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EXPLORING WOMEN'S PERCEPTIONS OF GENDER EQUALITY
EMPLOYEE ENGAGEMENT PROGRAMMES IN THE SOUTH AFRICAN CORPORATE ENVIRONMENT

By

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Abstract

The main purpose of this study is to investigate women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa. The reason this research is unique is due to gender equality being such a prominent topic worldwide and employee engagement research being quite scarce in South Africa. The population for this study is all women working in the corporate environment in South Africa and the research was conducted via a quantitative methodology to describe and explore women’s perceptions by utilising an online survey using LinkedIn. Due to this being a minor dissertation, the sample is not a representative sample as the 188 women who participated cannot proportionally and adequately represent all women in the corporate environment in South Africa.

The concepts discussed in this study identifies that organisations are having to evolve from an employee engagement, employee well-being and gender equality perspective. Organisations are having to meet the global and local demands by being more employee-centric and demonstrating their care for employees in multiple ways. Historically, organisations typically only looked at the bottom line as a measure for success however, in order for them to be sustainable they are having to take care of their most important assets, their employees, in various ways. For the women of the world, multiple global organisations such as the United Nations and the United Nations Development Fund for Women (UNIFEM) play a vital role in illuminating the gender inequality issues women experience both personally and professionally and despite these organisations, there is little evidence that circumstances have changed for women. Among the sample of women who participated in this study, they perceived that women in the corporate environment in South Africa were still not treated equally in comparison to their male counterparts. It can be speculated that this is largely due to the patriarchal mindset of South Africans and therefore this could be one of the causes of equality issues for women in the workplace. Based on the research and the perceptions of the sample, it is evident that organisations operating in South Africa still have a lot of work to do in bridging the gender equality gap.

Research keywords: Employee engagement; gender equality employee engagement; gender equality in South Africa; employee engagement programmes in South Africa; employee well-being; organisational sustainability
Declaration

I hereby declare that this Minor Dissertation submitted for the degree MA (Coursework) Strategic Communication at the University of Johannesburg is my own work and has not been previously submitted for any other degree at another university or higher education institution.
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1.1 INTRODUCTION AND RATIONALE

Multiple global organisations such as The Beijing Declaration and Platform for Action (United Nations, 1995), United Nations Women and Women’s Empowerment Principles (United Nations Global Compact, 2011) have emerged over the past few decades to address gender equality and the empowerment of women. UN Women (2014:9) observe that 20 years after the appointment of the Beijing Declaration and Platform for Action (1994), not one country has successfully achieved equality for women and girls and that high levels of inequality still exist between men and women. To substantiate this, the United Nations Development Fund for Women (UNIFEM) reported in 2005 that in the developing world, women still have significantly lower access to paid employment than their male colleagues and that men have a greater chance of retaining paid jobs while women often work in the informal economy providing inadequate financial security. UNIFEM (2005) further asserts that today’s world is characterised by widening income inequality affecting many people. While there are various suggested solutions and multiple global organisations working to achieve equality for women in various forms (economically, in the workplace and socially) the reality indicates that, globally, not much has changed for women.

At a local level, according to the South African Human Rights Commission (SAHRC) (2017:6), South Africa has historically been identified as a country where women were marginalised and treated as unequal to men. This marginalisation of women has lead to various forms of gender-based violence. The SAHRC (2017:6) asserts that gender-based violence experienced by women in South Africa can largely be attributed to cultural and social practices whereby a woman’s role in society is often only perceived as limited to motherhood and being a housekeeper. Jewkes and Abrahams (2002:1239) say that in South Africa “male control of women and notions of male sexual entitlement feature strongly in the dominant social constructions of masculinity in South Africa”. The prevalence of patriarchy in South Africa essentially still enables gender-based violence towards women in society, in their homes and in the corporate workplace. Sexual harassment in the workplace can also be largely attributed to patriarchy.

As a result of this, women are at a disadvantage in the formal economic and working sectors (SAHRC, 2017:6). In an attempt to try reduce this inequality gap, there are numerous
organisations who are advocates for gender equality and the empowerment of women. The United Nations Global Compact South Africa (2018) has a diverse set of constituencies across all sectors of the economy and are committed to creating gender equality in South Africa. The 30% Women’s club in South Africa (2015) is an organisation that seeks to ensure that gender transformation takes place on a much higher organisational level by ensuring that more women reach the CEO and executive board levels of organisations. Gender Links in a non-profit organisation that operates in fifteen countries in Southern Africa and they are working to achieve equality by highlighting the issues women face daily in South Africa. Each year a Gender Links report is issued in South Africa and Southern Africa to report on the current status of gender-based violence through statistics and research. These non-profit organisations are identified above to demonstrate how many organisations are working towards creating gender equality both globally and locally and therefore validates how prevalent gender equality in South Africa is.

Having contextualised the study by providing a theoretical background to the study’s topic of gender equality employee engagement programmes, a suitable meta theory is required. The study needed a meta theory which could understand and represent both society and the organisation. Therefore, the chosen meta theory for this study is the reflective paradigm developed by Holmström (2002) which was developed from Niklas Luhmann’s (1995) social systems theory. According to Holmström (2018:1), reflection is the new formula for organisational legitimacy. Holmström (2018:1) elaborates that “self-observation has decisive consequences for the way an organisation understands itself in relation to its environment”. Holmström (2018:3) explains that an organisation can understand itself via one of two social filters. Either organisations apply a reflexivity social filter whereby they are blind to their role in society and their effect on the environment or they apply a reflective social filter whereby they are able to view themselves from the outside and their role in society (Holmström, 2018:3). The reflective paradigm calls on organisations to involve stakeholders in decisions and acknowledge their responsibility as decision makers (Holmström, 2018:5).

Given that the meta theory for this study is the reflective paradigm, the chosen theoretical foundation for the study is the emerging paradigm of strategic communication. Strategic communication as described by Holtzhausen and Zerfass (2015:4), is commonly seen as a holistic concept with its main function being to explore how different practices can learn from one another (Holtzhausen & Zerfass, 2015:4). This holistic approach towards strategic communication should prompt organisations to invest their time in collaborative efforts from all departments of
the organisation to drive sustainability objectives. Galpin, Whittington and Bell (2015:1) identify sustainability as a strategic imperative in the new millennium and Scandelius and Cohen (2016:3487) state that in order to achieve sustainability, organisations need to broaden their scope of responsibility and collaborate with a wider range of stakeholders. To do this, organisations need to consider the dynamic concept of Creating Shared Value (CSV) as it outlines the importance of society and its influence on an organisation’s sustainability (Porter & Kramer, 2011:4). Organisations cannot afford to implement outdated approaches to value creation, such as solely focusing on financial performance, but instead should adopt approaches that consider an array of stakeholders which will contribute towards long term success (Porter and Kramer, 2011:4). Lawler (2014) claims that financial performance is no longer enough to substantiate organisational success as organisations now need to consider their accountability financially, environmentally, socially and most importantly to their employees (Lawler, 2014). For organisations to be sustainable, it is necessary for them to consider a broad range of new factors this complicated and complex organisational landscape brings. Hayes (2016) identifies the “quadruple bottom line” approach and it includes the introduction of “purpose” to the well-known “triple bottom line” approach consisting of “people”, “planet” and “profit”. Hayes (2016) affirms that it “provides an opportunity for companies to focus on creating products and business models that are intentionally designed to improve the health of the planet and community wellbeing”. It can be argued that due to the fact that organisations are now realising the importance of overall community wellbeing, gender equality in the workplace and in communities, is essential to address.

1.2 PURPOSE OF THE STUDY

The importance of achieving gender equality is acknowledged by countless global and local constituencies and studies working towards implementing equal rights for men and women. Globally, The Beijing Declaration and Platform for Action (1995), The World Bank (2017), United Nations (UN) Women (2015), LeanIn.org and McKinsey & Company (2017) and United Nations Global Compact are all working towards creating gender equality both in the workplace and society. In South Africa Gender Links (2016) and Department of Labour, to name a few, have made it their mission to continuously expose gender inequality issues within South Africa in order to, hopefully, encourage behavioural change. These professional organisations and studies agree that women are still largely underrepresented in the corporate environment and that inequalities between men and women are still noticeably prevalent. This study seeks to explore women’s
perceptions of gender equality employee engagement programmes within the South African corporate environment. Therefore the purpose of this study is to gain a South African perspective on this issue considering the growing global pressures on employers and organisations to prioritise gender equality. This perspective can only come from women working within the corporate environment to get an accurate account.

1.3 RESEARCH QUESTIONS

From a South African research standpoint, there is not an extensive amount of research available on women’s perceptions of gender equality employee engagement programmes in the corporate environment. Therefore, the main research question is: What are women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa?

Research sub-questions are as follows:

- What are the perceptions of women in the corporate environment regarding the status quo of gender equality in the workplace?
- How do women in the corporate environment in South Africa perceive employee engagement programmes?
- What are the relationships between women’s perceptions of gender equality employee engagement programmes in the corporate environment and their demographic and sociographic characteristics, if any?

1.4 RESEARCH AIMS

According to Davis (2014:72), it is imperative for the researcher to always bare in mind the research aims and establish what the research aims to achieve from the research. The contribution of this study is descriptive in that it aims to “compare attitudes towards issues of great significance” (Davis, 2014:76). This quantitative study will be using statistics to compare women’s perception on gender equality employee engagement programmes in South Africa thus making descriptive research appropriate as descriptions can be based on statistical data (Davis, 2014:76).
Research question and sub-questions have been outlined above, the research aims are as follows:

- To describe women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa.
- To establish what the perceptions of women in the corporate environment are with regards to the status quo of gender equality in the workplace.
- To establish women's perceptions of employee engagement programmes in the corporate environment in South Africa.
- To identify if there is a relationship between women's perceptions of gender equality employee engagement programmes in the corporate environment and their demographic and sociographic characteristics.

1.5 RESEARCH METHODOLOGY

The research methodological orientation chosen is a quantitative approach as the research aims to gain a general assessment of women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa. The reason this approach was chosen was because the research will be descriptive and aim to make certain generalisations of the population based on the research findings. The findings from this research could be used to conduct a further qualitative study, for example, to gain a deeper in-depth understanding of women’s perceptions of employee engagement programmes pertaining to gender equality in South Africa.

In order to gather the data needed for this study, the data collection instrument will be an online survey. To support the decision for using this online survey methodology, Babbie and Mouton (2011:232) state that surveys may be used for exploratory purposes and surveys are excellent methods for evaluating attitudes and positions when the research involves a sizable population. There are various reasons for using an online survey according to Toepoel (2016:2), which pertaining specifically and directly to this study. Online surveys are cost effective and allow the researcher to collect data on a large number of people in a short amount time (Toepoel, 2016:2). The researcher will use online social media platforms such as LinkedIn to call on women to complete the survey and participate in the study. Toepoel (2016:2) cautions that questions in a questionnaire should be carefully developed and advise that the researcher only ask the relevant questions, considers how the questions should be formulated, pays attention to how the questions
are worded as well as the sequential flow of the questions. Therefore, a pilot study will be conducted with a similar sample as Babbie and Mouton (2011:244) stress that the pre-testing phase of research is imperative when the research involves one or several cultural groups.

The population will be women working in the formal corporate environment who have access to and are active on LinkedIn. The research is not partial to any specific business sector as the research aims to gain a broad set of data which will enhance the diversity and variety of the research. However, only women who are employed within the formal corporate working environment can participate. LinkedIn is the chosen platform for the distribution of the research instrument because it is a platform for professional corporate people within the formal working environment. The LinkedIn post requesting women to participate will clearly outline that only women working in South Africa are required to participate. Also, women are required to identify one of the nine provinces they are currently working in, in South Africa only. One limitation of using LinkedIn is that the researcher cannot guarantee honesty from participants regarding their gender. With this being said, the research will clearly communicate that this study requires female participants only.

After a population is established, a sample needs to be identified. Huck, Beavers and Esquivel (2012:1) states “a sample is a subset of a population”. Therefore, the sample is a smaller part of the population (Huck et al., 2012:1). A non-probability Snowball sampling technique will be used whereby the researcher will draw on their LinkedIn network to encourage women to participate in the survey. Atkinson and Flint (2011:1044) describe snowball sampling as the use of “social networks of identified respondents, which can be used to provide a researcher with an escalating set of potential contacts”. This sampling technique works on a strong referral and recruitment system (Morgan, 2012:816) and will allow women to refer other women the opportunity to participate in the survey. Women participating in the survey will be asked for the following information: Their current age bracket, their race, their education level, the province they currently work in within South Africa, their annual income bracket and their profession position held. The research does not require the participants to meet any certain preemted criteria for the above information needed, however this information gathered will allow the researcher to create correlations between the different segments of participates.

The data collection method will be an online survey from as many women as possible. The researcher aims to have 200-250 participants complete the online survey. The online survey will
be created on a survey tool such known as Google Forms which will allow the researcher to collate all the information in on consolidated platform via a spreadsheet and create graphs and charts which will assist with the analysis. The responses gathered via a spreadsheet will be password protected. The online survey will be divided into sections which will be established from the main themes of the literature. Each section will have numerous statements whereby the respondent will answer using a 5 point Likert scale. An overall hypothesis will be established based on the existing literature and the sections will assist in proving or disproving the hypothesis for the study.

The data analysis tool used will be a statistical analysis also known as SPSS (Statistical Package for the Social Sciences). The researcher will use the SPSS system which is available at The University of Johannesburg. According to Babbie and Mouton (2011:583), SPSS can assist with summarising the data, generating graphs and tables, link and examine relationships among variables and perform tests of statistical relevance based on the formulated hypotheses.

According to Bonett and Wright (2014:1) Cronbach’s Alpha reliability “is one of the most widely used measurements of reliability in the social and organisational sciences”. The survey will be divided up into sections with various questions whereby the participants will answer using a Likert scale. The Likert scales will be used to gather information on women’s perceptions and experiences on certain agendas pertaining to employee engagement programmes and gender equality within the workplace. A sum or average of each question will be established thus allowing the researcher to establish certain interpretations.

Construct validity will be used as the logical relationship between all the variables in the survey will be established (Babbie & Mouton, 2011:123). According to Westen and Rosenthal (2003:608) construct validity is used in studies in “which researchers use a measure as an index of a variable that is not itself directly observable”. In this case, the research is centred around women’s perception which is not directly observable and can only be researched based on the way in which women answer the questions in the survey. All variables and questions will be carefully constructed and the recipients will answer via a Likert scale making it possible to establish frequencies and connections.
1.6 CHAPTER OVERVIEW

This study will be structured in the following way:

Chapter 1: Introduction and purpose of the study
Chapter one will introduce the study as well as provide the context and rationale for why this study is being conducted. The main theoretical approach will be identified namely Strategic communication, organisational sustainability, Employer Brand, Employee wellbeing and Employee Engagement. The purpose of the study will be introduced along with the research questions, aims and methodology.

Chapter 2: The reflective paradigm: towards sustainable organisations
This chapter will introduce and rationalise why the meta theory, the reflective paradigm, was chosen for this study. Then the foundation of the study, strategic communication, will be discussed at length highlighting key principles pertaining to the study. Within this chapter, the theoretical perspective of organisational sustainability will be discussed which will lead the way for the rest of the literature and begin to build the motivation and argument for this research on women's perceptions regarding employee engagement programmes pertaining to gender equality in South Africa.

Chapter 3: The employee-centric organisation
With the focus being on women in the workplace, chapter three focuses on the employee thus it consists of literature on theoretical concepts such as corporate social responsibility (CSR), creating shared value (CSV), the employer brand and employee wellbeing. Employer branding is a concept that is central to organisational sustainability in the 21st century but is intrinsically human orientated and evaluates how employers can retain and seek out the best talent. Employee wellbeing has become increasingly popular with organisations realising they need to look after their employees physically, emotionally and psychologically.

Chapter 4: Employee engagement
Chapter four begins by identifying a seminal source, William Kahn (1990), whose work on personal engagement and disengagement has paved the way for various modern definitions of employee engagement. Employee engagement is defined and then deconstructed in this chapter.
by discussing various drivers of employee engagement. The chapter ends off by looking at employee engagement from a global perspective.

Chapter 5: Gender equality
The literature review in this chapter discusses the overarching concept and theme of gender equality in great detail. In order to fully understand why gender equality is such a global concern, it is essential to address and explain related concepts such as feminism, intersectionality and patriarchy. This chapter focuses on the current status of gender equality both locally, in South Africa, as well as globally. This chapter also focuses on gender equality in the workplace.

Chapter 6: Research Methodology
This chapter begins by introducing the research problem, question, sub-questions, aims and theoretical statements. The study’s chosen methodological approach is unpacked and motivated and the population and sample is carefully identified. The data collection methodology is then explained followed by the data analysis explanation.

