature review and the empirical study.

Firstly, it was found that employees from different knowledge perspectives differ in their understanding, lived experiences and perceptions of the PC, WE and TI.

The amalgamation of the literature review and the empirical findings in this present study offers valuable insights into the interconnectedness of race, culture, PC, WE, and TI within the context of African black employees. Both the literature review and the current research underscore the importance of ethnic identity and its influence on the employment relationship. They consistently highlight the significant impact of ethnic diversity on how individuals from different racial backgrounds perceive and experience the concepts of PC, WE, and TI. This underscores the necessity for organisational policies and practices that are inclusive and adaptable to diverse cultural backgrounds when addressing matters related to these constructs. It is crucial to recognise the interrelation of race, PC, WE, and TI among African black employees within employment agreements, as these factors hold considerable relevance and should not be disregarded.

6.3 LIMITATIONS OF THE STUDY

The study provided rich in-depth contributions with regards to the lived experiences of African Black managers and employees regarding the PC and its effect on their WE and TI in a South African private sector organisation. However, some limitations are worth mentioning.

Firstly, this study was limited to the views of African Black employees from a private sector company based in the North of Pretoria, Tshwane metropolitan South Africa. The study interviewed only African Black employees; perspective of other races were not given. The reason for choosing blacks is because of their indigenous knowledge (their AKS). The researcher choose African Blacks in order to explore whether this knowledge, this way of life contributes to their experiences of their PC in a good or a bad way. The researcher also wanted to understand whether their experiences regarding the PC, influenced their levels of WE and TI. However, the lived experiences of participants' may still be typical of what other black employees lived experience in a South African workplaces were, thereby allowing for the transferability of the

findings (Johnson & Christensen, 2020). No distinction was drawn between South African blacks, and blacks from other African countries. Furthermore, the sample was relatively small and could have influenced the findings in terms of meaningfully comparing and identifying the lived experiences of other individuals about their PC. However, the study did not aim to have a huge sample, but rather to obtain in-depth knowledge of workplace experiences of African Black employees. For future research, the study should incorporate employees from other racial groups, so that their lived experiences and perceptions could be compared to those of black employees.

Secondly, Pretoria North is known for its very conservative right-wing views (Boeder, 2023). Thus, doing the same study in, for instance, Sandton (which may be more liberal), may look somewhat different because generally this city is known for its rapid change in support of an equal society and non-discriminatory ideology.

For future research, the study should incorporate employees from other racial groups, so that their views and perceptions could be compared to those of black employees. The study is therefore not generalisable, but only pertains to the viewpoints of the study sample. However, the qualitative research approach that was applied is rigorous enough to make the study reliable, trustworthy, and repeatable.

6.4 DELIMITATIONS OF THE STUDY

. The sample of the study was drawn from a managerial and a non-managerial employees (male and female) working in a private company based in the North of Pretoria, Tshwane metropolitan of South Africa and may not be applicable to all private companies in South Africa or Africa as a whole. However, academic inferences and references can be made from the results of the study.

6.5 RECOMMENDATIONS AND CONCLUSION

One empirical research objective remains, namely:

Empirical research objective 5: To provide recommendations to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS.

Subsequently, recommendations based on the findings are proposed in the following section.

6.5.1 Recommendations for organisation practices

The following recommendations are derived from the research findings that are relevant for private sector organisations and HRM professionals in general:

6.5.1.1 Psychological contract management

The main research objective of this theme was as follows:

Empirical research objective 1: To explore the lived experiences and perceptions of African Black managers and employees pertaining to psychological contracting from an AKS perspective.

This theme illuminated some core issues or challenges that African black cultures and traditions bear on their PC or employment relationship between the research participants and their current employer. The challenges include cultural values and clash with workplace policies, racial and cultural disparities in the workplace, influence of race and culture on the PC, cultural dissonance and lack of respect, influence of race, religion, and culture on the PC, racial and cultural marginalisation in the workplace. These challenges indicate the level of employees' dissatisfaction and frustrations regarding matters pertaining to PC and how it is managed. Therefore, a lot of work from private sector organisations and HRM is needed in terms of managing PC effectively within the context of AKS.

The following recommendations are worth to reflect on.

- **Racial and cultural diversity and workplace dynamics** - participants in the interview indicated that their race and cultural diversity clashed with workplace policies. The unique African characteristics such as the spirit of ubuntu, funeral customs, weddings, traditional callings, funerals, and church customs negatively influenced their employment relationship when compared to employees with western background. It can therefore be recommended that, HRM must develop cultural awareness and training plan, this can be done through training sessions, workshops, or even team-building activities. This cultural awareness and training plan aims to sensitise managers to the experiences and indigenous knowledge of their black employees. If these recommendations and

suggestions are implemented, cultural values and clash within workplace policies will be minimised.