Chapter 7: Findings and analysis
Chapter seven will use the chosen methodology to collate and discuss the findings. These findings will then be related and compared to the literature discussed in chapters two to five. This primary research will then be used to answer the main research question and sub-questions. This chapter will conclude with future research recommendations.
CHAPTER 2

THE REFLECTIVE PARADIGM: TOWARDS SUSTAINABLE ORGANISATIONS

2.1 INTRODUCTION

Given the study's overview which has been extensively addressed, the discussions in this chapter focus on the reflective paradigm as the metatheoretical perspective chosen for the purposes of this study. The reflective paradigm is a theory developed by Holmström (2005) based on Niklas Luhmann’s sociological theory of social systems and society. Holmström (2005:499) argues that due to modernisation, societies and organisations have transitioned from reflexivity towards reflection. The way in which this transition can be identified is through three key features that will be identified and described in detail in this chapter.

Organisations face many challenges within the complex environment they operate in. In order for organisations to not only survive, but thrive in this complexity, it is imperative for them to learn and adapt to their environments (Rowley & Gibbs, 2008:357). Therefore, within this chapter, the theoretical assumptions of strategic communication are addressed as strategic communication provides that collaborative element among organisational departments and stakeholders. The reason this collaboration and cohesion between stakeholders is so important is because organisations need to satisfy a range of stakeholders to be sustainable. The theoretical assumptions of strategic communication are appropriately suited with the metatheory of ‘the reflective paradigm’ in that strategic communication largely focuses on all of the organisation's stakeholders and addresses issues of responsibility, self-reflection and sustainability.

The extensive discussion on organisational sustainability is necessary because of its scope including financial, social and environmental sustainability. The concept of organisational sustainability is particularly relevant to this study because ‘sustainability’ can be achieved in various ways and it is multidimensional. Organisational sustainability no longer only means financial sustainability, but also social and environmental sustainability (Dyllick & Hockerts, 2002:131).

1 “A social system emerges whenever two or more persons’ actions are coordinated meaningfully” (Holmström, 2005:497).
2.2 THE REFLECTIVE PARADIGM AS A METATHEORY

The reflective paradigm was developed by Holmström (2002) who aimed to show how society and organisations co-evolve. Holmström (2005:498) analyses the evolution of society and how this evolution happened through communication processes. These communication processes can be categorised through various ‘rationales’ which include politics, law, science, economics and mass media (Holmström, 2005:498). Within these rationales, various social filters are formed thus creating certain realities (Holmström, 2005:498). A social filter is described as “social systems constituted by communication” (Holmström, 2005:497) and the reason social filters and the evolution of society is addressed is because it validates the complexity in which the world organisations operate.

Holmström (2005:499) suggests that reflection is an evolutionary process whereby changes occur between organisations and their environments and that these changes can be seen by three features. The first feature is displayed through society’s need to resolve coordination problems and the way this can be achieved is through “evolutionary learning processes” (Holmström, 2005:499). Through these processes, societies are obliged to be reflective and to self-observe (Holmström, 2005:499). The second feature is that this evolution occurs in stages and each stage is not only functional but necessary in order to establish the relationship between an organisation and its environment (Holmström, 2005:499). These stages facilitate perceptions of legitimacy between the organisation and its environment. The third feature identified by Holmström (2005:500) is that the evolution of this process of legitimacy is not random but polycentric in that legitimacy is not derived from one central place but rather from a multitude of places within society. Society has to establish this coordination within a complex system that is made up of multiple perspectives (Holmström, 2005:500). The reflective paradigm argues for poly-contextual legitimacy which allows the organisation to see itself as part of a larger context (Holmström & Kjaerbeck, 2007:5). This specific characteristic of the reflective paradigm is so vitally important to this study as organisations exist within society, and societal factors influence and are influenced by organisations. In this regard, the reflective paradigm approaches its environment with respect and accepts responsibility by placing value on ethics, corporate social responsibility, dialogue and stakeholder engagement (Holmström & Kjaerbeck, 2007:6).

2 This is involves all possible organisational stakeholders
The reflective paradigm identifies three main interrelated business functions namely sensitivity, self-observation and self-presentation, all of which are based on Niklas Luhmann’s theories of social systems. Holmström and Kjaerbeck (2007:1) proclaim that these three functions distinguish reflection from reflexivity and the reason for this is directly related to the three business functions. The sensitivity function calls on the organisation to sensitively observe its environment (Holmström & Kjaerbeck, 2007:2); the self-observation function requires organisations to assess how the organisation views itself and how these observations of the environment are processed (Holmström & Kjaerbeck, 2007:4); the self-presentation function deals with how the organisation presents itself to its environment (Holmström & Kjaerbeck, 2007:4). Therefore, the reflective paradigm was chosen as the metatheory to contextualise this study based on the above three features as well as the perspectives the theory holds on social responsibility and roles and responsibilities of the organisation in society. The following section focuses on the emerging paradigm of strategic communication and shows how it ties in with and corresponds with the reflective paradigm.

2.3 THE EMERGING PARADIGM OF STRATEGIC COMMUNICATION: A THEORETICAL FOUNDATION TO THE STUDY

For many years, there has been uncertainty about the definition of strategic communication and how strategic communication emerged. One possible common justification for the inception of strategic communication is the paradigm shift from modernism to postmodernism. The reason this paradigm shift constitutes the need for strategic communication is because the shift from modernism to postmodernism called on organisations to view business and communication differently. This paradigm shift, among others, is seen as influential and can largely be attributed to (but not limited to) the advances in technology and globalisation according to Verwey (2015:2).

Perhaps the most often cited definition or explanation of strategic communication is “the purposeful use of communication by an organisation to fulfill its Mission” (Hallahan, Holtzhausen, van Ruler, Vercic & Sriramesh, 2007:4). Hallahan et al., (2007:7) emphasises that strategic communication is different from other forms of communication in that it’s main priority is “how an organisation communicates across organisational endeavors”. Zerfass and Huck (2007:107) proclaim that strategic communication is unlike public relations because it focuses on the

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3 See “Luhmann, N., 1995. Social systems” for more on social systems
fundamental influencers for company success. Perhaps one way of achieving this success is aiming to ensure that all disciplines within the organisation work together to achieve the organisation's goals. Today, organisations exist and operate within an extremely complex world and environment, making the cohesion of all organisational disciplines even more imperative (Hallahan et al., 2007:4). However, Werdera, Nothhaft, Verčič, and Zerfass (2018:333) question this concept of disciplinary integration by challenging that very little evidence exists which demonstrates how organisations have managed to achieve this form of integration with strategic communication. They assert that even though it it seen as a critical part of strategic communication, it has largely gone under recognised (Werdera et al., 2018:333). Hallahan et al., (2007:9) rationalises why and how strategic communication can be used as a means to scrutinise organisational communication. Firstly, organisations can no longer rely on outdated forms of communication to speak to their various audiences (Hallahan et al., 7007:10). Secondly, critical changes within the public communication domain, are being propelled by new technologies and media economics. Essentially, this can be summed up by the prominence of advancing technologies, such as the internet, which has now enabled communication channels to merge (Hallahan et al., 7007:10). Thirdly, organisations are using a plethora of methods to influence their stakeholders and shape their experiences. Therefore, organisations must understand that they are being viewed holistically by their stakeholders through all their communication activities. Lastly, for organisations to remain relevant, they have to ensure that their communication endeavours all work together to ensure the longevity of the organisation’s purpose for existence (Hallahan et al., 2007:11). Taking these four rationales into consideration, it is evident that organisations are constantly having to change with the global, political, economic and social landscape.

Rowley and Gibbs (2008:357) state that “organisations are operating in increasingly dynamic environments characterised by rapid change and uncertainty, such that they are making decisions in uncertainty”. Zerfass and Huck (2007:108) assert that strategic communication assists organisations in preparing for uncertain futures ahead. Within this uncertain environment, strategic communicators are troubled by the repercussions of change, how organisations will reinstill the organisational values and how their reputation will be perceived (Verwey, 2015:2). Therefore, organisations are feeling the pressure to learn, change and adapt to their ever changing environments (Rowley & Gibbs, 2008:357). Organisations are also having to ensure that their actions are seen as ethical and sustainable by their various stakeholders (Rowley & Gibbs, 2008:357). Changes within an organisation directly affects employees (Mahoney,
2011:148) and this is an important part of strategic communication as it deals with ensuring the organisation’s internal stakeholders (employees) are on board with achieving the organisation’s goals. According to Zerfass and Huck (2007:111), an organisation’s employees is on of the most crucial stakeholders, especially when it comes to the innovation process. Organisations are to start with innovation communication in the early stages of any innovation because employees are the first stakeholders to be affected by organisational change (Zerfass & Huck, 2007:111). During times of change, it is imperative for organisations to not only keep communication channels open, but to also support this communication with action. Kotter (1995:67) proposed two important factors in dealing with organisational change. The first is that “a conscious attempt to show people how the new approaches, behaviour, and attitude have helped improve performance”. The second factor involves the organisation ensuring that the next group of top management employed truly personifies and encourages the new organisational approach and way forward (Kotter, 1995:67). It can be argued that strategic communication can be used as a means to ensuring the sustainability of the organisation in that all strategic communication functions contribute towards an organisation being successfully maintained.

2.4 ORGANISATIONAL SUSTAINABILITY

Sustainability has become a strategic imperative for many organisations, possibly due to their understanding of the extremely complex environment they operate in. Other concepts such as corporate social responsibility, corporate social performance and going green all contribute to an organisation’s long-term economic, social and environmental performance (Galpin, Whittington & Bell, 2015:1). Biggemann, Williams and Kro (2014:304) acknowledge that internationally, the idea of sustainability has received a great amount of attention in organisations, suggesting that organisations are deliberately seeking out ways to ensure sustainability. Sjåfjell and Fannon (2018:305) claim that “sustainability is the grand challenge of our time, and finding out how to secure the social foundation for people now and in the future while staying within planetary boundaries is arguably the greatest challenge humanity has ever faced.”

2.4.1 Defining sustainability and its implications for organisations

There are a number of definitions for sustainability and different views on what organisational or corporate sustainability means and involves. Dyllick and Hockerts (2002:131) define corporate sustainability as an organisation’s ability to meet the needs of their direct and direct stakeholders,
but in doing so they have to ensure that they are not jeopardizing their ability to meet the needs of possible future stakeholders. To support this, Bansal and DesJardine (2014:71) state that an organisation’s sustainability can be defined by how the organisation reacts to “short-term financial needs” without damaging their own, or others’ capacity to achieve the needs that will occur in the future. It is clear that stakeholders possess a certain amount of power over the organisation and can influence how successful an organisation is. In support of this view, Garvare and Johansson (2010:737) state that organisations need to pay specific attention to their stakeholders as they have the capability to significantly damage an organisation should they feel as though their needs and wants are not being met. Scandelius and Cohen (2016:3487) state that in order to achieve sustainability, organisations need to broaden the scope of responsibility and collaborate with a wide range of stakeholders.

There is an increasing consensus that organisational sustainability, or corporate sustainability, involves more than financial growth and profitability (Hahn, Figge, Aragon-Correa & Sharma, 2017:156). Organisational sustainability involves ensuring that organisations establish their economic capital base as well as their social and environmental objectives (Dyllick & Hockerts, 2002:131). Hahn et al., (2017:156) points out that corporate sustainability now calls on organisations to consider how they will contribute towards societal goals and the creation of social justice and equity. Organisations are now also expected to not only consider but plan how they will enhance the economic development of society (Hahn et al., 2017:156). Perrott (2014:26) suggests that in order for organisations to successfully develop society and ensure ongoing sustainability, they are required to adjust their strategy to involve long term planning for the future instead of incremental plans that will yield short term results.

A point of contention and uncertainty expressed by Galpin et al., (2015:2) is the way in which managers can lead and position their organisations to be more sustainable. Perrott (2014:27) indicates that although many organisations are aware that a sustainability plan is imperative to develop, they are unsure about how to develop this plan to ensure sustainability. Organisations who are at the forefront of the corporate sustainability movement, have one fundamental commonality and that is that they all have an established sustainability strategy (Kiron, Unruh, Kruschwitz, Reeves & Felde, 2017:6). The implementation of a sustainability strategy is largely dependent on the management and leadership of an organisation as they ought to be the driving force in leading the organisation in the desirable direction. The management and the leadership of an organisation are to have a clear understanding of how they want to achieve organisational
It is important to note that each organisation has to develop their own unique sustainability plan/strategy. A ‘generic’, one size fits all sustainability plan does not exist and rightfully so as each individual organisation has to decide how they will work towards creating sustainability (Kiron et al., 2017:6). The reason for this is that each organisation has a different structure, workforce, supply chain and geographical location (Kiron et al., 2017:6). Inevitably, this then causes a variety of sustainability ‘plans’ and often the way in which organisations view sustainability differs. However, it can be understood that having varying sustainability plans can be seen as a positive as the organisations who have established these plans have taken the time to identity how they can become sustainable in the long run, by pleasing both their current and future stakeholders.

2.4.2 The United Nations’ agenda for sustainable development

Perhaps an effective way for organisations to work together to coordinate their sustainability efforts in a way that contributes to agreed upon goals of sustainability is to follow The United Nations 17 Sustainable Development Goals (SDGs) (all 17 goals can be seen in Appendix A). The United Nations has set out to achieve all 17 goals by 2030 (United Nations, 2018:4). Organisations could also use these goals as a guideline for what they could possibly include in their sustainability plans/strategies.

The researcher sees all 17 goals as incredibly important however, one goal that is particularly important and relevant to this study is goal five which is “achieve gender equality and empower all women and girls” (United Nations, 2018:6). The United Nations (2018:6) recognises that while certain forms of discrimination against women are decreasing, globally “gender inequality continues to hold women back and deprives them of basic rights and opportunities” (United Nations, 2018:6).

2.5 CONCLUSION

It can be argued that all of these theoretical concepts discussed in this chapter are interlinked. The reflective paradigm identifies three interrelated business functions namely sensitivity, self-observation and self-presentation to characterise how organisations should operate within their complex environment. The reflective paradigm was chosen as the meta-theory as these three functions relate directly to the various theoretical concepts addressed in this study. The sensitivity
function obliges the organisation to observe its environment (Holmström & Kjaerbeck, 2007:1) which has a direct link to strategic communication and organisational sustainability. The self-observation function calls on organisations to assess themselves and how they participate within their environment (Holmström & Kjaerbeck, 2007:2). This function relates to concepts discussed further along such as corporate social responsibility. The third and last function is self-presentation which essentially addresses how the organisation presents itself within its given environment (Holmström & Kjaerbeck, 2007:4). Organisations have to consistently assess how they are positioned within their environment. This positioning involves the perceptions of an organisations’ stakeholders and how the organisation can ensure that all stakeholders’ needs are being met in order to be sustainable.

The reflective paradigm meta-theory is the foundation to this study and its poly-contextual nature allows for the introduction of strategic communication as the theoretical foundation. The reflective paradigm and strategic communication are aligned in that strategic communication involves multiple stakeholders collaborating together through purposeful communication to achieve a common goal/s (Hallahan et al., 2007:4). The foundations of strategic communication call upon organisations to analyse how their business operates, the involvement of all stakeholders and communication. Strategic communication emphasises the fact that organisations operate and exist within an ever-changing environment (Rowley & Gibbs, 2008:357) and with this being said, the three functions of the reflective paradigm are directly relatable to strategic communication. When organisations are able to apply these principles of the reflective paradigm and strategic communication, organisational sustainability becomes easier to achieve and maintain.

It is understood that organisational sustainability has various definitions and could mean different things to different organisations. However, it is apparent that there is one consensus among the definitions and that is that organisational sustainability no longer only involves financial growth and profit margins but various other factors as well (Hahn et al., 2017:156; Kiron et al., 2017:6 & Schaltegger, Horisch & Freeman, 2017:2). Organisations are having to consider and serve multiple stakeholders to ensure sustainability and Perrot (2014:26) identifies that organisations now have to develop long term strategies that will benefit all stakeholders for the foreseeable future. To justify the importance of sustainability, the United Nations has developed an agenda with seventeen goals for sustainable development (United Nations, 2018:4), all of which organisations should be working towards and including in their long term planning. In light of the main research question which states “what are women’s perceptions of gender equality employee
engagement programmes in the corporate environment in South Africa?”, the next chapter addresses the importance of the employee within the organisation as it is pertinent to establish the role employees play in order to understand employee engagement later on this study.
CHAPTER 3
THE EMPLOYEE-CENTRIC ORGANISATION

3.1 INTRODUCTION

Based on the principals of the reflective paradigm which provides an outline for how organisations should function within this complex business world coupled with the explanation of organisational sustainability, this section aims to address the organisation’s most important resource, the employee. Therefore, this chapter addresses the concept of Corporate Social Responsibility (CSR), Micro-CSR, creating shared value, the quadruple bottom line, employer branding and lastly employee wellbeing. These concepts are discussed with the understanding that they all contribute towards organisations’ sustainability in various ways. These concepts are also discussed with the reflective paradigm principles in mind.

Corporate social responsibility is unpacked which is used as a framework for a newer concept called employee focused micro-CSR which emphasises the importance of the employee. Porter and Kramer’s (2011) creating shared value is then explained to demonstrate the effect that internal and external stakeholders could have on an organisation, should they feel their needs are not being met. This concept of creating shared value is also used to demonstrate the plethora of external stakeholders an organisation has to please in order to remain sustainable.