- **Racial and cultural disparities in the workplace** - The components of racial and cultural differences in the workplace symbolises historical injustices and discrimination. The participants' highlighted inequality and discrimination based on race and culture which bears negativity in their PC. HRM should look at ways that eradicate discrimination and inequality within the organisation based on race and culture on the exchange employment relationship. It is therefore essential for HRM to maximise employee engagement and communication. Hosting frequent management and non-management employees' meetings that addresses racial and cultural disparities is necessary. Feedback mechanism, such as anonymous suggestion boxes should also be considered, this allows employees to express their feelings, concerns and complains, which can help management to assess and address issues affecting engagement and turnover. This can be effectively realised through establishing cultural systems committee. If HRM consider and implement the above recommendations, this will surely create a rich and multifaceted work environments within workplaces in the context of AKS.
- **Influence of race and culture on the psychological contract** - Employees with cultural background sensitivity may influence the dynamic perceptions of the exchange employment relationship. For instance, in the interview, the participants highlighted that black people work harder than white people and are denied opportunities to practice their traditions and cultural belief systems which impacted their PC negatively. HRM should create programmes that aims at celebrating and understanding diverse cultures in the workplace (for instance, hosting cultural day). One way to achieve this is to fully appoint religious and cultural team leaders from both black, white, Indian and coloured employees. This will ensure that Employment Equity Act (EEA) section 6(1) is fully implemented, and that the components of religious and cultural from diverse employees are adhered to.

Cultural dissonance and lack of respect - This aspect delves into the effects of cultural dissonance and lack of respect on the employment relationship. It underscores differences in cultural values, traditions, and expectations that can lead to potential conflicts in the employment relationship. In the interviews, components of cultural dissonance and lack of respect were pointed out to be on the wedding customs and traditional callings. It is therefore incumbent upon management of private organisation to consider regularly

having sessions of constructive criticism and communication. One-on-one discussions and sessions that aims to learn, engage, educate and appreciate cultures of others can help resolve issues around PC and improve the work environment.

- **Influence of race, religion, and culture on the psychological contract** - The evidence from the interviews, indicated the significance influence of race, religion and culture on the PC. In effective management or lack of oversight towards religious and cultural practices could lead to a detrimental consequence or impact the employment relationship otherwise. HRM should consider the establishment of a mentoring cultural leadership, this is essential as it will foster a more welcoming workplace environment. Management should have mixed up teams from all races (e.g., blacks, whites, Indians and coloureds) these teams will bring understanding and draw inspiration from various viewpoints, experiences, values, and cultures in understanding their diverse cultures. Considerations of these recommendations will assist in a having a good exchange employment relationship.

Racial and cultural marginalisation in the workplace - lack of recognition and promotion as well as perceived disregard of black culture has been depicted as social aspects that influenced the nature of participants' employment relationship negatively. For instance, in the interview, participants pointed out that they were denied opportunities for attending cultural events such as traditional weddings and church customs, as well as lack of recognition and promotions. As a recommendation, HRM must increase social cohesion and inclusion for African black employees in the workplace. A level playing field and equal opportunity for all employees should be implemented. These will enhance and create a solid and a fair exchange employment relationship and consequently help the organisations' competitiveness.

- **Conflict and cultural considerations in the workplace** - in the interview participants highlighted that their cultural belief systems for instance, bereavement and matrimonial beliefs and customs clashed with company policies i.e. Night work shifts and weekend shifts impacted their PC negatively. Management must adopt to different cultural communication styles, which include speech patterns and nonverbal communication. This may help in understanding employees' social practices and plan to adapt them.

Perceived racial disparities in the workplace - Participants in the interviews mentioned perceived racial differences in workplace opportunities especially in terms of promotions,

training, and recognition more that employees from the western background. HRM should provide online awareness training to understand the dos and don'ts of heterogeneous work culture. This will ensure equality in all employees PC despite of race and culture in the workplace.

Conclusions

Private sector organisations worldwide, and specifically also in South Africa, should solidify the employment relationship between employer and employee. It is therefore incumbent to introduce measures, processes and procedures which will accommodate, advance and respect cultures and traditions of African black employees when dealing with matters pertaining to the social employment relationship. One way that organisations functioning within an AKS can do this is by considering the matter of race (i.e. African black employees in this instance) and culture in matters pertaining the PC. Such an approach will eventually reduce the potentially negative perceptions caused because of differences in cultures. Understandably, misunderstandings and conflict situations originate because of cultural differences that may negatively affect perceptions of the PC.

It is further worth noting that, religious and cultural belief systems go to the very core of a human being. They are interwoven with a persons' day to day living. Organisations and HR Professionals are required to strike a balance between their operational requirements and diverse cultures of employees within workplaces (Maphiri, 2023). Where this balance cannot be struck, the Commission for Conciliation, Mediation, and Arbitration (CCMA) maybe approached for guidance and or a ruling on whether cultural belief systems and practices should prevail over operational requirements or vice versa (Maphiri, 2023). This calls for organisations and HRM to review their interventions strategies regarding race and cultures of the diverse ethnic groups, including the African black race. In addition, diversity management strategies, policies and procedures of differing values, cultures, beliefs, and religion with people from different cultures should be considered. Advocating for unifying organisational cultures within workplaces will lead to harmonious work environments between the employer and the employees, and consequently benefits a healthy employment relationship. Maintaining cultural differences can be difficult, but it is ultimately beneficial to any corporate setting.

6.5.1.2 Work engagement management

The main research objective of this theme was to determine the following:

Empirical research objective 2: To ascertain the lived experiences and perceptions of African Black managers and employees pertaining to WE from an AKS perspective.

Challenges and core issues on this theme emerged from the interviews. These issues were catalysed by the employment relationship, and how the social employment relationship unfolds between employer and employee. The challenges include negative impact on work engagement, broken promises and unfulfilled expectations, demotivation and disengagement and feeling disrespected and unappreciated. It is, therefore, important to put more effort and measures in curbing these challenges.

The following recommendations are made in this regard.