In line with the purposeful nature of strategic communication, the quadruple bottom line is a proposed structure that organisation can follow to ensure their employees happiness and to achieve sustainability (Hayes, 2016). Sustainability can only be achieved through good leadership and management and therefore it is vital to address the employer brand and how employers can not only retain the best talent (employees) but also attract new and skilled future employees. Part of this retention involved in employer branding, is prioritising employee wellbeing and therefore the final section of this chapter reviews all the elements involved in employee wellbeing and how organisations ought to care for employees.

3.2 CORPORATE SOCIAL RESPONSIBILITY (CSR)

Due to the complex environment that organisations operate in, each organisation has a plethora of stakeholders they need to consider for each action and practice. Although most authors cannot
reach a consensus on the exact definition of Corporate Social Responsibility (CSR), the majority of them do concede that there is no single definition of the concept of CSR. Tien (2014:1) supports the notion that there is not one common definition of CSR and Rupp and Mallory (2015:215) concedes that there is a variety of definitions for CSR and it is rarely clearly defined. Perhaps this complexity is defining CSR derives from the fact that CSR is applied to a multitude of aspects within the organisation (Rupp & Mallory, 2014:1). Aguinis (2011:858) defines CSR quite well by stating that it is “context-specific organisational actions and policies that take into account stakeholders’ expectations and the triple bottom line of economic, social, and environmental performance”.

It is evident that the CSR is complex and complicated and Moore (2014:2) provides a brief history of the concept of corporate social responsibility that is necessary to provide a contextual framework for CSR. Moore (2014:2) indicates that the movement can be traced to article 23 in the 1948 United Nations Universal Declaration on Human Rights, which calls on the right for employment, favourable working conditions, equal and adequate pay for equal work and then the right for employees to join trade unions. Moore (2016:2) further proclaims that the 1960’s and 1970’s social upheaval and activist movements aided the concept of corporate social responsibility to gain traction and then in 1970, an economist by the name of Milton Friedman, started a debate about an organisation’s obligation to address societal issues. The 1980’s and 1990’s were characterised by privatisation, re-regulation, corporate takeovers and leveraging buyouts which lead indirectly to corporate social responsibility awareness and activism aided by globalisation and communication technologies (Moore, 2016:2). Carroll (2008:42) remarks that there are ethical and moral considerations involved in social responsibility and that “in today’s world of intense global competition, it is clear that CSR can be sustainable only so long as it continues to add value to corporate success” (Carroll, 2008:42).

Tien (2014) introduces 4 types of CSR’s namely CSR1 (corporate social responsibility), CSR2 (corporate social responsiveness), CSR3 (corporate social rectitude) and CSR4 (corporate social reason). CSR1 priorities economic, financial and profit considerations and gains (Tien, 2014:1). It priorities the organisation over others in order to achieve long-term corporate sustainability (Tien, 2014:2). CSR2 “refers to a corporation’s capacity to respond to social pressures” and is concerned with the relation of the organisation’s management with society (Tien, 2014:2). CSR2 focuses on the role of the organisation within a dynamic social system, in the long run and involves planning how an organisation will respond to a crisis (Tien, 2014:2). CSR3 embodies the “moral
correctness of organisational policies and actions. This model encourages two-way communication (Tien, 2014:3). Lastly, CSR4 (corporate social reason) is concerned with the universe, science and religion. Unlike CSR1, 2 and 3 which directs our attention to the organisation, CSR4 states that everything has occurred due to cosmos (universe) and in order to understand this, science is required (Tien, 2014:3). Tien (2014:4) asserts that when an organisation decides to take a CSR4 approach, they base their actions off the cosmos and not the company. This approach is the true representation of selflessness.

3.2.1 Employee Focused Micro-CSR

Micro-CSR is a relatively new term to describe individual stakeholder groups such as consumers, contractors and employees that are affected by CSR (Rupp & Mallory, 2015:216). Mayo, Gomez-Mejia, Firfiray, Berrone and Villena (2016:610) hold that organisations typically focus on their external stakeholders and often pay very little attention to their internal stakeholders (employees) or human capital. Micro-CSR is the study of the individuals within these stakeholder groups and although these stakeholder groups are not limited to employees, for the purpose of this study, employees are the main focus. Organisations are increasingly beginning to understand the advantage of treating their employees as a valued stakeholder as employees can be significantly influential over the success of the organisation.

3.3 CREATING SHARED VALUE (CSV)

The concept of CSR can be implemented in several ways however the concept of creating shared value (CSV) has gained traction. This could possibly be attributed to the fact that society has a significant influence over the success of an organisation. When society begins to demand more from organisations, demands that extend past their basic business practices, organisations need to adapt their strategies in order to remain relevant and successful. “CSV breaks off with normative and postulative terminology of CSR. It demonstrates social concerns not as disconnected problems but as opportunities linked with business Strategy” (Wojcik, 2016:38). Porter and Kramer (2011:4) reports that businesses have been viewed as a contributing factor for social, environmental and economic issues in the world. There is a difference between CSR and

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4 See stakeholder theory (Freeman, Wicks & Palmar, 2004).
5 See organisational sustainability in chapter 2.
CSV and Porter and Kramer (2011:4) points out that “the more business has begun to embrace corporate responsibility, the more it has been blamed for society’s failures”. The reason for this, according to Porter and Kramer (2011:4) is that companies continue to implement outdated approaches to value creation and view the concept of value creation too narrowly in the way that financial performance is the first priority when in fact, attending to customer needs and broader influences reap longer-term success.

Porter and Kramer (2011:4) insist that companies need to start taking the lead in bringing business and society together and the solution lies with shared value which essentially creates economic value. This economic value in return also creates value for society by paying attention to their needs and challenges. Bockstette and Stamp (2018:2) propose that organisations have begun to realise that by creating shared value, they are able to benefit society which simultaneously accelerates their competitiveness. It can be argued that creating shared value needs to become an integral part of an organisation’s strategy and strategic communication both inside and outside of the organisation. Wojcik (2016:40) asserts that “CSV means creating new opportunities and creating new value, instead of being forced by external factors, a company is motivated internally to pursue shared value creation”. Invernizzi, Romenti and Murtarelli (2016:182) illustrate that the CSV perspective is relatable to strategic communication. Strategic communication can be used to implement CSV through the development of partnerships with stakeholder or by implementing a continuous listening system which evaluates the expectations of stakeholder or by establishing organisational decisions based on stakeholder needs (Invernizzi et al., 2016:182). The constitutive dimension of strategic communication is fulfilled by the communicative aspects of each managerial decision and each of these contribute to developing efficiency of strategic decision making (Invernizzi et al., 2016:185). The alignment dimension of strategic communication pertaining to CSV is done through a significant contribution to the redefinition of the value chain. The alignment dimension encourages organisations to be open-minded about receiving and accepting stimuli from the organisation’s external environment in a way that promotes a range of opinions and experiences that an organisation may be faced with (Invernizzi et al., 2016:185).

Bansal and DesJardine (2014:55) suggest that the majority of organisations only cater to the consumers that are currently acquiring their products or services. However, the amount of consumers an organisation serves, is superseded by the social need and the sheer number of people within an organisation’s society that goes unserved (Bansal & DesJardine, 2014:55). This
is the very reason for CSV which provides smart organisations the opportunity to look for other opportunities to benefit neglected social groups within society (Bansal & DesJardine, 2014:55).

3.3.1 The quadruple bottom line

The triple bottom line is a well-known business concept and approach that includes people, planet and profit. Of the three constructs involved in the triple bottom line, the ‘profit’ construct is seen usually as of greater importance to organisations. According to Lawler (2014) financial performance is no longer enough to deem an organisation as successful as organisations now need to consider their accountability financially, environmentally, socially and to their employees (Lawler, 2014). Hayes (2016) writes that the quadruple bottom line approach which includes the addition of purpose and affirms that it “provides an opportunity for companies to focus on creating products and business models that are intentionally designed to improve the health of the planet and community wellbeing” (Hayes, 2016). In this way, the quadruple bottom line and strategic communication can be associated through strategic communications’ purposeful nature.

This concept of the quadruple bottom line can be linked back to The United Nations’ agenda for sustainable development (2018) whereby organisations are having to consider a multitude of aspects to be deemed as sustainable. Organisations are also being called upon to actively demonstrate ways in which they can contribute to the global drive for sustainability through actions and practices. Today, organisations cannot only solely focus on the internal workings of their organisation as they are being pressured to consider how their actions impact their surrounding community and the country/countries they operate in. The concept of design thinking could be used by organisations to ensure they are operating in a way that checks the boxes of the quadruple bottom line of people, planet, profit and purpose. Design thinking can be used as a problem solving technique that can be used by almost any profession to solve complex and difficult issues (Dorst, 2011:521). Design thinking is based on the principle that organisations can benefit from a designer’s way of thinking because at the heart of design is innovation (Tschimmel, 2012:1). “Today, Design Thinking is understood as a way of thinking which leads to transformation, evolution and innovation, to new forms of living and to new ways of managing

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6 The concept of ‘High-Performance Organisations’ is important to note as The Boston Consulting Group (2011) identifies five broad dimensions of The High-Performance Organisation being leadership, design, people, change management and culture and engagement.
business” (Tschimmel, 2012:1). This is the very reason Design Thinking is important to address within this discussion of the quadruple bottom line because organisations are having to be innovative in order to fulfill a unique purpose, in order to stand out and be noticeable.

Within the realm of Design Thinking, is Human-centred design (HCD). Basically, HCD “is a group of methods and principles aimed at supporting the design of useful, usable, pleasurable and meaningful products or services for people” (Van der Bijl-Brouwer & Dorst, 2017:2). These methods and principles give designers, innovators and organisations insight about gaining and applying knowledge about human beings and how they relate to their environment (Van der Bijl-Brouwer & Dorst, 2017:2). This knowledge provides insight for designers and innovators to create products and services that truly meets the needs and aspirations of people (Van der Bijl-Brouwer & Dorst, 2017:2). The reason this concept of Human-centred design is imperative to address is because organisations are having to establish their purpose (the fourth ‘p’ in the quadruple bottom line) and without these insights about people and what they really need and want, they fail to be sustainable.

3.4 THE EMPLOYER BRAND

In today’s competitive landscape, it is imperative for an organisations’ sustainability to ensure they attract and retain the best employable talent possible. The job market is incredibly competitive making it difficult for organisations to find suitable employees for a particular job/s (Wilden, Gudergan & Lings, 2010:56). The newest kind of branding known as employer branding, can assist organisations in not only attracting the right kind of human capital, but retaining their current employees too (Aldousari, Robertson, Yajid & Ahmed, 2017:153). “In its full scope, employer branding cuts across many traditional HR specialisms and becomes an umbrella programme that provides structure to previously separate policies and practices” (Edwards, 2010:5). The concept of employer branding is a combination of the marketing field and the Human Resources (HR) field (Edwards, 2010:5). Kucherov and Samokish (2016:29) declare that “the employer brand is a valuable intangible source of sustainable competitive advantages for the firm not only to recruit the best applicants from the external market but also to engage and retain talents inside”.

7 See Tschimmel (2012) for an in depth discussion on Design Thinking. For the purpose of this study, it is only important to note the concept and how it can be linked to the Quadruple Bottom Line.
8 Van der Bijl-Brouwer and Dorst (2017) provide methods and opportunities and for Human-centred design.
Aldousari et al., (2017:154) validates this by saying that the main aim behind employer branding is to ensure the organisation evokes and employ the most talented employees possible. According to Backhaus and Tikoo (2004:502), employer branding alludes to the differentiation an organisation tries to establish as an employer, form their competitors. Aldousari et al., (2017:154) put it more precisely by saying that the concept of employer branding involves the knowledge and perceptions of an organisation as an employer. Backhaus and Tikoo (2004:503) uphold that employer branding is based on the assumption that employees (also identified as human capital) provide value to the organisation and when an organisation invests in their human capital, their performance is enhanced.

Edwards (2010:6) defines employer branding as an activity whereby the organisation combines and uses marketing principles (more specifically the science of branding) and HR activities which are used to communicate to existing and potential employees. In order words, unlike product branding where the organisation communicates with potential customers, employer branding sees employees as their main target market (Edward, 2010:6). Employer branding is an integral part of an organisation’s sustainability as investing in employees will not only satisfy the employees but will encourage them to perform better. However, it must be noted that employer branding is a process and is far more involved as it is applicable throughout an employee’s entire employment lifespan (Biswas & Suar, 2014:57). This is justified by Edwards (2010:6) who states that there are multiple aspects involved in an employee’s work experience and therefore, employer branding may not be as simple as initially thought. An employee’s employment experience is influenced by a range of complex factors (Edwards, 2010:6). This can be seen through what Foster, Punjaisri and Cheng (2010:408) identify as the “psychological contract” when referring to employer branding. This intangible contract exists between the employee and employer and comprises of the “functional, economic and psychological benefits” provided by the organisation to the employee (Foster et al., 2010:408). It is clear that employee branding is far more complicated than organisations simply offering employees adequate monetary remuneration for their daily work. Backhaus (2016:194) states that one goal of employer branding is to ensure that employees stay committed to the organisation “through a sense of oneness with the brand”.

Backhaus (2016:194) asserts that many organisations often focus on the external construction of the brand. This means that organisations try to create a positive image of themselves by conveying their values to attract possible job seekers (backhaus, 2016:194). The organisation’s external representation of themselves is only one part of employer branding. The way in which
the organisation portrays and represents themselves within the organisation, to its current employees, is vitally important as well. Central to employer branding involves the organisation identifying “the unique employee experience by considering the totality of tangible and intangible reward features” it could offer their existing and potential employees (Edwards, 2010:7). Edwards (2010:7) further proclaims that there needs to be an established identification of the character of the organisation. This would involves the key values and leading principles of the organisation which dictates how the organisation operates as a whole (Edwards, 2010:7).

After the key values and leading principles have been established, organisations then have to communicate this to potential and existing staff and employer branding often involves substantial communication campaigns (Edwards, 2010:7). To substantiate this, Lubecka (2013:7) identifies that at the heart of employer branding is communication because “although there are numerous components of the employer branding, its foundations are human relationships and human emotions which get communicated to the employer as well as to the company’s external environment”. The communication involved in employer branding should be implemented in a way that increases the attractiveness of the organisation to potential employees (Edwards, 2010:7). This communication needs to be informative in that it should be used to communicate aspects associated with the organisation but not how successful the organisation is, that should speak for itself (Edwards, 2010:7).

Srivastava and Bhatnagar (2010) conducted a study in India on employer branding. They chose India because it has one of the largest economies in the world and India has made significant progress economically and socially (Srivastava & Bhatnagar, 2010:2). The purpose of this study was to identify and understand the factors of employer branding through the perspective of employees in India (Srivastava & Bhatnagar, 2010:8). Eight factors were identified and established from the study:

- The first factor was identified as “caring organisation” which identifies that employees want to know that their employer cares for the organisation as well as cares for them as employees (Srivastava & Bhatnagar, 2010:14).
- The second factor identified by the study is “enabling organisation” which speaks towards how organisations assists employees to work to the best of their abilities (Srivastava & Bhatnagar, 2010:14).
The third factor identified was “career growth” and this factor speaks to whether the organisation helps employees grow within their individual careers (Srivastava & Bhatnagar, 2010:14).

The fourth factor was “credible and fair” and this factor displays that employees want to know that the organisation is credible and fair when conducting appraisals and giving rewards (Srivastava & Bhatnagar, 2010:14).

“Flexible and ethical” is the fifth factor which indicates that employees want to feel like employers allow flexibility within their role but not at the expense of compromising ethical codes (Srivastava & Bhatnagar, 2010:14).

The sixth factor called “products and services brand image” is about the brand value of the organisations products and services (Srivastava & Bhatnagar, 2010:15).

“Positive employer image” is the seventh factor identified by the study and addresses whether or not the organisation is a preferred organisation to work for and if it is perceived as a worthy organisation to work for (Srivastava & Bhatnagar, 2010:15).

The last and eighth factor as identified by Srivastava & Bhatnagar (2010:15) is “global exposure”. This factor refers to the exposure of foreign assignments and organisation could offer their employees (Srivastava & Bhatnagar, 2010:15).

The interesting conclusion of this study displays that employees are concerned with much more than their financial remuneration from an organisation for their work. Employees are concerned with complex and incredibly intricate humanistic factors that make up employer branding. Therefore, if an organisation is to consider the human relationships made and the human emotions involved from employees with the organisation, then it is essential for them to consider their employees wellbeing.

3.5 EMPLOYEE WELLBEING

Historically, the concept of wellbeing is seen as having a variety of meanings that have evolved over many years. Dodge, Daly, Huyton and Sanders (2012:222) suggests that the definition of the term wellbeing is still unresolved however, “most researchers now believe that wellbeing is a multidimensional construct” (Dodge et al., 2012:223). The very fact that the definition of wellbeing is so elusive, means there is a lot of confusion around the concept (Dodge et al., 2012:223). Campion and Nurse (2007:24) state that this variation of meanings and how each cultural group understands the concept of wellbeing, makes the promotion of wellbeing particularly difficult.
The concept of employee wellbeing is considerably intricate in that it involves various factors, some of which require a deep understanding of the human mind and psychology. Keyes, Shmotkin and Ryff (2002:1007) elaborates on 2 well known broad traditions of wellbeing. Subjective wellbeing (SWB) is the tradition that deals with happiness whereas the other tradition, psychological wellbeing (PWB) deals with human potential and purpose in life (Keyes et al., 2001:1007). SWB refers to happiness as the “reflection of pleasant and unpleasant effects in one’s immediate experience” (Keyes et al., 2002:1008) whereas PWB relies “heavily on formulations of human development and existential challenges of life” (Keyes et al., 2001:1008). Central to PWB are six dimensions as identified by Keyes et al., (2001:1008). These six dimensions include self-acceptance, positive relationships with other people, the shaping of one’s environment, autonomy, uncovering the meaning of life and personal growth. PWB is determined by the person’s life as a whole and is not subject to just one particular situation (Wright & Bonett, 2007:144). The reason these two traditions are important to address is because organisations need to understand exactly what the term ‘wellbeing’ involves, in order to achieve overall employee wellbeing.

Previously, organisations used to only consider physical health as a measure of wellbeing, however in recent times there has been a considerable shift to an employee’s overall wellbeing (Purcell, 2005). Wood and Nelson (2017:1) from Gallup identify five elements of wellbeing and these are: purpose, social, financial, community and physical. An employee’s work can have many positive and negative influences and an employee’s wellbeing can have a significant impact on an organisation’s bottom line (Kaplan, DeShon and Tetrick, 2017:6). To substantiate this, Purcell (2015) emphasises that “wellbeing, a combination of physical, mental, and spiritual health, is of primary importance in the workplace”. This refers back to SWB and PWB and how both of these traditions of wellbeing, need to be considered and incorporated to ensure employee wellbeing. Kaplan et al., (2017:6) state that when dealing with employee wellbeing, there are several factors involved such as the employees psychological position relating to their job, physical factors relating to their job and then behavioural factors caused by their job. Employees who are thriving in the identified five elements of wellbeing, tend to miss work less, serve their consumers/clients in a more comprehensive way, have the ability to solve problems more readily and are able willingly able to accept change (Wood & Nelson, 2017:1). Employees who have a high wellbeing comprising of all five mentioned elements are also 81% less likely to seek other employment than adults who are only physically well (Wood & Nelson, 2017:1).
It can therefore be deduced that the factors involved in employee wellbeing has the ability to influence the organisation in a variety of ways. From a South African point of view, according to Melass (n.d), organisations are embracing employee wellness schemes and these schemes are on par with global organisations’ employee wellness initiatives. This is imperative for South Africa because in order for organisations to be sustainable, they have to be innovative and continuously strive to invent new products and services. According to Huhtala and Parzefall (2007:299), creativity is central to innovation and it is the employees who either individually or in groups construct and develop these innovations. Therefore, Huhtala and Parzefall (2007:299) indicate that the relationship between employee wellbeing and innovativeness is paramount to understand as organisations have to ensure that innovative employees are and feel supported. Central to innovation is the employee’s willingness and motivation to be innovative and Huhtala and Parzefall (2007:300) argue that employee wellbeing may be fundamental to whether an employee is willing to harness their inner creativity to benefit the organisation. Skurak, Malinen, Näswall and Kuntz (2018:1) maintain that employee wellbeing is directly linked to an organisation’s performance and that as a result of this, organisations are having to pay more attention to factors that contribute to employee wellbeing.

The question then arises as to who, within an organisation, is responsible for the endorsement of employee wellbeing. Wood and Nelson (2017:1) assert that managers play a vital role in ensuring that an organisation’s wellbeing strategies are implemented and successful. However, research shows that managers are reluctant to promote wellbeing and often feel uncertain about their role when it comes to wellbeing (Wood & Nelson, 2017:1). To ensure that managers understand their role as wellbeing monitors and implementers, organisations need to clearly define the roles and responsibility of managers when it comes to employee wellbeing (Wood & Nelson, 2017:1). Through Gallup, Wood and Nelson (2017:1) has also found that the relationship between a manager and an employee is pivotal to long terms success when implementing wellbeing strategies. It can be understood that employee wellbeing is largely dependent on employee engagement and how familiar management is with the employees and how engaged employees are.
3.6 CONCLUSION

Identifying one single definition for CSR is unachievable due to the complex nature of CSR. However, it is evident that CSR involves multiple organisational functions and stakeholders and naturally each stakeholder has specific expectations of the organisation (Rupp & Mallory, 2014:1). CSR can be traced as far back as 1948 and has evolved quite significantly since then (Moore, 2014:2), as can be seen be Tien’s (2014) four types of CSR and Micro-CSR (Rupp & Mallory, 2015). With these various forms of CSR, organisations are increasingly beginning to understand the influence society and stakeholders have over the organisation. With this being said, Porter and Kramer’s (2011) creating shared value concept has gained traction. The essence of CSV is that organisations can no longer be seen as separate from its social environment but instead should see the issues within society as opportunities to add value (Wojcik, 2016:38). In this way, organisations could leverage these issues to bring the organisation and society closer together (Porter & Kramer, 2011:4).

Taking CSV into consideration and how it is imperative for organisations to constantly adapt their plans and strategies to ensure they are fulfilling the needs of influential stakeholders, attracting the right talent is vital to ensure this forward thinking and progression. Organisations need to ensure they are conducting business in a way that attracts new valuable talent, but in a way that retains their current employees (Aldousari et al., 2017:153). Employer branding combined marketing activities and Human Resource activities to communicate with existing and potential new employees. Employer branding is particularly important for organisational sustainability as employees can be identified as an organisation’s most valuable resource.

Not only do employees need to be communicated with, but they need to feel cared for and this can be achieved through organisations paying attention to employee wellbeing. Employee wellbeing is far more involved than simply caring about an employee’s physical health (Wood & Nelson, 2017:1 & Purcell 2015). Employee wellbeing is a combination of physical, mental and spiritual health (Purcell, 2015). The crucial concepts discussed in this chapter contribute towards answering the main research question which seeks to establish women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa. The following chapter will begin by discussing the definitions and drivers of employee engagement.
CHAPTER 4
EMPLOYEE ENGAGEMENT

4.1 INTRODUCTION

Chapter three details the very importance of the employee and how organisations are to ensure that their most important assets are well looked after. Therefore, this chapter uses Kahn (1990) as a seminal source to introduce the discussion on employee engagement. The concepts of personal engagement and personal disengagement are highlighted upfront in order to lead the way for various, more recent, definitions of employee engagement. The concept of employee engagement is delineated whereby numerous definitions are provided. As it has already been identified, employer branding and employee wellbeing has become an integral part of employee retention and the next pertinent topic to address is how organisations can and should engage their employees.

Various drivers (Gibbons, 2006; Robinson, Perryman & Hayday, 2004; Robertson-Smith & Markwick, 2009) of employee engagement are identified and examined. These drivers of employee engagement outline ways in which organisations can ensure that their workforce is engaged and stay engaged as engaged employees can contribute to the organisation’s sustainability quite significantly.

Gallup (2017) provides a global perspective on employee engagement and productivity by providing insights on how engaged the employees are for each continent in the world. Gallup’s (2017) employee engagement measurement instrument, known as Q12, is also summarised. The Sub-Saharan region is also closely looked at as it provides a closer to home (South Africa) representation of employee engagement.

4.2 KAHN’S VIEW ON EMPLOYEE ENGAGEMENT: A SEMINAL SOURCE

Perhaps one of the most seminal sources on employee engagement is William Kahn whose work in 1990 is still used as a basis and reference for employee engagement today. Kahn (1990:692) bases his theoretical assumptions of the premise that people “use varying degrees of themselves, physically, cognitively, and emotionally in the roles they perform” and assumes that during
people’s working days, they are continuously bringing and leaving out variations of themselves. The two terms developed by Kahn (1990:694) is “personal engagement” and “personal disengagement”. Personal engagement can be identified through an employee being engaged and demonstrating their presence physically, mentally and emotionally within their roles (Kahn, 1990:694). Personal disengagement is characterised through an employee withdrawing themselves from their role in a physical, mental and emotional way (Kahn, 1990:694). Kahn (1990:703) states that “people vary their personal engagements according to their perceptions of the benefits, or meaningfulness, and the guarantees, or the safety, they perceive in situations”. When Kahn (1990:704) refers to meaningfulness, he is referring to a psychological meaningfulness in which an employee feels as though they are receiving a return on their investment in the organisation. This meaningfulness is influenced by an employee’s task, roles and work interactions (Kahn, 1990:704). Safety refers to a psychological safety in which employees feel they can be themselves without judgement and negative implications on their job security (Kahn, 1990:708).

As Wollard (2011:526) puts it, “if engaged employees are more productive, profitable, safer, healthier, and stay with their organisations longer, then it follows that disengaged employees might be less productive, have a negative effect on profitability, have more accidents, suffer from more maladies, and quit more often.” Each organisation has to establish what engagement looks like for them as employee engagement cannot be seen as a blanket approach, according to Wollard (2011:533). Employees can be satisfied with their jobs in that they receive a salary each month that allows them to live, but they are not actually truly physically, mentally and emotionally invested in achieving success for the organisation (Wollard, 2011:527). Therefore, employee engagement is complex as it involves a variety of aspects.

4.3 DELINEATING EMPLOYEE ENGAGEMENT

Numerous definitions of employee engagement have been provided in the literature and it is becoming an increasingly popular concept (Shuck & Wollard, 2010:89). Macey and Schneider (2008:3) assert that the exact meaning of employee engagement is not clear and in many instances can be accredited to that of the “bottom-up” approach. Furthermore, it can also mean considerably more than simply enabling an organisation to be profitable (Macey & Schneider, 2008:3). Makros and Sridevi (2010:90) cite Perrin’s Global Workforce Study (2003) definition of employee engagement as “employees’ willingness and the ability to help their company succeed,
largely by providing discretionary effort on a sustainable basis”. Gibbons (2006:5) explains that “employee engagement involves the interplay of three factors: cognitive commitment, emotional attachment, and behavioural outcomes that result from an employee’s connection with their company”. Based on this, Gibbons (2006:5) provides a definition of employee engagement which defines employee engagement as the intense “emotional and intellectual connection” an employee has developed with their job, their organisation, their manger and so forth which directly correlates with the amount of effort they are willing to put into their work. According to a survey conducted by Custom Insight (2018), employee engagement is not to be confused with employee satisfaction. Employee satisfaction can only measure and account for how happy or content an employee is, however it does not measure their level of motivation, involvement or emotional commitment to the organisation (Custom Insight, 2018). Makros and Sridevi (2010:90) suggests that employee engagement is achieved through a mutual reciprocal relationship between and employer and employee and identify that both sides will need to contribute to this relationship. Robinson et al., (2004:1) define employee engagement as the positive attitude possessed by an employee pertaining to an organisation. Seijts and Crim (2006:1) define employee engagement by describing the engaged employee as someone who cares about the sustainability and longevity of the organisation and is also willing to invest more time and effort than expected, to contribute to the success of the organisation. Adding to Seijts and Crim’s (2006) definition, Taneja, Scott and Odom (2015:46) asserts that “engaged employees work to improve the overall performance of the organisation and uphold its values” and further add that employee engagement perpetuates an employee’s willingness to help an organisation achieve its goals.

It is evident that these definitions characterise employee engagement as evoking commitment and dedication from the employee; at times in ways that calls for employees to perform tasks that may be outside of their job description, but they are willing to do it for the benefit of the organisation. Macey and Schneider (2008:4) states that common to most definitions of employee engagement is that it “is a desirable condition, has an organisational purpose, and connotes involvement, commitment, passion, enthusiasm, focused effort, and energy, so it has both attitudinal and behavioural components”.

Robertson-Smith and Markwick (2009:1) affirms that engagement has an influence over an employees’ overall attitude towards their work and the organisation, the frequency with which they are absent from work and their turnover levels. Effective engagement has a strong influence over
the employee and organisational performance which translates into customers’ experience and loyalty. Consequently, employee engagement has far reaching effects on an organisation.

4.4 DRIVERS OF EMPLOYEE ENGAGEMENT

For employees to be engaged, there have to be drivers or reasons for them to want to be engaged and Gibbons (2006:6) identifies several drivers of employee engagement. These involve the following; "trust and integrity, nature of the job, line-of-sight between individual performance and company performance, career growth opportunities, pride about the company, co-workers/team members, employee development and personal relationship with one’s manager” (Gibbons, 2006:6).

The trust and integrity driver simply addresses whether employees feel their management cares for them, is truthful, communicates difficult messages well, are good listeners and behave in a manner that is true to the organisational values (Gibbons, 2006:6). The nature of the job driver, as described by Gibbons (2006:6) relates to the day-to-day content and actual routine of the employee’s job and the degree to which the employee is able to gain emotional or mental stimulation from their job. The “line-of-sight between individual performance and company performance driver” (Gibbons, 2006:6) refers to an employees’ understanding of the organisation’s goals and whether the employee is able to measure how they impact the organisation’s performance (Gibbons, 2006:6). The next driver that Gibbons (2006:6) identifies is that of career growth opportunities and this is fairly straightforward and simply refers to whether the employee feels as though there are future opportunities for career growth and opportunities for promotions within the organisation. Makros and Sridevi (2010:91) cite The Blessing White (2006) study which found that almost 60% of employees surveyed want more opportunities for growth and the opportunity to move forward in their career to remain satisfied in their jobs.

The pride about the company driver is the self-esteem associated by the employee for being a part of a particular organisation (Gibbons, 2006:6). The next driver relates to co-workers/team members and this driver recognises that an employee’s colleagues have a great amount of influence on employee engagement (Gibbons, 2006:6). When an employee feels that a conscious effort is being made by the organisation to develop their skills, this driver is known as employee development (Gibbons, 2006:6) and the last driver refers to personal relationship with one’s manager and this driver speaks to the degree to which an employee values the relationship that
he/she has with their manager (Gibbons, 2006:6). Makros and Sridevi (2010:91) validate this “personal relationship with one’s manager” (Gibbons, 2006:6) driver by asserting that a solid manager-employee relationship serves as a vital component in the organisation’s employee engagement and also contributes towards retaining employees (Makros and Sridevi, 2010:91).

Unlike Gibbons (2006) who analyses several drivers of employee engagement, Robinson et al., (2004:21) identifies a single key driver of employee engagement and that is feeling valued and involved. This key driver involves several aspects according to Robinson et al., (2004:21) such as employees feeling involved in decision making, the extent to which employees feel comfortable to voice their ideas and have their managers listen and value these contributions, the opportunity for employees to develop their jobs and then lastly the extent to which organisations are concerned for their employee’s health and wellbeing. Taneja et al., (2015:48) states that as organisations become boundaryless it is imperative for organisational leaders to involve and engage their employees to achieve high levels of commitment and success. Taneja et al., (2015:48) cite the Employee Engagement-Maximizing Organisational Performance (2009) which identifies several top global engagement drivers. These drivers are in line with Robinson et al., (2004) as these drivers are simply the following: Promote involvement in the organisation, focus on customers, democratise the workforce, support work-life balance and lastly, reward employees.

Robertson-Smith and Markwick (2009:30) also address numerous drivers of employee engagement. They postulate that workplace culture and being an “employer of choice” is very important (Robertson-Smith & Markwick, 2009:30). The culture of the organisation will set the tone for engagement and organisations who are considered an ‘employer of choice’ are highly likely to have higher levels of employee engagement because they facilitate a working environment which makes employees feel respected and valued thus creating a connection between the organisation and the employee which motivates the employee to perform better (Robertson-Smith & Markwick, 2009:30).

4.5 A GLOBAL PERSPECTIVE ON EMPLOYEE ENGAGEMENT

Gallup (2017) is an organisation that conducts research on the status of the world’s employers, employees and workforces. Research is gathered from 155 countries, thus providing comprehensive region specific insights about employee engagement (Gallup, 2017:1). Gallup
(2017:5) reports that on 15% of the world’s full time9 workforce, are engaged which is an alarmingly low percentage. Based on data collected from 2014 to 2016, The United States and Canada has the highest percentage of engaged employees with 31% engagement and the lowest number of not engaged employees with 52% not being engaged (Gallup, 2017:24). Only 17% of Sub-Saharan Africa’s workforce is seen as being engaged, with 65% not engaged and 18% being actively disengaged (Gallup, 2017:24).