- **Perception of Racial Discrimination** - participants in the interviews emphasised that they experienced lack of promotions, allocation of opportunities and rewards when compared to white employees and that impacted their WE levels. Continuous conversation should be considered. Organisation should initiate productive and respectful discussions, forming employee resource groups, training on preventing unfair treatment and discrimination and creating channels where employees feel safe in speaking up about racial challenges. This will help reduce discrimination and level up the employees' WE in the company.

- **Negative impact on work engagement** - In the interviews, participants indicated that their cultural belief systems and practices were not respected and that negatively impacted their WE levels. Organisation should train management in WE best practices, especially to manage the engagement levels of African black employees. To achieve this, training programs and leadership development seminars to better equip managers for their roles should be considered. For instance, participants also suggested that racial and cultural diversity committee must be established, this committee will look at issues related to cultural disparities within the organisation. Once these recommendations are considered for implementation, WE levels of employees may be enhanced.

- **Broken promises and unfulfilled expectations** - lack of promotions and equal opportunities are workplace experiences that demoralise, discourage, and bring no hope for career growth. In the interview, participants expressed concerns on their high level of work disengagement. Participants raised concerns in terms of lacking opportunities. HRM should ensure that management fulfil promises such as promotions and career growth made to employees, this will help in identify, recognise and reward employees irrespective of their positions, race and culture. This can be achieved through developing training plan for all departments within the organisation.
- **Demotivation and disengagement** - Demoralised employees eventually reduce their attachment in their jobs. The interview indicated that unmet expectation in terms of salary increment, lack of training opportunities demoralised and reduced employees WE. Training management plan and reward strategies are necessary to consider. This can be achieved through promoting employees to high positions, take employees for training, and pay employees competitive salaries. These will assist in curbing high work disengagement and motivate employees to engage in their jobs. For instance, participants also suggested that, to increase the employees WE levels, an increase in motivation is required.
- **Feeling disrespected and unappreciated** - this aspect points out the significance of feeling disrespected and unappreciated by some participants. In the interview, participants expressed feelings of being unappreciated and disrespected by their employers due to their cultural backgrounds which impacted their WE levels. One participant suggested that HRM must create triple strategy (assess, adapt and accelerate). Consideration of triple strategy will help the organisation and managerial employees to learn cultures of employees from different ethnic groups.

Conclusion

Following from the analysis above, it is clear that the interplay between race, culture and work engagement among African black employees are important aspects to consider when dealing with matter pertaining to, WE. It is, therefore, crucial that, the organisation must put in place strategies that consider individual social background such as race and culture, as well as providing measures of opportunities for career advancement within workplaces. If organisations want to increase, WE levels of their employees, they should consider the following

recommendations: Firstly, African black employees should be given opportunities to practice their traditional practices whenever is necessary to do so. Secondly, recognitions, motivations (i.e., promotions and salary increments), trainings and development opportunities be available to all employees despite race and culture. The results in turn will lead to high levels of employees WE and organisational short and long terms goals be achieved.

6.5.1.3 Turnover intention management

The main research objective on this theme was to determine the following:

Empirical research objective 3: To find out the lived experiences and perceptions of African Black managers and employees pertaining to TI from an AKS perspective.

Some challenges regarding this theme emerged. The challenges include, discrimination and unfair treatment, lack of growth opportunities, impact of negative experiences on confidence and motivation, disrespect and unprofessional behaviour and educational and qualification requirements. These core challenges indicated the levels of employees' dissatisfaction in the organisation and enhanced their TI. The following recommendations are made in this regard.

- **Discrimination and unfair treatment** - this aspect expresses the components of discrimination and cultural misunderstanding in the workplace. The interviews revealed that the level of employees TI in the workplace were caused by racial discrimination and cultural differences. Some participants suggested that people should be treated equally regardless of race and culture. To achieve this, organisation must continue to educate all employees of the anti-discrimination experiences and avoid unjust treatment within the workplace. Anti-discrimination policy should also be considered. This will ensure that the implementation of section 6(1) of the Employment Equity Act (EEA) 55 of 1998 which prohibits discrimination and unfair treatment based on the grounds of religious and cultural disparities in the workplace is fully respected and adhered to within the organisation.
- **Lack of growth opportunities** - lack of career growth opportunities such as, promotions, recognitions, salary increases and training and development for African black employees were found to be the influence of high level of participants TI. To enhance opportunities and career growth for all employees, participants from this study recommended that HRM

should have programme for career growth and opportunities. This can be executed when this programme is developed and facilitated by the external Industrial relations officer who must ensure that this programme is executed fairly and equitable. High performer employees should be recognised and promoted to high position despite of the race and culture.

- **Disrespect and unprofessional behaviour** - disrespect and unprofessional consideration. This aspect emphasises the level of disrespect and unprofessional behaviour towards African black employees. In the interview participants pointed out that, lack of respect from management increased their TI levels. It is therefore recommended that the HRM should recruit qualified industrial relations officer to deal with matter pertaining to ethics in the workplace. This candidate should enforce ethics conduct amongst all employees despite race and culture. Once employees' respect and show professional conduct behaviour in the workplace, this will create a good working environment within the organisation.
- **Educational and qualification requirements** - the impact and consequences of educational requirements. This aspect highlights the influence educational qualification contributes on the employees' TI. In the interview, educational and qualification were main challenge to some participants, and that influenced their TI. Qualification barrier should be eliminated. This can be done through creating study loans and study schemes, these measures will assist employees who want to embark of educational journey to advance their career prospects and to be considered for higher positions in the future. These trainings should be on the quarterly basis. When training and development are prioritize employees are likely to stay with the organisation.
- **Cultural Misunderstanding** - In the interviews, participants indicated that cultural misunderstanding especially related to their cultural and traditional belief systems influenced their TI in the organisation. Some participants from this study recommended that management should do research on African black employees with indigenous knowledge. This should made management aware about African black employees with indigenous knowledge. If this measure can be considered for implementation, it can reduce the number of African black employees who are leaving the company.