Gallup (2017:40) has developed their own employee engagement measurement known as Q12 which consists of 4 levels of employees’ performance needs:

1. Basic needs
2. Individual needs
3. Teamwork needs
4. Personal growth needs

Each level has various elements to it which makes up a 12 element survey. See figure 4.5 below:

9 Sub-Saharan Africa has the lowest percentage of full time employed employees with the percentage of men being 19% and women being 9% (Gallup, 2017:19).
Gallup’s research shows that only 14% of adults eligible to work in Sub-Saharan Africa, are employed on a full time basis which is the lowest regional percentage worldwide (Gallup, 2017:124). Sub-Saharan Africa is a region characterised by a shortage of formal and full time job opportunities as only 27% South Africans have a full time position working for an employer (Gallup, 2017:126). South Africa is now in desperate need of skills development and education as the country’s GDP growth is stagnant and the young people of South Africa are challenged by joblessness (Gallup, 2017:127)

4.6 CONCLUSION

The literature in this chapter will be used later to assist with answering the main research question of “what are women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa?” This chapter used the seminal source of Kahn (1990) as the foundation of employee engagement. Kahn (1990) is a crucial source to address when discussing employee engagement as Kahn (1990:694) identified the concepts of personal engagement and personal disengagement. Personal engagement can be identified through an employee showing signs of physical, mental and emotional engagement (Kahn, 1990:694). Personal disengagement however, can be noticeable through an employee withdrawing themselves from their role physically, emotionally or mentally (Kahn, 1990:694). Recent definitions of employee engagement differ and there are numerous definitions. In summary, employee engagement involves an employee’s commitment to the organisation (Taneja et al., 2015:46) in a way that will contribute to the organisations goals and sustainability (Seijts & Crim, 2006:1). In return, this has a variety of positive effects on the organisation as well as on employees.

It is essential for organisations to create reasons for employees to want to be engaged, asserts Gibbon (2006:6) and these reasons can vary from the relationship with one’s manager to possible

10 37% of Sub-Saharan Africa’s highly educated employees would like to permanently relocate to another country (Gallup, 2017:28). This is important to note because if the educated employees are moving to other countries, the country’s GDP growth is going to continue to decline.
job opportunities within the organisation. Robinson et al., (2004:21) identifies only one driver of employee engagement and that is feeling valued and involved. It should be noted that each employee will probably be motivated to be engaged by a different driver/drivers and therefore, organisations need to ensure they are promoting employee engagement in various ways. Given that employee engagement has been fully explained, the next chapter will concentrate on discussing gender equality in the workplace as this is a vital part of the study and the literature will also assist in answering the main research question.
CHAPTER 5
GENDER EQUALITY AND THE WORKPLACE

5.1 INTRODUCTION

It is evident through the literature that organisations can benefit tremendously by cultivating an engaged workforce. Engaged employees are dedicated and willing to contribute towards the success of the business. This study is particularly focused on discovering women’s perceptions of gender equality employee engagement programmes in the South African corporate environment. Therefore, it is imperative that certain theoretical concepts be addressed such as feminist discourse, intersectionality and patriarchy. This chapter identifies and acknowledges that there are various forms of feminism exists however it is unnecessary, for the sake of this study, to take a stance on any particular form of feminism. Intersectionality has strong ties with the ideology of feminism and it is critical to understand intersectionality when studying social sciences. Intersectionality advocates that social systems are complex and the way inequality or discrimination is experienced by one group, is not necessarily the way another group experiences it (Bilge, 2010:58).

This chapter also examines the system of patriarchy as patriarchy is closely linked to gender inequality both globally and locally. A global perspective on gender equality detailed followed by a South African account of gender equality. Furthermore, gender inequality in the workplace is addressed by referencing findings from the 2018 LeanIn.org and McKinsey & Company study.

5.2 FEMINIST DISCOURSE

For the purpose of this study, it is imperative to address feminism and the basics that make up feminist movements. The ideology of feminism stems as far back as the 1860s to 1920 which is known as ‘first wave feminism’. The 1960s to 1970s is when ‘second wave feminism’ surfaced (Hannam, 2014:5). Hannam (2014:3) describes feminism as a “a cultural as well as a political movement. It changes the way women think and feel and affects how women and men live their lives and interpret the world”. There are various forms of feminism as some feminists fight for women’s overall rights and female autonomy (Hannam, 2014:7). Other feminists take feminism a little further and focus on uniting women to critique and conquer male supremacy (Hannam,
2014:7). Friedman, Metelerkamp and Posel (1987) sum up the various forms\textsuperscript{11} of feminism and the main kinds of feminism are liberal feminism, radical feminism, marxist feminism and socialist feminism. This study is not particularly concerned by the various forms of feminism which ultimately could separate women due to the variety of views on Feminism. This study is more concerned about women as a whole and not in the individual segments of women seperated by feminist viewpoints. Perhaps the best way to convey this is to use Hannam’s (2014:7) definition of feminism which is “a set of ideas that recognize in an explicit way that women are subordinate to men and seek to address imbalances of power between the sexes. Central to feminism is the view that women’s condition is socially constructed, and therefore open to change”.

5.2.1 Intersectionality

The concept of Intersectionality is important to address because gender equality is complex and multi-dimensional. Bilge (2010:58) asserts that “intersectionality reflects a transdisciplinary theory aimed at apprehending the complexity of social identities and inequalities through an integrated approach”. Intersectionality disapproves of the grouping and hierarchical structure previously given to “gender/sex, class, race, ethnicity, disability and sexual orientation” (Bilge, 2010:58). The Association for Women’s Rights in Development (2014:1) describes Intersectionality as a feminist theory which “starts from the premise that people live multiple, layers identities derived from social relations, history and the operature of structures of power” (The Association for Women’s Rights in Development, 2014:2). Similarly, Davis (2008:68) states that “intersectionality refers to the interaction between gender, race, and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power”. Intersectionality addresses the possibility that although women are seen as part of one gender group, each woman has various identities and within these identities, various forms of discrimination and disadvantages may occur (The Association for Women’s Rights in Development, 2014:2). Within the gender group termed ‘women’, there are multiple differences and diversities which calls on researchers to intersect this group even further (Davis, 2008:68). These differences that exist among women is at the very heart of this concept of intersectionality.

\textsuperscript{11} See Friedman et al., (1987:4-19) for full descriptions on each form of feminism
Davis (2008:70) proposes that intersectionality unites two important strands of contemporary feminist views. The first feminist strand is concerned with understanding how race, class and gender effects women’s identities, experiences and their quest for empowerment (Davis, 2008:71). The second strain of feminism takes on a postmodernist viewpoint in its conceptualisation of identities and how identities are always changes and are not singular by nature (Davis, 2008:71). This strand essentially addresses the concept that human beings are always in search of alternatives to the modernist viewpoint that identities are static and unchanging (Davis, 2008:71). Intersectionality identifies that the distinct identities of women will essentially influence their experiences within various situations (The Association for Women’s Rights in Development, 2014:2). Within one particular social location, various forms of oppression may exist and it is this very intersection that is so important to address to truly understand people (Choo & Ferree, 2010:132). Gouws (2017:21) identifies that scholars should refrain from ‘single-axis thinking’ and move towards ‘matrix thinking’. Matrix thinking encourages scholars and researchers to “account for the power dynamics of different identity categories” (Gouws, 2017:21). Intersectionality is not based on fixed identity categories of women but rather the intertwined relationships that exist between the social, political, cultural and economical landscapes (Gouws, 2017:21).

5.3 PATRIARCHY

The notion of patriarchy is exceptionally complex and complicated and Christ (2016:215) asserts that describing patriarchy as a “system of male dominance” is not a suitable way to describe this multifaceted system. This simple explanation of patriarchy “obeys the complex set of factors that function together to create and sustain the patriarchal system” asserts Christ (2016:215). A more complex detailed definition of patriarchy is needed to appropriately convey the intricate set of factors that together make up this obstructing system (Christ, 2016:215). Christ (2016:216) thus defines patriarchy as “a system of domination enforced through violence and the threat of violence. It is a system developed and controlled by powerful men, in which women, children, other men, and nature itself are dominated”. Kincheloe (2001:511) states that there is not one unified and agree upon definition of patriarchy and how it is manifested within society today. Perhaps the reason for this is due to the different ways in which patriarchy is enforced in different communities and societies around the world. Various forms of patriarchy exist therefore making it difficult to holistically define.
From a sociological point of view, patriarchy can be summed up in four frames which are; 1) a system of government based on kinship; 2) a generalised form of masculine oppression; 3) a technology in the reproduction of capitalism; and 4) a system of gender and class relations (Kincheloe, 2001:511). From a feminist viewpoint, various forms of patriarchy are addressed due to the various types of feminism that exist (Kincheloe, 2001:511). Liberal feminists view patriarchy on a small scale by looking at smaller problems women face rather than viewing the overarching structure of patriarchy that exists (Kincheloe, 2001:511). These problems can be anything from equal women’s rights in the workplace to sexist attitudes within society that perpetuate the patriarchal mindset. Radical feminists view patriarchy as “men as a social group oppress women as a social group” (Kincheloe, 2001:512). Radical feminists believe that social oppression can be attributed to a person’s biological dynamic and therefore, males naturally display oppressive behaviours towards women (Kincheloe, 2001:512). It is thought by radical feminists that this predisposition becomes universal and is not affected by nationality, race, class or belief systems (Kincheloe, 2001:512). Marxist feminists perceives patriarchy as a derivative of capitalism and that gender inequalities generally stem from class relations within society (Kincheloe, 2001:512).

Kincheloe (2001:513) addresses patriarchy by asserting that gender and gender oppression is a “socially structured ever evolving phenomena”. Unlike radical feminists, critical postmodern feminists believe that people are socially constructed and not a byproduct of their biological predisposition (Kincheloe, 2001:514). If this is true, it could be argued that patriarchy is a structure that is taught from one generation to the next.

“Gender, in our critical conceptualisation, is a structural power and domination, and masculine identity is a socially agent of this power. In this context, the social construction helps shape men's self-interest that, in turn, structures gender identities as contained within individuals” (Kincheloe, 2001:516). This masculinity is manifested in society through social institutions such as the education system, the police, the military, the legal system, organisations and the media etc (Kincheloe, 2001:516). However, masculinity does not take on the same form for every man and therefore, Kincheloe’s (2001:517) patriarchy theory is not subjected to generalisations or universal stereotypes of patriarchy. There is a direct link between patriarchy and power in that patriarchy allows men the privilege of male power however women are subjected and oppressed by this male power (Kincheloe, 2001:525). An example of this male power is evident in the workplace where Kincheloe (2001:525) identifies that the workplace is deliberately designed to limit
opportunities for women and when women are employed, their remuneration is less than a man’s remuneration.

In South Africa, various forms of patriarchy are still clearly visible through gender-based violence. “South Africa was, and remains, a deeply patriarchal society in which women have been subordinated to men in public and private life” (Albertyn, 2011:140). The unfortunate reality of this patriarchal system and unequal gender relations is that it affects every aspect of a woman’s life (Albertyn, 2011:140). Women are affected socially and economically with their access to resources being limited and difficult to access (Albertyn, 2011:140). Patriarchal systems affects women in a physical and emotional way in that control over their own bodies and livelihoods is very difficult to obtain, making it problematic for women to reach their full potential (Albertyn, 2011:140). Gender inequality and patriarchal male powder is manifested in South Africa and all over the world, through rape (Buiten & Naidoo, 2016:537). Feminists link patriarchy to rape in that is displays gender norms and the use of masculine power (Buiten & Naidoo, 2016:537). Buiten and Naidoo (2016:537) identify that men use rape to exert their dominance over women and to ensure that women are fearful of them. These patriarchal practices, whether overly displayed or not, still have many repercussions for women in South Africa and all over the world.

5.4 GENDER EQUALITY: A GLOBAL CONCERN

Multiple global organisations such as The Beijing Declaration and Platform for Action (United Nations, 1995), United Nations Women and Women’s Empowerment Principles (United Nations Global Compact, 2011) have emerged over the past few decades to address gender equality and the empowerment of women. UN Women (2014:9) observe that 20 years after the appointment of the Beijing Declaration and Platform for Action (1994), not one country has successfully achieved equality for women and girls and that high levels of inequality still exist between men and women. To substantiate this, The United Nations Development Fund for Women (UNIFEM) reported in 2005 that in the developing world, women still have significantly lower access to paid

12 Gender-based violence includes domestic violence, physical violence, emotional violence, economic violence, sexual violence and femicide (Gender-Based Violence (GBV) in South Africa: A Brief Review, 2016:5)
13 “Rape in marriage was only recognised as a criminal offence as late as 1993 (Prevention of Family Violence Act 1993)” (Albertyn, 2011:141)
14 Stats SA (2018) reported that sexual offence crimes, in particular, stands out with 68.5% of the victims being women.
employment than their male counterparts and that men are more likely to retain paid jobs while women often work in the informal economy providing inadequate financial security. UNIFEM (2005) further asserts that today’s world is characterised by widening income inequality and the reason this is important to address is because this inequality has a ripple effect, affecting many people. While there are various suggested solutions and multiple global organisations working to achieve equality for women in various forms (economically, in the workplace and socially) the reality indicates that, globally, not much has changed for women. Many women in developing countries live in poverty and Nussbaum (2000:3) asserts that “gender inequality is strongly correlated with poverty. When poverty combines with gender inequality, the result is acute failure of central human capabilities”.

Cortright, Seyle and Wall (2017:112) illustrates four dimensions of a woman’s life that are interrelated. Figure 5.4. (Cortright et al., 2017:113) shown below displays the four dimensions mentioned above:

Figure 5.4: The four dimensions of a woman’s life that are interrelated
Source: Cortright et al., (2017:113)
Figure 5.4 above demonstrates that when women with a higher education rate tend to delay having children until later in life which reduces their fertility rates (Cortright et al., 2017:113). Having fewer children gives women the ability to partake in economic and political spheres of life allowing them the opportunity to build their career (Cortright et al., 2017:113). This model suggests that if women are able to get an education before having children, they are more likely to be able to sufficiently provide for themselves and their children. Educated women are more likely to secure job opportunities and by having children later in life or after obtaining an education, they have a greater chance of securing their independence in the working world and in society.

To demonstrate the magnitude of the issue of gender inequality, goal five of the United Nations’ agenda for sustainable development is gender equality (United Nations, 2018:4). The United Nations (2018) reports that globally, women and girls make up half the world’s population which means that they should also make up half the potential. However, because gender inequality continues to persist, women and girls are unable to progress socially which affects every aspect of their lives. Women and girls are disadvantaged by a lack of education which translates into a lack of skill making them unable to find decent employment (The United Nations, 2018). This lack of unemployment stunts their entire lives making it very difficult for each generation of women to come and this is how gender inequality is perpetuated.

5.5 A SOUTH AFRICAN PERSPECTIVE ON GENDER EQUALITY

The South African constitution and bill of rights was developed to ensure democracy and equality for all South Africans (Mavhandu-Mudzusi, 2016:104). “The right to equality prohibits unfair discrimination on the grounds of beliefs, culture, race, gender, sex and sexual-orientation amongst others” (Mavhandu-Mudzusi, 2016:104). Although South Africa has these equality rights in place, inequality and more specifically, gender inequality is still noticeably prevalent. Aschman (2014:98) identifies that in South Africa, there is still a drastic amount of work to be done in order to achieve real gender equality. Having these rights and laws in place is a step in the right direction, however it needs to be implemented in a true way whereby women and girls’ lives and experiences are observably different in South Africa (Aschman, 2014:98). South Africa is still polluted by patriarchal and sexist attitudes which prohibits the promotion of real gender equality.

15 It is recognised that various forms of sexual orientations exist such as the lesbian, gay, bisexual, transgender and intersex (LGBTI) (Mavhandu-Mudzusi, 2016:105). Although it is not necessary to unpack in this study, it is important to note.
(Aschman, 2014:98). According to the South African Human Rights Commission (SAHRC) (2017:6), South Africa has historically been identified as a country where women are marginalised and treated as unequal to men. This marginalisation of women has lead to various forms of gender-based violence. The SAHRC (2017:6) asserts that gender-based violence experienced by women in South Africa can largely be attributed to cultural and social practices whereby a woman’s role in society is often only perceived as limited to motherhood and being a housekeeper. Jewkes and Abrahams (2002:1239) identify that in South Africa “male control of women and notions of male sexual entitlement feature strongly in the dominant social constructions of masculinity in South Africa”. These patriarchal view means that women are at a disadvantage in all aspects of their lives including society, their homes and in the workplace.

In 2005 the Department of Labour in South Africa reported that internationally women are victims of multiple forms of discriminatory behaviour, attitudes and policies which prevent them from being fully integrated into the working world. Since the mid 1990’s, South Africa has changed and implemented various policies to increase the representation of women in the labour market but despite these efforts, women are still of the most unemployed gender (Department of Labour, 2005:1). It is suggested, by the Department of Labour (2005:1) that women are still at a disadvantage to men with regards to formal secure employment and income. The Department of Labour (2005:17) also reports that female unemployment is prevalent across every race group in South Africa and that from 1995 to 2005 there was an increase in female unemployment making the total female unemployment rate 53% by the end of 2005.

In an attempt to try reduce this inequality gap, there are numerous organisations who are advocates for gender equality and the empowerment of women within South Africa. The United Nations Global Compact South Africa (2018) has a diverse set of constituencies across all sectors of the economy and are committed to creating gender equality locally. The 30% Women’s club in South Africa (2015) is an organisation that seeks to ensure that gender transformation takes place on a much higher organisational level by ensuring that more women reach the CEO and executive board levels of organisations. Gender Links (2016) in a non-profit organisation that operates in fifteen countries in Sub-Saharan Africa and they are working to achieve equality by highlighting the issues women face daily. Each year a Gender Links (2016) report is issued in South Africa and throughout Sub-Saharan Africa to report on the current state of gender-based violence through statistics and research. These non-profit organisations are identified above to
demonstrate how many organisations are working towards creating gender equality both locally and globally and therefore validates how prevalent gender inequality in South Africa is.

5.6 GENDER INEQUALITY IN THE WORKPLACE

LeanIn.org and McKinsey & Company (2018) have conducted a “women in the workplace” study for four consecutive years which focuses on women in corporate America. In 2018, the data from 279 companies employing over 13 million people was used (LeanIn.org and McKinsey & Company, 2018:1). The data used from these companies involved information such as each organisation’s pipeline and Human Resource practices. Additionally, LeanIn.org and McKinsey & Company (2018) surveyed 64 000 employees about their workplace experiences. Among the people surveyed were women of various races, ethnic backgrounds and LGBTQ women to gain a more comprehensive view of women’s experiences (LeanIn.org and McKinsey & Company, 2018:1).

Several key points can be established from the study:
- The LeanIn.org and McKinsey & Company (2018:4) study has reported that for the fourth consecutive year, companies have claimed that they are dedicated to creating gender diversity however, this commitment is not visibly apparent as the number of women in corporate level positions have not changed in America.
- The number of women in corporate America graduating with bachelor degrees far outnumber men with bachelor degrees and women are asking for job promotions (LeanIn.org and McKinsey & Company, 2018:4)
- Women are staying in the workforce at the same rate of men even though it is thought that women are looking to leave the workforce to pursue other family responsibilities (LeanIn.org and McKinsey & Company, 2018:4)
- Women in corporate America remain seriously underrepresented and women of colour even more so (LeanIn.org and McKinsey & Company, 2018:5). Refer to figure 5.4.
- Generally, women and more specifically women of colour report receiving less support from their managers than their male counterparts (LeanIn.org and McKinsey & Company, 2018:12). This is an issue because it relates back to organisational sustainability, employer branding and employee wellbeing.
- 64% of women experience ‘microaggressions’\textsuperscript{16} in the workplace (LeanIn.org and McKinsey & Company, 2018:18)
- Sexual harassment is particularly prevalent in the workplace in America with 35% of women having experience some form\textsuperscript{17} of sexual harassment throughout their career (LeanIn.org and McKinsey & Company, 2018:22)

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{representation_corporate_pipeline_gender_race.png}
\caption{Representation of the corporate pipeline with specific reference to gender and race}
\end{figure}

\textsuperscript{16} Microaggressions are everyday “verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Wing Sue, 2019)
\textsuperscript{17} LeanIn.org and McKinsey & Company (2018:22) state these forms of sexual harassment range from hearing sexist jokes to being touched inappropriately in a sexual way.
5.7 CONCLUSION

The main objective of this study is to establish women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa. Therefore, gender equality in the workplace forms a main part of this study. This chapter began by outlining the history of the Feminist discourse and as Hannam (2014) believes, it is evident that not only does feminism stem as far back as the 1860s but that there are various forms of feminism. For the purpose of this study, no particular stance or type of feminism will be adopted but it is an important ideology to acknowledge and discuss. The study seeks to understand women as a whole within the professional working environment in South Africa and does not wish to separate women through various forms of feminism.

South Africa has a very diverse and complex societal system and it is for this very reason that intersectionality has been addressed. This study is aimed at women but is also cognizant of the fact that women may have various identities and that discrimination may take place against these identities (The Association for Women’s Rights in Development, 2014:2).

In South Africa, patriarchy is still overwhelmingly prevalent and just as defining the concept of patriarchy is complex and multi-layered, so is the way in which patriarchy presents itself in South Africa. There are obvious noticeable forms of patriarchy and then other forms of patriarchy may not be immediately noticeable or publicly displayed. It must be noted that not every man forms part of these patriarchal oppressions (Kinchole, 2001:525) and this study does not aim to generalise by encapsulating all men under this patriarchal umbrella. In particular, women in the workplace still experience forms of patriarchy and male domination (Kinchole, 2001:525) and there is evidence of this throughout the world.

Gender inequality is a global concern with global organisations and bodies such as the United Nations Women (2015) shedding light on the conditions women have to endure and pleading with countries and organisations to change their ways.

Chapter five concludes the literature review chapters and the next chapter will focus on the research methodology chosen for this study.
CHAPTER 6
METHODOLOGY

6.1 INTRODUCTION

Using the theoretical background and theories established in chapters two, three, four and five, this chapter will clearly outline the study’s chosen methodology. The chapter will begin with identifying the research problem which will be investigated through the research. The research problem then provides a framework for the main research question and three sub-questions. Thereafter, the research aims are defined and the theoretical statements are listed. The theoretical statements are made based on the literature in the previous chapters.

The next part of this chapter unpacks the methodological orientation chosen to conduct the research for this study. A quantitative methodological approach is delineated, justified and details of how the study will be conducted is outlined. The population of the study will be discussed and as a non-probability snowball sampling technique will be used, the use of this sampling technique will be explained.

The data collection method chosen to understand women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa is carefully detailed and then lastly, this chapter ends with a discussion around reliability, validity and ethical considerations.

6.2 RESEARCH PROBLEM

Multiple global organisations such as The Beijing Declaration and Platform for Action (United Nations, 1995), United Nations Women and Women’s Empowerment Principles (United Nations Global Compact, 2011) have emerged over the past few decades to address gender equality and the empowerment of women. UN Women (2014:9) observe that 20 years after the appointment of the Beijing Declaration and Platform for Action (1994), not one country has successfully achieved equality for women and girls and that high levels of inequality still exist between men and women.
6.3 RESEARCH QUESTION AND SUB-QUESTIONS

Taking the literature into consideration, the main research question is: What are women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa?

The research sub-questions are the following:

1. What are the perceptions of women in the corporate environment regarding the status quo of gender equality in the workplace?
2. How do women in the corporate environment in South Africa perceive employee engagement programmes?
3. What are the relationships between women’s perceptions of gender equality employee engagement programmes in the corporate environment and their demographic and sociographic characteristics, if any?

6.4 RESEARCH AIMS

In conjunction with the research questions stated above, several research aims have been established. The overall and first aim of the research is to answer the main research question of what women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa are. The second, third and fourth aim of the research is to establish answers to the three sub-questions of the research. Therefore, the second aim of this study is to establish what the perceptions of women in the corporate environment are with regards to the status quo of gender equality in the workplace. The third aim endeavours to answer what women’s perceptions are of employee engagement programmes in the corporate environment in South Africa. The fourth and last aim strives to answer if there are relationships between women’s perceptions of gender equality employee engagement programmes in the corporate environment and their demographic and sociographic characteristics.
6.5 THEORETICAL STATEMENTS

The following theoretical statements have been extracted from the literature in support of this research and chosen methodology:

- Strategic communication endorses purposeful and deliberate forms of communication and views organisations as a holistic system (Hallahan et al., 2007:4).
- Organisations are having to consider the concept of ‘sustainability’ in a much broader sense in that sustainability involves a multitude of internal and external stakeholders.
- The newest kind of branding known as employer branding, can assist organisations in not only attracting the right kind of human capital, but retaining their current employees too (Aldousari et al., 2017:153).
- Employee wellbeing has evolved to involve various forms of wellbeing including physical, emotional, spiritual and psychological wellbeing (Purcell, 2015).
- “Employee engagement involves the interplay of three factors: cognitive commitment, emotional attachment, and the behavioural outcomes that result from an employee’s connection with their company” (Gibbons, 2006:5).
- UN Women (2014:9) observe that 20 years after the appointment of the Beijing Declaration and Platform for Action (1994), not one country has successfully achieved equality for women and girls and that high levels of inequality still exist between men and women.

6.6 RESEARCH DESIGN

McGregor (2018:209) articulates that a research design involves both logic and logistical considerations. Logic calls upon the researcher to think about the type of data needed to answer the research question and sub-questions (McGregor, 2018:210). With this being said, the logic of this particular study is based on the researcher’s understanding that a larger sample would be needed to answer the main research questions and sub-questions. Therefore, a quantitative research methodology would need to be chosen. Quantitative studies usually rely on what is called reconstructed logic and for the purpose of this study, a cross-sectional design was chosen as the researcher would collect data for one sample, only once (McGregor, 2018:210).
The logistical component of the research calls upon the researcher to “collect evidence and analyse data to answer the research question and respect the type of research inquiry (the logic)” (McGregor, 2018:210). Therefore, as McGregor (2018:210) identifies, the logic will of the research will affect the logistical components of the research.

6.7 METHODOLOGICAL APPROACH

According to Davis (2014:13), there are three research approaches that can be chosen: qualitative, quantitative and mixed methods (a combination of quantitative and qualitative). The distinction between these approaches and the best suited approach is ultimately determined by the way in which the researcher wants to collect, analyse and interpret the data (Davis, 2014:14). A quantitative methodological approach is presented numerically and statistically whereas qualitative methods calls on the researcher to interpret the data (Davis, 2014:14). The research methodological orientation chosen is a quantitative approach as the research aims to gain a general assessment of women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa. To justify this approach, the research will be descriptive and aim to make certain generalisations of the population based on the research findings. Davis (2014:14) identifies that when the researcher aims to make certain generalisations of a larger population, based on a sample, a quantitative methodological approach should be adopted.

Quantitative methodology calls on the researcher to adopt what is known as the process of deduction. Deductive theory is adopted as the researcher is trying to establish a link between the theory and social research being conducted (Bryman, 2012:24). This deductive theory process is demonstrated by figure 6.7 below:
6.8 POPULATION AND SAMPLING

Foster (2011:6) describes a population as “an entire set of objects or people.” Therefore, the population for this study will be women working in the formal corporate environment who have access to and are active on the social media platform, LinkedIn. The research is not partial to any specific business sector as the research aims to gain a broad set of data which will enhance the diversity and variety of the research. However, only women who are employed within the formal corporate working environment can participate. LinkedIn is the chosen platform for the distribution of the research instrument because it is a platform for professional corporate people within the formal working environment. One limitation of using LinkedIn is that the researcher cannot guarantee honesty from participants regarding their gender. With this being said, the research will clearly communicate that this study requires female participants only.
After a population is established, a sample needs to be identified. Huck et al. (2012:1) states "a sample is a subset of a population". Therefore, the sample is a smaller part of the population (Huck et al., 2012:1). A non-probability snowball sampling technique will be used whereby the researcher will draw on their LinkedIn network to encourage women to participate in the survey. Atkinson and Flint (2011:104) describe snowball sampling as the use of “social networks of identified respondents, which can be used to provide a researcher with an escalating set of potential contacts”. This sampling technique works on a strong referral and recruitment system (Morgan, 2012:816) and will allow women to refer other women who share similar characteristics, the opportunity to participate in the survey. Certain demographics and sociographics will be included such as:

- Age bracket
- Race
- Education level
- The province they currently work in
- Annual income bracket
- Position held at current company

The above will hopefully allow the researcher to establish possible connections between the findings and these demographics and sociographics.

6.9 DATA COLLECTION

The data collection phase is one of the most important parts of any research because if the data is collected incorrectly, the findings of the research could be deemed as invalid (du Plooy-Cilliers & Cronje, 2014:147). According du Plooy-Cilliers and Cronje (2014:147) there are three pertinent aspects to consider when deciding on the data collection method:

1. The placement of the study in time: Is it current and will it continue to further research?
2. The time span: Is the study going to take place over a number of years (longitudinal study) or is it a snapshot of a single moment in time (cross-sectional)?
3. The time allocation: How long will it take to collect and conduct the actual research?
Taking the above into consideration, in order to gather the data needed for this study, the data collection instrument will be an online survey. Using a survey instrument will allow the researcher to study this very relevant and important topic which will contribute to further research and can be identified as a cross-sectional study as the research will not be conducted over several years. There are also various time limitations that the researcher has to consider.

To support the decision for using this online survey methodology, Babbie and Mouton (2011:232) state that surveys may be used for exploratory purposes and surveys are excellent methods for evaluating attitudes and positions when the research involves a sizable population. Toepoel (2016:2) identifies various reasons for using a survey as the data collection method, which pertaining specifically and directly to this study. Toepoel (2016:2) and du Plooy-Cilliers and Cronje (2014:160) both assert that online surveys are cost effective and allow the researcher to collect data on a large number of people in a short period of time. Another advantage is that a large amount of data can be extracted from each respondent in a short amount of time (du Plooy-Cilliers and Cronje, 2014:160). Surveys can also “measure a relatively large number of variables and investigate the relationships among them” (Morgan, 2017:10). Another advantage of the survey instrument is its versatility as surveys can be conducted in a variety of settings (du Plooy-Cilliers and Cronje, 2014:160). Morgan (2017:11) also states that “surveys have a particular strength with regard to objectivity because of the use of easily examined and reproduced questionnaires to generate data”.

Toepoel (2016:2) cautions that questions (in this case statements) in a survey should be carefully developed and advises that the researcher only formulate relevant statements. Therefore, a pilot study will be conducted with a similar sample as Babbie and Mouton (2011:244) stress that the pre-testing phase of research is imperative when the research involves one or several cultural groups.

The researcher will use an online social media platform, specifically LinkedIn, to call on women to complete the survey and participate in the study. The survey will be completely anonymous and voluntary. The researcher aims to have 180-220 participants complete the online survey. Google Forms will be used to develop and create the online survey which will allow the researcher to collate all the information in one consolidated platform via an excel spreadsheet and create graphs, charts and custom tables which will assist with the analysis. This excel spreadsheet will then be imported into SPSS which will be unpacked under the data analysis section.
The online survey will be divided into sections which will be established from the main themes in the literature. These themes are as follows: Employee Engagement, Creating Shared Value, Employee Wellbeing and Gender Equality. Each section will have numerous statements whereby respondents will answer using a 5 point Likert scale. The Likert scale allows respondents to identify the degree in which they agree with the statement (du Plooy-Cilliers & Cronje, 2014:159). The chosen 5 point likert scale will allow the respondent to evaluate the degree to which they agree through the following:

1= Strongly Disagree  
2= Disagree  
3= Neither Disagree or Agree  
4= Agree  
5= Strongly Agree

6.10 DATA ANALYSIS

As identified, a quantitative methodological approach has been chosen for this research which calls on the researcher to identify how the data will be analysed. Tharenou, Donohue and Cooper (2007:192) proposes that researchers need to establish a technique of analysis and these techniques are known as ‘univariate’, ‘bivariate’, or ‘multivariate’. Table 6.10 below compares the differences between the three:

Table 6.10: Techniques of analysis

<table>
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<th>Univariate</th>
<th>Bivariate</th>
<th>Multivariate</th>
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<tbody>
<tr>
<td></td>
<td>- Involves the analysis of only one variable</td>
<td>- Analysis of the relationship between two variables.</td>
<td>- Analysis of three or more concurrent relationships or variables.</td>
</tr>
<tr>
<td></td>
<td>- Includes percentages and measurements of one central tendency and dispersion (mean and)</td>
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</tr>
</tbody>
</table>
The technique of analysis applicable would be univariate as the research is based around only one variable being perceptions of gender equality employee engagement programmes in the South African corporate environment.

The data analysis tool used will be a statistical analysis also known as SPSS (Statistical Package for the Social Sciences). The researcher will use the SPSS system which is available at The University of Johannesburg. According to Babbie and Mouton (2011:583), SPSS can assist with summarising the data, generating graphs and tables, link and examine relationships among variables and perform tests of statistical relevance based on the formulated hypotheses.

6.10.1 SPSS outputs

According to SPSS (2018), the SPSS platform has several ways of displaying data that can be accessed through the ‘frequencies’ demand which exports bar charts, pie graphs, custom tables, percentiles, statistics and histograms. All of these outputs are able to display the frequency of each measurable variable with assists with the data analysis (SPSS, 2018). “A frequency distribution shows the number of times each score occurs in the set of scores under examination” (Foster, 2011:11). Usually researchers will create a ‘frequency table’ from SPSS which will also provide the researcher with percentages (SPSS, 2018). SPSS will be used to formulate descriptive statistics, to conduct an exploratory factor analysis, create custom tables and lastly to establish an analysis of variance (ANOVA).

6.10.2 Descriptive statistics

Pie charts will be created from the dataset provided from SPSS from the surveys conducted to describe the population using percentages. A pie chart will be created to display the provincial breakdown, age and income brackets, racial group breakdown and education level breakdown of all respondents.
6.10.3 Factor analysis

According to Pallant (2010:181) there are two approaches of factor analysis techniques that researchers can employ namely exploratory factor analysis (EFA) or confirmatory factor analysis (CFA). For the purpose of this study, an exploratory factor analysis will be utilised. The reason for this approach is as Pallant (2010:181) points out “exploratory factor analysis is often used in the early stages of research to gather information about (explore) the interrelationships among a set of variables.” In the data analysis and interpretation chapter, a table will be created with the following values: Kaiser-Meyer-Olkin (KMO) value, Bartlett's test of sphericity, eigenvalues, variance explained and factor loadings.