6.5.1.4 Recommendations for organisation practices

The main research objective of this theme was to explore the following:

Empirical research objective 5: To provide recommendations to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS.

This study highlighted the challenges faced by African Black employees in relation to the psychological contract (PC) within a South African private organisation. Based on these findings, the researcher recommends the following actions for South African private organisations and HRM professionals:

- HRM should develop cultural awareness and training programmes to address the challenges associated with the cultural values of African Black employees in the workplace.
- To eradicate discrimination and inequality, HRM should implement strategies to maximise employee engagement and address all forms of workplace discrimination, regardless of race or culture.
- Cultural dissonance and lack of respect should be avoided, as these behaviours jeopardise the PC. One-on-one discussions and sessions to educate and appreciate different cultures are essential.
- To effectively manage the influence of race, religion, and culture on the psychological contract, HRM should establish mentoring and cultural leadership programmes to address cultural diversity in the workplace.
- Management should be trained on best practices to enhance high levels of employee work engagement.
- HRM should ensure that promises and expectations, such as promotions and equal opportunities, are fulfilled as promised.
- HRM should maintain employee motivation through promotions and competitive salaries.
- HRM should implement strategies to curb discrimination and unfair treatment of African Black employees, including establishing anti-discrimination policies.
- HRM should provide fair and equitable career growth opportunities for all employees, including African Black employees.

- Organisations should offer educational opportunities to Black employees, such as study loans and bursaries, to further their careers.

To ensure successful PC formation, management should change perceptions about the diverse cultures within their workforce, thereby enhancing employee work engagement (WE) and reducing turnover intention (TI).

Conclusion

Subsequent from the above assertions, clearly, the organisation that was under investigation do not have the retention strategies in place. This is evident as African black employees in this organisation pointed out challenges that influenced their levels of leaving the organisation. These challenges show a level of dissatisfaction and workplace frustrations that require management intervention. The challenges indicate that discrimination and unfair treatment of African black employees and lack of career growth, training opportunities were among the core reasons why employees thinking to leave the organisation for other experiences. These are challenges that needs expedite remedial action. It should be noted that, a high level of turnover intention in the workplace symbolises ineffective retention strategies, which also impact the entire organisational success and performance. It is clear from the findings in this theme that there are no strategies in place for curbing the high TI and increase retention of African black employees in the organisation. To increase employee retention of African black employees within the private sector organisation, it is therefor, necessary to exercise and implement the EEA 55 of 1998 which prohibits any form of discrimination on the grounds of race, religion and culture. In the absence of formal retention strategies, it is also necessary to offer more career growth opportunities for instance, promotions and recognition to all employees regardless of race, culture and position. Reviewing of employees' salaries should also be considered.

6.5.2 Recommendations for future research

This study highlighted the lived experiences and perceptions of African black managers and employees regarding PC and its effect on their WE and TI) within the context of an AKS. The researcher recommends that future studies be conducted based on the following:

- The importance of African knowledge systems regarding PC, WE and TI
- Diversity management, social cohesion, and inclusion in the workplace
- Organisational practices, principles, and procedures for managing the African characteristics (i.e., spirit of ubuntu, traditional and religious customs) for African black employees.
- Training sessions and workshops for managing perceptions of African Black employees regarding PC, WE and TI within the context of AKS.
- Create awareness of unconscious bias
- Preventing discrimination and exclusion of specific worker categories

A recommendation for further study could involve a bigger and more diverse sample group of employees working in different sectors and in different regions in order to compare their lived experiences regarding PC and its effects on employees WE and TI from those of black employees within the African perspective.

6.6 PERSONAL REFLECTION

On the study level, there were different things and different factors that I have learned from the participants, which bears some positive thoughts and some negative thoughts. I was not aware that racial and cultural diversities, as well as racial and cultural dissonance are aspects that could potentially cause conflicts in the employment relationship in this manner. But as I commenced with the semi-structure interviews, I then realised that race and culture should not be overlooked. During this journey, I have learned that race and cultures of African black people are important in the employment relationship as it can either affect the employment relationship positively or negatively, and at some instances influence the notation of the psychological contract and its effect on work engagement and turnover intention. The majority of findings in this study taught me that black people are not opting to disengage and leave their organisations, but sometimes they are left with no choice but to leave for better experiences because of inequality, ill treatment, lack of recognitions and racial disrespect that they experience from their employers.

This research further made me realised to what extent discrimination based on race and culture still exists. The findings of this study further sadden my heart because the same people are making more money for these organisations, but on the other hand they perceive that they are not understood, nor respected when compared to employees of western cultures. I feel like organisations are not putting much effort into finding solutions on how to manage matters

pertaining to race and culture of different people in their organisations, specifically also as it relates to the construct of psychological contract and its impact on work engagement and turnover intention of employees.