The KMO value “reveals the proportion of common variance in the data set” (Reinard, 2011:8). In this case, the researcher is looking for a large KMO value, above 0.50 as this indicates that the data is indeed suitable to be used in the factor analysis. Bartlett's test of sphericity is indicated by a small p, also known as a ‘probability value’ and in order for this test to be statistically significant, the results have to be below .05 (Reinard, 2011:9). If the results are below 0.05, this suggests that it is suitable for factor analysis because this proves that there are intercorrelations between the data (Reinard, 2011:9). Eigenvalues can also be referred to as ‘characteristic values’ and they “are measures of the variance explained by factors” (Reinard, 2011:8). Factor loadings, as explained by Reinard (2011:8) is the degree to which each variable correlates with each factor and the possible values range from −1.0 to +1.0 (Reinard, 2011:8).

6.10.4 Analysis of Variance (ANOVA)

As explained by Field (2011:2), the statistical analysis of variance (ANOVA) was developed in the 1930s by Ronald A. Fisher. According to Field (2011:2) “ANOVA refers to a family of statistical procedures that use the F test to test the overall fit of a linear model to the observed data”. Suter (2014:405) asserts that the F test is a statistical test which enables the researcher to determine if there is a statistical significance between two or more means. For the purpose of this research, ANOVA was utilised to establish if women in different age brackets, income brackets, racial groups, education levels and provinces perceive gender equality employee engagement programmes differently.
6.11 RELIABILITY AND VALIDITY

Reliability and validity is a critical part of any form of research. Bryman (2012:46) asserts that “reliability is concerned with the question of whether the results of a study are repeatable”. Reliability is closely associated, particularly in the social sciences, with consistency and is particularly relevant for quantitative research (Bryman, 2012:46).

Validity within quantitative research “refers to the issue of whether an indicator (or set of indicators) that is devised to gauge a concept really measures that concept” (Bryman, 2012:171).

6.11.1 Reliability analysis: Internal reliability

It is very common for most researchers to use Cronbach Alpha as a test of internal reliability (Bryman, 2012:170). According to Bonett and Wright (2014:1) Cronbach’s Alpha reliability “is one of the most widely used measurements of reliability in the social and organisational sciences”. The survey will be divided up into sections with various questions whereby the participants will answer using a likert scale. The likert scales will be used to gather information on women’s perceptions and experiences on certain agendas pertaining to employee engagement programmes and gender equality within the workplace. A sum or average of each question will be established thus allowing the researcher to establish certain interpretations.

6.11.2 Construct validity

Construct validity will be used as the logical relationship between all the variables in the survey will be established (Babbie & Mouton, 2011:123). Construct validity will be established through the factor analysis conducted. According to Westen and Rosenthal (2003:608) construct validity is used in studies in “which researchers use a measure as an index of a variable that is not itself directly observable”. In this case, the research is centred around women’s perception which is not directly observable and can only be researched based on the way in which women answer the questions in the survey. All variables and questions will be carefully constructed and the recipients will answer via a Likert scale making it possible to establish frequencies and connections. The data will also allow the researcher to prove or disprove the research hypothesis.
6.12 ETHICAL CONSIDERATIONS

Ethics is concerned with right and proper conduct (Israel, 2015:10) and for this context, right and proper conduct in every aspect of conducting this research. Respondents participating in the survey are made aware that their participation is completely anonymous and voluntary. The researcher is interested in the data and not in specific names and details of the respondents.

6.13 CONCLUSION

In South Africa, it is evident through the literature that there is not an extensive amount of research available on gender equality employee engagement programmes despite gender equality being a pertinent issue in this country. The research aims to describe women’s perceptions of gender equality employee engagement programmes in South Africa.

Survey methodology was chosen as the appropriate research design to gather data from women in South Africa. The chosen platform to disseminate the survey is LinkedIn as the research was looking for women working in the corporate environment in South Africa and LinkedIn is considered to be a professional networking platform. This quantitative methodological approach will allow the researcher to gather a large amount of data, quite easily, in a short amount of time. The survey statements will be carefully crafted based on the literature and main themes established in the literature review chapters. These themes are employee engagement, creating shared value (CSV), employee wellbeing and gender equality. Respondents will be asked to respond to statements in the survey via a five point likert scale. Furthermore, the respondents will remain fully anonymous, asked for their consent to participate in the study and will be asked to answer certain demographic and socio-economic questions. Respondents will be required to give their age, race, education level, the province they currently work in and then their income bracket.

In this quantitative study, the data will be analysed statistically using IBM’s SPSS (Statistical Package for the Social Sciences) system. Pie charts will be utilised to summarise the demographic and socio-economic results, also known as descriptive statistics, collected from the data. A factor analysis will be conducted to determine construct validity using Kaiser-Meyer-Olkin (KMO) value, Bartlett’s test of sphericity, eigenvalues, variance explained and factor loadings values. Custom tables will created to draw findings from the data using percentages and linking it back to the literature. Lastly the Analysis of Variance (ANOVA) will be conducted to establish if
women of different ages, races, provinces, income brackets and education levels perceive gender equality employee engagement programmes differently.

The next chapter will provide the values and answers for all of the above and answer the three research sub questions and main research question.
CHAPTER 7
FINDINGS AND ANALYSIS

7.1 INTRODUCTION

Based on the study’s quantitative methodology previous explained, this findings and analysis chapter explores the results obtained through a digital survey conducted using the Social Media platform LinkedIn to disseminate the survey. The survey was completely voluntary and anonymous and was available for women in the professional corporate environment to complete over a period of three months. The survey consisted of various demographic and sociographic questions such as age bracket, race, education level, residing province, income bracket and professional designation. The survey was categorised by various themes established from the literature namely; employee engagement, creating shared value, employee well-being and gender equality. Each section had numerous statements all using the same five point Likert scale for participants to answer. The Likert scale option used were strongly disagree, disagree, neither disagree or agree, agree and strongly agree.

Firstly this chapter will collate all demographic frequencies obtained from the research which will allow for a better understanding of the sample and participants. Secondly, each section’s results will be analysed using custom tables. Then an exploratory factor analysis will be conducted using the following values; Kaiser Meyer Olkin (KMO) value; Bartlett's test of sphericity; Eigenvalues; Variance Explained and Factor loadings. Thereafter the findings will be analysed through ANOVA to determine if there were any differences in perception based on age, education, income and race.

7.2 DESCRIPTIVE STATISTICS

This section will describe the characteristics of the sample for this study. 188 completed surveys were obtained from women working in the professional corporate environment in South Africa. This section will start with presenting the province distribution, then the age break down, then the race breakdown, education level breakdown and lastly income bracket distribution.
The pie chart below (Figure 7.2.1) represents the geographical residing provinces of the respondents in the survey in South Africa and it can clearly be seen that majority of the respondents work and live in Gauteng.

![Pie Chart](image)

**Figure 7.2.1: Demonstration of provincial breakdown from respondents in percentages**

Of the 188 participants, it can be seen that the most dominant age category was 26-35 with 44.10% of respondents indicating that they fell within this age bracket followed by the age bracket of 36-45 with 24.5% . Figure 7.2.2 below shows a breakdown of age brackets by percentages.
Respondents were also required to identify which race they identify as and majority of the respondents indicated that they identified themselves as white (63.9%) followed by black with 20.7%. Figure 7.2.3 below provides a full percentage breakdown of each racial group that participated in the survey.

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**Figure 7.2.2: Respondent’s age breakdown by percentage.**

**Figure 7.2.3 Percentage breakdown of each racial group that participated in the survey**
The respondents’ education level was also potentially important for the analysis of the findings as the researcher sought to draw possible conclusions between the education levels and the responses received. Figure 7.2.4 below indicates the education levels of all 188 respondents and interestingly enough there was quite an even range of education levels. 21.8% of respondents reported that they had a university honours degree and 21.8% of respondents reported that their highest education level was a Matric certificate. Respectively, 14.4% indicated they had a masters degree and 14.9% reported they had a university or college diploma.

Respondents were also required to provide the income bracket they are currently fall in and the reason this income bracket data was important to obtain was because the researcher sought to establish if there are any connections between certain income brackets and how they responded to the statements in the survey. This form of analysis will happen later in this chapter.

As shown in figure 7.2.5 below, the highest earning income bracket percentage wise was R195 851 - R305 850 with 27.1% of women saying they fall within this bracket. Interestingly, the second highest earning income bracket percentage wise is the R708 311 - R1 500 000 bracket with 19.1% of women indicating they earn an annual salary within that bracket.
7.3 EXPLORATORY FACTOR ANALYSIS

There are two main types of factor analysis, one being Exploratory Factor Analysis (EFA) and the other being Confirmatory Factor Analysis (CFA) (Williams, Onsman & Brown, 2010:3). The type of factor analysis used for the purpose of this study is an Exploratory Factor Analysis and four separate Exploratory Factor Analysis were performed via SPSS. According to Williams et al., (2010:2) there are various objectives of exploratory factor analysis. Some of these objectives involve reducing the number of variables in a dataset, examining the interrelationships between the variables, developing theoretical constructs, assistance with either proving or disproving theories and lastly construct validity. All of the mentioned objectives are important however an Exploratory Factor Analysis was conducted as a construct validity technique.

The validity of any study is vitally important as it requires the researcher to prove that the research methodology chosen has indeed measured what it was supposed to measure (Pallant, 2010:7). For this quantitative study, the researcher made use of construct validity as an Exploratory Factor Analysis was used. According to Pallant (2010:7) "construct validity involves testing a scale not against a single criterion but in terms of theoretically derived hypotheses concerning the nature of the underlying variable or construct".
Table 7.3 demonstrates each factors Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy, Bartlett’s Test of Sphericity, Eigenvalues, Variance Explained values and factor Loadings. According to Williams et al., (2010:5) the KMO index ranges from 0 to 1 and 0.5 is suitable for factor analysis. Williams et al., (2010:5) explains that the Bartlett’s Test of Sphericity should have a P value less than 0.5 (p<.05) in order to be suitable and significant. The KMO values and Bartlett’s Test of Sphericity values in table 6.3.1 are all above 0.5 which suggests that the sample size was adequate for factor analysis. The Bartlett’s P values are all <0.05 which means that there was an adequate number of correlations. According to Kaizers criterion or eigenvalue rule, factors are retained if they have a value of 1 or above ( >1 ) and therefore four factors were retained in the solution. The Factor Loading values in the table are all above 0.5 indicating that all items are strong enough to measure the particular constructs they intended to measure.

The respondents were asked to respond to 37 statements in total with a likert scale relating to employee engagement (EE), creating shared value (CSV), employee well-being (EWB) and lastly women identity and gender equality (GE), all of which were factor analysed using principal component analysis with variant rotation.

Table: 7.3: Exploratory factor analysis

<table>
<thead>
<tr>
<th>Factor(s)</th>
<th>KMO Value</th>
<th>Bartlett’s Test</th>
<th>Eigenvalues</th>
<th>Variance explained (%)</th>
<th>Factor loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1: Employee Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE11: I am positive about my job and the organisation</td>
<td>.929</td>
<td>P-value&lt;0.05/0 or .000</td>
<td>6.096</td>
<td>55.417%</td>
<td>.845</td>
</tr>
<tr>
<td>EE10: I feel like I can be myself at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.806</td>
</tr>
<tr>
<td>EE3: At work, I have the opportunity to do what I do best everyday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.795</td>
</tr>
<tr>
<td>EE6: I feel like I can voice my opinions at work and they matter</td>
<td>.772</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE5: I feel cared about as a person by my manager or someone else at work</td>
<td>.760</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE2: I have all the materials and equipment to accurately fulfill my tasks</td>
<td>.746</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE9: I feel as though I have been given the opportunity to grow in my career within the last year</td>
<td>.740</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE1: I know what is expected of me at work and my role is clearly defined</td>
<td>.696</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE7: I feel as though my job and work contributes to the mission and purpose of the company</td>
<td>.688</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE4: Within the last month, I have received praise or recognition by my manager, for doing good work</td>
<td>.683</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE8: My colleagues are committed to doing quality work</td>
<td>.630</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Factor 2: Creating Shared Value

| CSV2: I work for a company that looks for solutions to community challenges and needs | .820 | P-Value<0.05/0.000 | 2.986 | 74.641 | .915 |
| CSV1: I work for a company that cares about the community around them | | | | | .897 |
| CSV4: The company you work for is known for benefitting society | | | | | .848 |
| CSV5: The company you work for invests in training people | | | | | .789 |

### Factor 3: Employee Wellbeing

<p>| EWB5: The company I work for cares about my overall wellbeing (physically, psychologically and spiritually) | .890 | P-Value&lt;0.05/0.000 | 5.195 | 64.942 | .884 |
| EWB2: I feel emotionally and psychologically well | | | | | .859 |
| EWB1: The company I work for encourages a healthy lifestyle | | | | | .851 |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Factor 4: Women Identity and Gender Equality</th>
</tr>
</thead>
<tbody>
<tr>
<td>EWB3: My work contributes to my overall happiness</td>
<td></td>
</tr>
<tr>
<td>EWB10: The company I work for has a clearly defined employee wellbeing plan</td>
<td></td>
</tr>
<tr>
<td>EWB4: I know my purpose in life and my work helps me achieve that</td>
<td></td>
</tr>
<tr>
<td>EWB9: Being innovative and creative is encouraged in my company and manager</td>
<td></td>
</tr>
<tr>
<td>EWB11: I am actively looking for another job because I am unhappy in my current job</td>
<td></td>
</tr>
<tr>
<td>GE6: In my workplace, there are equal career development opportunities for men and women</td>
<td>.839</td>
</tr>
<tr>
<td>GE8: As a woman, I feel supported to advance my career and apply for higher positions</td>
<td></td>
</tr>
<tr>
<td>GE7: My company is doing what it takes to improve gender diversity</td>
<td></td>
</tr>
<tr>
<td>GE4: Being a woman has affected my chances of getting a promotion</td>
<td></td>
</tr>
<tr>
<td>GE2: I feel as though my male colleagues progress</td>
<td></td>
</tr>
</tbody>
</table>
quicker in their careers compared to myself and other female colleagues

GE10: The company I work for is aware of the gender gap in South Africa and is working to reduce this

GE5: Gender inequality still exists in the workplace in South Africa

GE3: I believe that pay inequality exists between males and females with the same credentials in my workplace

7.4 CUSTOM TABLES

According to Morgan, Reichert and Harrison (2017:23), a researcher can display and describe data in two ways namely measures of central tendency (mean, median and mode) and the distribution of scores (standard deviation and percentages). This section will discuss the custom table below which incorporates the collation of percentages per statement as well as the mean (M) and standard deviation (SD) per statement. In this way, this section will cover measures of central tendency as well as the distribution of scores/percentages. For ease of reference and reporting, the strongly agree and agree percentages have been combined as well as the strongly disagree and disagree percentages. Important findings will then be highlighted and compared to the literature found throughout the literature review process.