On a personal level, I learned a lot about myself. Through this challenging journey, I have learned that conducting a study on the Master level is not as easy as it seems but bears some personal and academic growth at the end. There are sleepless nights and tiring times one needs to endure. However, my perseverance from the registration process through data collection proves that I am a very focused and dedicated student who puts his mind to something that really needs to be achieved.

The most challenging tasks in realising this dissertation was ethics certification, data collection and supervisor constructive criticism. These tasks sometimes got the best out of me, but I thrived, nonetheless. On the good part of this journey, I have now gained more experience in conducting a qualitative research study in an acceptable academic manner. This includes organising, gathering, interpreting, and presenting a qualitative research data in a professional manner. During this journey, I have also gained the experience in probing questions in the interview to get more and deeper information about the lived experiences regarding the constructs that were under study. I also learned that fieldnotes are important to be taken during the study, recording of behavioural emotions during the study requires experience because a researcher must record the interviews and write down behavioural notes simultaneously, and that was a good experience for me.

Through this journey, I now have confidence in embarking on the journey of obtaining a PhD qualification, or other postgraduate research qualifications in general. My research abilities and confidence have increased to another level, after I have made it this far in this challenging qualification.

6.7 CHAPTER SUMMARY

This chapter provided a brief discussion about the conclusions in terms of both the theoretical and empirical aims. Potential contributions and limitations of both theoretical and the empirical study were discussed. This was followed by recommendations for future research. An integration of the research was provided, underlining the extent to which the findings of the study provided support for the relationship between race, culture, PC, WE and TI and how effectively they should be managed by South African private business entities within the context of AKS.

This chapter achieved the following empirical objectives:

- **Empirical research objective 5:** To provide recommendations to HRM professionals regarding psychological contracting and how it may affect WE and TI in the context of South African private enterprises functioning within an AKS.
- **Empirical research objective 6:** To offer recommendations for future research on the PC, WE and TI from an AKS perspective. South African private sector organisation.

This concludes the current research study as all the literature and empirical research objectives have been achieved.

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ANNEXURE A: Permission Letter

Internal & Partners



29 August 2022

Dear Sir/Madam

PERMISSION LETTER

This serves to confirm that **Mr. Lutendo Bushy Mahadulula**, is enrolled for master's degree in Business Management with UNISA (University of South Africa) in 2022 and will be doing his research study at Faurecia Interior systems.

Mr. Mahadulula has been granted approval by Faurecia to do his research and will get information he may require from the Company.

Faurecia agrees for the research study to be undertaken on the following conditions:

- No Information gathered during this study will be used as part of any case study without prior consent by the Company.
- No confidential information such as, salary scales, Identity number of the participants and the level of positions, will be shared in any public platform such as Google, Facebook, TikTok, YouTube, LinkedIn, Twitter, and Instagram unless otherwise approved by Faurecia.
- All information gathered during the study must only be used for academic purposes, including the final dissertation which will be made available on the Unisa repository and any other journal article or conference proceedings which will result from the research study.

Please feel free to contact me for any questions or concerns.

Yours sincerely,

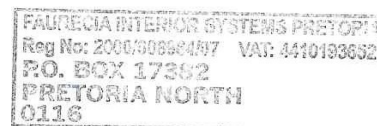

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ANNEXURE B: Clearance Certificate



UNISA HRM ETHICS REVIEW COMMITTEE

Date: 23 September 2022

Dear Mr Lutendo Bushy Mahadulula

Decision: Approved

NHREC Registration #: (if applicable)

ERC Reference #:
2022_HRM_012

Name: Mr Lutendo Bushy Mahadulula

Student #: 53372085

Researcher(s): Name: Mr Lutendo Bushy Mahadulula
E-mail address, telephone # 53372085@mylife.unisa.ac.za,
073 8480 714

Supervisor(s): Name: Dr Maggie Holtzhausen
E-mail address, telephone # holtzmme@unisa.ac.za, 012 429 4700

Working title of research:

An exploratory study into the lived experiences of black employees regarding the psychological contract and its effect on work engagement and turnover intention within the context of African knowledge systems

Qualification: MCom

Thank you for the application for research ethics clearance by the UNISA HRM Ethics Review Committee for the above-mentioned research.

*The **low-risk application** was **reviewed** by a Sub-committee of URERC on 16 August 2022 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The ethics application was approved on 23 September 2022.*

The proposed research may now commence with the provisions:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the HRM Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in the future on the condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance
7. No fieldwork activities may continue after the expiry date of **October 2025**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Yours sincerely,



Signature

Name of the Chair: Dr Elizabeth Rudolph

E-mail: rudolec@unisa.ac.za

Tel: (012) 429 2586

Goonasagree Naidoo

Goonasagree Naidoo (Oct 5, 2022 05:23 GMT+2)

Signature

Executive Dean: Prof MT Mogale

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ANNEXURE C: Interview Guide

Ethical clearance #: **2022_HRM_012**

Research permission #:

COVER LETTER TO ONLINE SEMI-STRUCTURED INTERVIEWS

Dear Prospective participant,

My name is Lutendo Bushy Mahadulula a primary researcher in this study, I am currently enrolled for a Master of Commerce in Business Management at UNISA. To meet the degree requirements, an empirical research study is undertaken. Therefore, I would like to conduct a semi-structured interview with you as per the invitation email. During the interview I would like to specifically discuss your lived experiences as an African black employee in the company at which you are currently employed. You will not be eligible to participate in this interview if you are (1) younger than 18 years or older than 65 years; (2) not being an African Black employee; (3) not being permanently employed. To participate in this study, you must be at the age ranges of between 18 and 65 years and be an African black employee who is permanently employed at managerial or non-managerial level in your organisation. By participating in this interview, you agree that the information you will provide, will be used for research purposes including, dissemination through peer-reviewed publications and conference proceedings. Please note that you are not obliged to answer any of the questions if you choose not to do so. Also, note that you may withdraw from the interview at any stage. The interview will take approximately 45 minutes of your time. It is anticipated that the information we gain from this study will help us to understand psychological contract, and how it affects work engagement and turnover intention within the context of an African knowledge system. Thus, the aim of the interview is to gather important information to the study at hand as an effort to meet the study's objective. Please refer to the informed consent form for more information regarding the purpose of the study, the procedure involved, risks and discomfort, benefits, respondents' rights, confidentiality, data storage and dissemination of findings, ethical considerations and any questions and concerns. If you would like to be informed of the final research findings, a report will be provided upon request. Yours sincerely

Lutendo Bushy Mahadulula

Interviews questions

A. Biographic information

1. The first question that I am going to ask you is about your biographic information.

I am asking you these questions because they relate to my study; and they form part of my inclusion and exclusion criteria for participants.

- 1.1 Are you in a management or non-management position?
- 1.2 Are you in permanent employment?
- 1.3 May you please confirm your race?
- 1.4 May you please confirm your age?

B. Psychological contract

The first construct I will ask you questions about is a psychological contract (PC)

2. According to your understanding, what is a psychological contract?

(After the interviewee has explained the PC from their understanding, the Interviewer explains the PC from the context of the current research):

In this research study, the psychological contract is referred to as an employee's perception regarding the reciprocal exchange relationship that exists between an employer and an employee. For instance, employees offer their time and effort in exchange for a salary or wage, which they may perceive as fair or not fair, considering the effort they put in.

Since I have explained the meaning of PC to you. According to this research study to you. We will move to the next questions if that is okay with you.

2.1 Can you identify or associate or connect or link with this definition?

- *If the answer is yes: "Please keep this definition in mind when you answer questions on psychological contract".*

- *If the answer is no: "Please explain to me what aspects of the definition you do not agree with?"*

(Once there is agreement on the understanding of the meaning of the PC for purposes of this research, the interviewer continues with the next question):

3. The next questions relates specifically to your social background, including, for instance, your race and culture. I am asking this because according to research, people from different racial groups experience and perceive things differently, and research has shown that the behaviour and attitude of black people are influenced by their race and their culture. If that is the case, I wonder if your African black culture and race affect your psychological contract positively or negatively. In this regard, would you please answer the following questions?

3.1 When you consider your social background, do you believe that your social background (as it pertains to your race and culture) may affect your perceptions and lived experiences regarding your psychological contract at work? Please explain to me how and why you believe so?

3.2 Do you feel that your lived experiences of the psychological contract in your workplace differs from that of other racial groups and cultures? Why do you say so, and in what ways? Please elaborate?

I have asked you questions that pertain to the construct of psychological contract. Do you have any question you have for me with regards to this construct before we moved to the next construct?

C. Work engagement

The second construct I will ask you questions about is work engagement (WE).

4. According to your understanding, what is work engagement?

(After the interviewee has explained WE from their understanding, the interviewer explains WE from the context of the current research):



In this research study, work engagement is referred to the process whereby an organisation captures an employee's heart and mind to fulfil their daily task with energy, involvement, and positive interaction in the workplace (Schaufeli, 2013).

Can you identify, or associate or connect or link with this definition?

- *If the answer is yes:* "Please keep this definition in mind when you answer questions on work engagement":
- *If the answer is no.* "Please explain to me what aspects of the definition you do not agree with?"

Once there is agreement on the understanding of the meaning of (US) for purposes of this research, the interviewer continues with the next question):

5. Please explain to me how engaged you are at your work? Please elaborate

5.1 Are you engaged in your work **with energy**?

5.2 Are you engaged in your work **with involvement**? Involvement meaning participating

5.3 Are you engaged in **positive interaction** at your workplace? Positive interaction meaning, interacting with others.

6. How do you think your social background (for instance as it relates to your African black race and culture) may affect your perceptions and lived experiences regarding your work engagement?

7. Please explain to me, how and in what ways, you think your lived experiences of your psychological work contract as an African Black influence your work engagement? For instance, consider a scenario where your employer promised to give you employment advancement opportunities such as promotions, training and development, as well as salary increases, but these promises have never been fulfilled. If that is the case, I wonder if this will affect your work engagement positively or negatively. Think about similar examples that are relevant to your lived experiences of your psychological contract, and how it influences



your work engagement?

D. Turnover intention

The third construct I will ask you questions about is turnover intention (TI).

8. According to your understanding, what is turnover intention?

(After the interviewee has explained TI from their understanding, the Interviewer explains TI from the context of the current research):

In this research study, turnover intention refers to an employee's thoughts of quitting their job and an intention to seek for another job outside of their current organisation (2023).

Can you identify with this definition?

- *If the answer is yes:* "Please keep this definition in mind when you answer questions on the turnover intention".
- *If the answer is no:* "Please explain to me what aspects of the definition you do not agree with?"

(Once there is agreement on the understanding of the meaning of TI for purposes of this research, the interviewer continues with the next question):

9. Are you currently intending to resign from your job and seek another job outside your organisation?

If the answer is yes:

- What are the typical things at your workplace that make you think of leaving your job?
- Do you think any of these reasons relate to your perceptions and lived experiences as an African Black of the psychological contract at work? Please explain.
- Do you think any of these reasons relate to your perceptions and lived



experiences as an African Black work engagement? Please explain.

- Is your decision to look for another job related to any of your lived experiences as an African Black employee, for instance, your race and culture? Please explain.

- *If the answer is no*

- Why do you want to stay in your current employment?
- What are the typical things at your workplace that make you think of staying in your job?
- Do you think any of these reasons relate to your perceptions and lived experiences as an African Black to your psychological contract at work? Please explain?
- Do you think any of these reasons relate to your perceptions and lived experiences as an African Black of work engagement? Please explain.
- Does your decision remain in your job related to any of your lived experiences as an African Black employee, for instance, your race and culture? Please explain.

10. What are your lived experiences as an African Black employee that may affect your current turnover intention at work? In other words, do these experiences influence your turnover intention positively or negatively in your workplace? Please explain.

11. Do you think that your psychological contract, work engagement and turnover intention are related to each other? Please explain in what way or why not?

12. Do you think the constructs of psychological contract, work engagement and turnover intention are experienced differently by African black employees from the way employees with a Western background experience it?



If the answer is yes

- Please explain the differences according to your experiences.
- What are the typical things that makes you experience the constructs of psychological contract, work engagement and turnover intention differently?
- How do your culture affect the way you perceive (1) the psychological contract. (1) Work engagement and (3) turnover intention?
- How do your belief systems affect the way you perceive (1) the psychological contract; (2) work engagement and (3) turnover intention?
- How do your race affect the way you perceive (1) the psychological contract; (2)work engagement and (3) turnover intention?

13 Based on your lived experiences as an African black employee, how do you think management can manage the perceptions about their employees' psychological contract to increase work engagement and lower turnover intention in your workplace?



ANNEXURE D

EXAMPLE OF OBSERVATIONAL NOTES

Date: 10 October 2022

Time: 09:00 -09:50

Place: In the participant's office

Before the interview started, I introduce myself as a researcher and after I asked the participant to email me the consent form. After I have received the consent form. I then asked the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview

This participant sounded and seemed happy during the time I was introducing myself and the purpose of the research study. This participant looked excited, energetic, and eager to participate. I got the impression that it was a relaxed environment for her, as she shared her lived experiences regarding the phenomenon being studied with ease. She did not seemed stressed.

Participant 2

Date: 10 October 2022

Time: 12:00 -12:50

Place: In the participant office

Before the interview started, I introduce myself as a researcher and after I asked the participant to email me the consent form, after I have received the consent form. I then asked the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started

Interview

This participant seemed excited and relaxed to participate in the study. However, this participant got confused in the middle of the study, although I probe and simplified the research questions, I wasn't sure if the participant was giving her true lived experiences of the phenomenon under research. She often gave the impression of feeling lost and seemed confused with most of the research questions. I tried probing and simplifying the questions to make it easier.

Participant 3

Date: 10 October 2022

Time: 14:00 -14:50

Place: In the participant office

Before the interview started with the participant. I introduce myself as a researcher and after that I asked the participant to email me the consent form. Then after I have received the consent form. I asked the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started. The participant was alone, but the participant was interrupted by a staff member who opened the door. I then asked the participant if we scheduled for another time, but the participant indicated that staff member was there to collect some documents and she will leave in a minute and then after the staff member left, we continue with the interview.

Interview

This participant seemed happy to participate in the study, he had a pen and paper on hand during the interview. The participant couldn't wait to start with the interview. This participant seemed to understand the constructs of the study, because when he was sharing his lived experiences easily and with confidence. He got carried away sometimes; to the point that he almost cried when he shared his personal experiences regarding the constructs under study. I realised that he was too emotional, when he was sharing his experiences, I asked if he needs a moment and if we can schedule for another time, but he indicated that he was okay and that the interview can continue.

Participant 4

Date: 11 October 2022

Time: 10:00 -10:45

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview

This participant was relaxed and he kept eye contact during the interview commenced. He used body gestures to demonstrate his confidence. However, I notice that after asking him a question on the second construct, he seemed in a hurry as he kept looking at his watch, so I wasn't sure if he was providing me with his lived experiences during the interview. I then asked why he keeps on checking his time, and he told me that he was late for the meeting. I then told him that we re-scheduled for another time, and he accepted. The interview continued later in the afternoon.

Participant 5

Date: 11 October 2022

Time: 11:15 -11:55

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started

Interview

This participant was very happy to participate, and even mentioned that it was his first interview study, which made him feel proud to participate in the study. This participant answered the research question well, as he reflected in detail on his lived experiences. This participant also seemed angry when he mentioned the matter of racial discrimination by management. His facial expression indicated that he was concerned about his experiences in his workplace. I asked if he is okay and if he needs some time to calm down as he seemed distracted and angry. But he indicated that he feels emotional about what he is experiencing in his workplace, but he said the interview can continue he will be okay.

Participant 6

Date: 12 October 2022

Time: 09:30 – 10:20

Place: In the participant's office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview

This participant seemed relaxed, and she kept eye contact throughout the interview. She had a pen that she was clicking throughout the study. I asked her why she keeps clicking the pen, and she said it was just a habit but nothing else. Her involvement in various committees in the company as a shop steward helped her to share her lived experiences regarding the phenomenon.

Participant 7:

Date: 12 October 2022

Time: 12:50 – 13:30

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

The participant was alone in the office, looked dressed up and be ready for interview. I then asked why she looked dressed up and she said she will be attending management meeting later that day.

Interview

The participant was relaxed, energetic, enthusiastic, and vocal. He asked many questions to clarify the meaning of the terminology whenever he did not fully understand the concepts. This participant shared his lived experiences and perceptions regarding the construct under investigation well.

Participant 8:

Date: 13 October 2022

Time: 12:00 – 12:45

Place: In the participant office

Before the interview started with the participant, I introduced myself as a researcher and after that, I asked the participant to email me the consent form. After I have received the consent form, I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

The participant was with another staff member before the interview started, I asked if the other person can be excused, if that will not cause any problem, after he confirmed that it was not a problem and that the other staff member was there for handing in some documents and after the staff member was excused, then we started with the interview.

This participant was energetic and kept eye contact during the interview. At some point during the interview, the participant's eyes were filled with tears that almost ran down his cheeks when he was sharing his lived experiences and perception regarding the constructs under study. It seemed that his experiences with his current employer was not good. I then asked if he needs some time to calm down and if we should schedule the interview for another time, but he indicated that we continue with the interview is just that he was emotional because of his workplace experiences.

Participant 9:

Date: 13 October 2022

Time: 14:00 – 13:00

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

This participant was relaxed, energetic, and enthusiastic and was vocal to all his answers to the research questions. When the question related to race and culture asked, this participant changed his facial expression. I then asked why is like his facial expression is changing, and that can we re-schedule the interview. The participant indicated that the experiences he is encountering in his workplace makes him emotional, but he indicated that he was fine and that we can continue with the interview. It seemed obvious that this participant experienced racism and that his reciprocal employment relationship was a burning issue.

Participant 10

Date: 13 October 2022

Time: 11:30 – 12:20

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

This participant kept eye contact during the interview. However, there were instances where the participant looked in a hurry. I then asked if we re-scheduled our interview time as he seemed in hurry. The participant indicated that he was not in hurry, just he was nervous about the interview and the questions that the researcher was asking. I then told him relax and if he does not understand the question he must ask, after that the interview continued.

Participant 11

Date: 17 October 2022

Time: 10:00 – 11:00

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

This participant was optimistic and kept eye contact during the interview. There was a point during the interview where it seemed like she ran out of words when explaining her perceptions about the differences in lived experiences between whites and blacks regarding the constructs under study. I then noticed this and asked if she was okay, and then she mentioned that unfairness is the reason she ran out of words because she is saddened by ill treatment in her workplace. I asked if she wanted the interview to continue, and she said we can continue.

Participant 12

Date: 17 October 2022

Time: 11:00 – 11:40

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

This participant was more comfortable and relaxed during the study. Her facial expression showed that she was frustrated and demotivated about her PC in her current employment. But as the interview proceeded, she managed to share her lived experiences regarding the constructs under

study. I noticed that this participant was frustrated and asked her why she seemed frustrated. She indicated that she gets frustrated because her employer was very unfair to her. I then asked if she wanted us to continue with interview and that can she managed to do so, the participant said she will continue and she will be okay.

Participant 13

Date: 17 October 2022

Time: 12:00 – 12:50

Place: In the participant office.

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

Before the interview, the participant had confidence and looked relaxed. Her level of confidence manifested when she started sharing her perceptions and lived experiences of the constructs under investigation. I have noticed that the participant also experienced unfair treatment in her PC, because when she spoke about white counterparts, she got aggressive in her answers. I then asked this why she started to be aggressive in her answers, and that since she is emotional can we continue is she is okay. She said she will continue with the interview, it was just that white people treatment in her workplace was better than hers, that's why she was so aggressive and defensive, and thereafter, the interview continued.

Participant 14

Date: 19 October 2022

Time: 08:00 – 09:00

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I

then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

This participant was relaxed and calm before started with the interview. During the second construct which was WE under study, this participant started to answer the questions in a hurry and sometimes he was asking when we will be finished. So, I wasn't sure if the participant was giving me his true lived experiences. I noticed that the participant was in hurry as the interview had just 25 minutes it stated, I asked if we re-schedule as the data reported might not be a true reflection. The participant agreed that we re-schedule in one hours ahead. Then our interview resumed after an hours' time.

Participant 15

Date: 19 October 2022

Time: 15:00 – 16:00

Place: In the participant office

The participant was alone in her office.

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

The participant was excited and couldn't wait to share her rich story. She kept eye contact from the beginning of the interview until the end of the interview. Her face was inviting. I noticed a sudden change on her facial expression when she shared her lived experiences about the construct of work engagement and turnover intention, and that made me to probe more so that she could share her lived experiences.

Participant 16

Date: 19 October 2022

Time: 11:05 – 11:50

Place: In the participant office

Before the interview started with the participant, I introduce myself as a researcher and after that. I asked the participant to email me the consent form. After I have received the consent form. I then ask the participant if MS Teams camera can be turned on for the purpose of observational notes. The participant agreed and the interview started.

Interview:

This participant was calm and relaxed and kept eye contact. As this participant shared his experiences, I could see in his facial expression that he was trying to recall some past lived experiences regarding his reciprocal employment relationship. This participant acknowledged that black employees experienced the constructs under study differently from white counterparts.

ANNEXURE E: Turnitin Certificate



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