Table 7.4: Results demonstrated by percentage, mean and standard deviation

<table>
<thead>
<tr>
<th>Factor</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE1: I know what is expected of me at work and my role is clearly defined</td>
<td>75.5%</td>
<td>16.5%</td>
<td>8%</td>
<td>4.05</td>
<td>1.012</td>
</tr>
<tr>
<td>EE2: I have all the materials and equipment to accurately fulfill my</td>
<td>68.6%</td>
<td>16.5%</td>
<td>14.9%</td>
<td>3.84</td>
<td>1.079</td>
</tr>
<tr>
<td>tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>EE3: At work, I have the opportunity to do what I do best everyday</td>
<td>63.8%</td>
<td>18.6%</td>
<td>17.6%</td>
<td>3.81</td>
<td></td>
</tr>
<tr>
<td>EE4: Within the last month, I have received praise or recognition by my manager, for doing good work</td>
<td>59.6%</td>
<td>18.6%</td>
<td>21.8%</td>
<td>3.59</td>
<td></td>
</tr>
<tr>
<td>EE5: I feel cared about as a person by my manager or someone else at work</td>
<td>62.2%</td>
<td>20.2%</td>
<td>17.6%</td>
<td>3.69</td>
<td></td>
</tr>
<tr>
<td>EE6: I feel like I can voice my opinions at work and they matter</td>
<td>48.9%</td>
<td>25%</td>
<td>26.1%</td>
<td>3.38</td>
<td></td>
</tr>
<tr>
<td>EE7: I feel as though my job and work contributes to the mission and purpose of the company</td>
<td>77.6%</td>
<td>13.3%</td>
<td>9.1%</td>
<td>4.05</td>
<td></td>
</tr>
<tr>
<td>EE8: My colleagues are committed to doing quality work</td>
<td>61.7%</td>
<td>25.5%</td>
<td>12.8%</td>
<td>3.68</td>
<td></td>
</tr>
<tr>
<td>EE9: I feel as though I have been given the opportunity to grow in my career within the last year</td>
<td>48.4%</td>
<td>21.3%</td>
<td>30.3%</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>EE10: I feel like I can be myself at work</td>
<td>63.8%</td>
<td>19.7%</td>
<td>16.4%</td>
<td>3.71</td>
<td></td>
</tr>
<tr>
<td>EE11: I am positive about my job and the organisation</td>
<td>55.4%</td>
<td>23.9%</td>
<td>20.7%</td>
<td>3.57</td>
<td></td>
</tr>
<tr>
<td>CSV1: I work for a company that cares about the community around them</td>
<td>57.5%</td>
<td>25%</td>
<td>17.6%</td>
<td>3.62</td>
<td></td>
</tr>
<tr>
<td>CSV2: I work for a company that looks for solutions to community challenges and needs</td>
<td>50.5%</td>
<td>28.7%</td>
<td>20.7%</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>CSV3: The company I work for is only concerned about making money</td>
<td>35.1%</td>
<td>21.8%</td>
<td>43.1%</td>
<td>2.92</td>
<td></td>
</tr>
<tr>
<td>CSV4: The company you work for is known for benefitting society</td>
<td>51.6%</td>
<td>28.7%</td>
<td>19.7%</td>
<td>3.49</td>
<td></td>
</tr>
<tr>
<td>CSV5: The company you work for invests in training people</td>
<td>58%</td>
<td>21.3%</td>
<td>20.8%</td>
<td>3.62</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>EWB1</td>
<td>EWB2</td>
<td>EWB3</td>
<td>EWB4</td>
<td>EWB5</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>The company I work for encourages a healthy lifestyle</td>
<td>47.8%</td>
<td>26.6%</td>
<td>25.5%</td>
<td>3.36</td>
<td></td>
</tr>
<tr>
<td>I feel emotionally and psychologically well</td>
<td>48.9%</td>
<td>20.7%</td>
<td>30.3%</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>My work contributes to my overall happiness</td>
<td>56.4%</td>
<td>18.1%</td>
<td>25.5%</td>
<td>3.46</td>
<td></td>
</tr>
<tr>
<td>I know my purpose in life and my work helps me achieve that</td>
<td>50%</td>
<td>25.5%</td>
<td>24.5%</td>
<td>3.41</td>
<td></td>
</tr>
<tr>
<td>The company I work for cares about my overall wellbeing (physically, psychologically and spiritually)</td>
<td>45.7%</td>
<td>21.8%</td>
<td>32.4</td>
<td>3.19</td>
<td></td>
</tr>
<tr>
<td>I am often absent from work due to physical illnesses</td>
<td>9.6%</td>
<td>4.3%</td>
<td>86.2%</td>
<td>1.59</td>
<td></td>
</tr>
<tr>
<td>I am often absent from work due to psychological and/or emotional issues</td>
<td>7.5%</td>
<td>5.9%</td>
<td>86.7%</td>
<td>1.55</td>
<td></td>
</tr>
<tr>
<td>I am adaptable and open to change in my working environment</td>
<td>79.3%</td>
<td>13.8%</td>
<td>6.9%</td>
<td>3.99</td>
<td>.905</td>
</tr>
<tr>
<td>Being innovative and creative is encouraged in my company and manager</td>
<td>59%</td>
<td>20.2%</td>
<td>20.8%</td>
<td>3.61</td>
<td></td>
</tr>
<tr>
<td>The company I work for has a clearly defined employee wellbeing plan</td>
<td>31.4</td>
<td>25%</td>
<td>43.6%</td>
<td>2.84</td>
<td>1.355</td>
</tr>
<tr>
<td>I am actively looking for another job because I am unhappy in my current job</td>
<td>21.3%</td>
<td>20.7%</td>
<td>58%</td>
<td>2.35</td>
<td>1.415</td>
</tr>
<tr>
<td>I feel like I am treated equally within the workplace by my employer compared to my male colleagues</td>
<td>47.3%</td>
<td>20.2%</td>
<td>32.4%</td>
<td>3.24</td>
<td>1.400</td>
</tr>
<tr>
<td>I feel as though my male colleagues progress quicker in their careers compared to myself and other female colleagues</td>
<td>35.6%</td>
<td>25%</td>
<td>39.3%</td>
<td>2.93</td>
<td>1.290</td>
</tr>
</tbody>
</table>
7.4.1 Employee Engagement findings

As extensively described in the literature review chapter, employee engagement involves numerous factors and organisations have to consciously and actively ensure that their employees are engaged, which ultimately contributes towards the sustainability of the organisation. Employee engagement is not only related to one’s job but the relationship and connection the employee has with their manager and the overall organisation (Gibbons, 2006:5). Custom Insights (2018) reports that employee engagement can be measured by an employee’s levels of motivation, involvement or emotional commitment to an organisation.

Gibbon (2006:6) emphasises that the relationship between an employee and their manager is incredibly influential when it comes to employee engagement and Makros and Sridevi (2010:91) validate that a solid manager-employee relationship serves as a vital component in the
organisation’s employee engagement. The survey findings show that 59.6% of respondents agreed to receiving praise or recognition by my manager, for doing good work they are doing. This is positive as it reinforces that employee-manager relationship and makes an employee feel valued. However, 21.8% of respondents said they have not received any praise or recognition for the good work that they are doing. This lack of recognition could lead to personal disengagement which has multiple consequences for the organisation. Robinson et al., (2004:21) points out that employee engagement is evoked by how valued and involved an employee feels. This leads to the next set of interesting findings which relates to EE6 and EE7 in the survey which is “I feel like I can voice my opinions at work and they matter” and “I feel as though my job and work contributes to the mission and purpose of the company”. 48.9% of respondents said they are able to voice their opinions at work and feel like it matters. 26.1% of respondents said they feel like they cannot voice their opinion at work and although this is not a particularly high percentage, it still needs to be taken into consideration. The reason for this is pinpointed by Robinson et al., (2004:21) who postulates that one key driver of employee engagement is an employee’s freedom to feel comfortable enough to voice their ideas, opinions and concerns but also feel like these matter once they are voiced. Furthermore, the findings for the statement “I feel as though my job and work contributes to the mission and purpose of the company” shows that 77.6% of respondents responded that they agree to this statement. This positive result could indicate that 77.6% of the respondents feel like they are working towards a common goal and an organisational purpose, which the organisation has clearly defined. This could also indicate that 77.6% of respondents feel like they are of value to the organisation, which contributed towards creating an engaged workforce. This is justified through Makros and Sridevi (2010:90) who cite Perrin’s Global Workforce Study (2003) which defines employee engagement as an “employees' willingness and ability to help their company succeed”. Seijts and Crim (2006:1) define an engaged employee as someone who cares about the sustainability and longevity of the organisation and is also willing to invest more time and effort than expected, to contribute to the success of the organisation.

The last finding discussed in this section relates to the statement “I feel as though I have been given the opportunity to grow in my career within the last year”. Positively, 48.4% of respondents said they agree with this statement which could be advantageous to an organisation’s overall employee engagement. As Gibbons (2006:6) asserts, one of the drivers of employee engagement is career growth opportunities. This driver explains that employees need to feel as though there are future career and growth opportunities within their current organisation, which contributes towards employee engagement (Gibbon, 2006:6). Another source which testified the importance
of career growth opportunities for employees to remain engaged is Makros and Sridevi (2010:91). Makros and Sridevi (2010:91) cite The Blessing White (2006) study which found that almost 60% of employees surveyed want more opportunities for growth and the opportunity to move forward in their career to remain satisfied in their jobs. Therefore, if we compare the finding of 60% wanting more career opportunities to the study’s 48.4% who said they have been given the opportunity for growth in their organisation, it could be speculated that almost half of these women who participated in this study is engaged as employees in their organisations.

7.4.2 Creating shared value findings

As Porter and Kramer (2011:4) explain, creating shared value essentially calls on organisations to take the lead in bringing organisations and societies closer together. Essentially, the concept of creating shared value compelled organisations to operate and act in a manner that demonstrates their care for the community and society around them. This concept has gained traction because organisations have realised that they can no longer operate in a silo and that their business practices do indeed affect the people within their community as well as the natural environment. Organisations are now starting to understand how important it is to listen to their stakeholders and their needs as they have proven to be incredibly influential on the success and sustainability of the organisation (Invernizzi et al., 2016:182).

57.5% of all respondents agreed that the company they work for cares about the community around them. 17.6% said they disagree that the company they work for cares about the community around them and 25% respondent neutrally and this neutral response could possibly be interpreted in two ways. The first interpretation is that these respondents may not be fully aware of what their company does to show they care about their surrounding community. The second interpretation is that perhaps they feel that their company does do certain things to demonstrate their care, but not enough to validate an ‘agree’ response. Respondents were also asked to respond to the statement of “the company you work for is known for benefiting society” and 51.6% of respondents agreed that their company is known for benefiting society. 58% of respondents also agreed that their company invests in training people which could be linked back to two concepts namely creating shared value and employee engagement. Overall, this section of the survey provided encouraging results about organisational efforts concerning creating shared value and the importance of organisations caring for various internal and external stakeholders.
The concept of employee wellbeing has evolved quite substantially as organisations begin to realise and accept that employee wellbeing is quite complex (Keyes et al., 2001:1007). It has already been established that employee wellbeing involves numerous physical, emotional and psychological constructs and therefore organisations have had to change the way they view and address employee wellbeing (Näswall & Kuntz, 2018:1). The benefits of properly implemented employee wellbeing structures and strategies are infinite. Employees who feel taken care of physically, emotionally and psychologically are likely to perform better, have a lower absenteeism rate and are more adaptable to change (Näswall & Kuntz, 2018:1 & Kaplan et al., 2017:6).

The survey asked 188 women to respond to numerous employee wellbeing statements. Respondents were asked if they feel emotionally and psychologically well and 48.9% agreed and said they did, 20.7% answered neutrally and 30.3% disagreed and said they do not feel emotionally and psychologically well. It is positive to see that just under half of all respondents feel emotionally and psychologically well however 30.3% of respondents said they do not which could have a negative impact on their productivity at work. It is necessary to compare the results from this statement to the results for statement “I am often absent from work due to psychological and/or emotional issues”. 86.7% of respondents disagreed with this statement whereas only 7.5% agreed. Perhaps more research could be conducted in future to identify what would cause only the 7.5% of respondents to be absent from work due to emotional and/or psychological issues when 30.3% of respondents agreed that they do not feel emotionally and psychologically well. Respondents were also asked if they are often absent from work due to physical illness and 86.2% of respondents disagreed indicating they are not and 9.6% of respondents agreed saying they are. Interestingly, the neutral results for statements “I am often absent from work due to physical illnesses” and “I am often absent from work due to psychological and/or emotional issues” were the lowest throughout the entire survey with 4.3% and 5.9% respectively. This could indicate that the majority of respondents took these 2 statements seriously and were certain that they either agree or disagree. This could mean that the respondents truly know the state of their emotional, psychological and physical wellbeing which is very positive.

The last set of results to be discussed in this section pertains to the statement “being innovative and creative is encouraged in my company and manager”. The reason this statement was in the survey conducted was because Huhtala and Parzefall (2007:299) expresses that innovation and
creativity are central to an organisation’s success and this innovation stems from employees and their willingness to be innovative. 59% of respondents agreed that creativity and innovation is encouraged by their manager and organisation. 20.2% responded neutrally and 20.8% said they disagree.

7.4.4 Gender Equality findings

The gender equality section of the survey was structured to include concepts such as patriarchy, gender equality and the gender pay gap. According to the literature, South Africa is still struggling with noticeably visible forms of gender inequality (Aschman, 2014:98). According to Aschman (2014:98) South Africa is still largely influenced by patriarchal views and sexist attitudes which infiltrates every part of women and young girls lives. Jewkes and Abrahams (2002:1239) argues that these overwhelming overriding patriarchal systems in South Africa put women and girls at a disadvantage at every stage of their lives.

Women in the survey were asked if they feel as though they are treated equally within the workplace by their employer compared to their male colleagues. 47.3% agreed and said they are, 20.2% answered neutrally and 32.4% disagreed and said they are not. When asked if women feel as though their male counterparts progress quicker in their careers compared to them or other female colleagues, 35.6% agreed, 25% answered neutrally and 39.3% disagreed. Women in the survey were asked if they feel that being a woman has affected their chances of getting a promotion, 54.7% agreed that it had. An outstanding 69.1% of all women who participated in the survey said they agree that gender inequality still exists in the workplace in South Africa. These findings correspond with the literature found that South Africa has historically been identified as a country where women are marginalised and treated as unequal to men (SAHRC, 2017:6)

Two statements in the survey have particularly high neutral results. The first statement being “my company is doing what it takes to improve gender diversity” and the second being “the company I work for is aware of the gender gap in South Africa and is working to reduce this”. The first statement has a neutral result of 42.6% and the second statement has a neutral result of 41% and both these statements pertained to the organisation. This could be an indication that the women who participated in this survey are not necessarily sure about their organisations’ stance or plan around these two important concepts.
7.7 ANALYSIS OF VARIANCE (ANOVA)

ANOVA was created in the 1930's by Ronald A. Fisher and the data is used and manipulated to establish the effect, if any, on a continuous variable (Field, 2011:34). With this being said, pertaining specifically to this research, ANOVA was used to establish if there is a difference in the way women of different ages, education levels, races and income brackets perceive Gender Equality Employee Engagement Programmes in the South African Corporate Environment. Therefore the ‘continuous variable’ was Gender Equality Employee Engagement Programmes and 4 separate ANOVA tests were run comparing this variable to age, education levels, race and income brackets.

The ANOVA tables below show that there was no statistical significance in the way women of different ages, education levels, income brackets and races perceive Gender Equality Employee Engagement Programmes. This may seem like no result was found however the fact that no differences were identified is indeed a result. This could suggest that women in South Africa perceive Gender Equality Employee Engagement Programmes in the same way and that their perceptions are not affected or altered by their age, education, race or income. Perhaps this gives the researcher an even stronger result as there seems to be a unified perception and result from the findings. This could also be interpreted that there are not different pockets of perceptions and feelings about Gender Equality Employee Engagement Programmes which essentially makes it easier to establish a way forward for all women. The reason for this is if there were significant differences in the way women perceived Gender Equality Employee Engagement Programmes, then establishing these programmes could be a lot more difficult as there would need to be various programmes tailored for women of specific ages, races, income brackets and education levels.
Table 7.7.1: ANOVA table comparing age and perceptions of gender equality employee engagement programmes.

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>7.779</td>
<td>5</td>
<td>1.556</td>
<td>2.065</td>
<td>.072</td>
</tr>
<tr>
<td>Within Groups</td>
<td>137.118</td>
<td>182</td>
<td>.753</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>144.896</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creating Shared Value</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>6.455</td>
<td>5</td>
<td>1.291</td>
<td>1.267</td>
<td>.280</td>
</tr>
<tr>
<td>Within Groups</td>
<td>185.493</td>
<td>182</td>
<td>1.019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>191.948</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employee Well Being</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>5.204</td>
<td>5</td>
<td>1.041</td>
<td>1.550</td>
<td>.177</td>
</tr>
<tr>
<td>Within Groups</td>
<td>122.217</td>
<td>182</td>
<td>.672</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>127.422</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Women Identity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2.949</td>
<td>5</td>
<td>.590</td>
<td>.678</td>
<td>.640</td>
</tr>
<tr>
<td>Within Groups</td>
<td>158.238</td>
<td>182</td>
<td>.869</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>161.188</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gender Equality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>5.589</td>
<td>5</td>
<td>1.118</td>
<td>1.116</td>
<td>.353</td>
</tr>
<tr>
<td>Within Groups</td>
<td>182.285</td>
<td>182</td>
<td>1.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>187.874</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table demonstrates that there is no detectable statistical difference in the way in which the sample perceives gender equality employee engagement programmes based on their age.

Table 7.7.2: ANOVA table comparing education levels and perceptions of gender equality employee engagement programmes.

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>5.795</td>
<td>6</td>
<td>.966</td>
<td>1.257</td>
<td>.280</td>
</tr>
<tr>
<td>Within Groups</td>
<td>139.101</td>
<td>181</td>
<td>.769</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>144.896</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creating Shared Value</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>14.922</td>
<td>6</td>
<td>2.487</td>
<td>2.543</td>
<td>.022</td>
</tr>
<tr>
<td>Within Groups</td>
<td>177.026</td>
<td>181</td>
<td>.978</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>191.948</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employee Well Being</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>5.273</td>
<td>6</td>
<td>.879</td>
<td>1.302</td>
<td>.258</td>
</tr>
<tr>
<td>Within Groups</td>
<td>122.149</td>
<td>181</td>
<td>.675</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>127.422</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Women Identity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>5.039</td>
<td>6</td>
<td>.840</td>
<td>.974</td>
<td>.445</td>
</tr>
<tr>
<td>Within Groups</td>
<td>156.148</td>
<td>181</td>
<td>.863</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>161.188</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gender Equality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>7.022</td>
<td>6</td>
<td>1.170</td>
<td>1.171</td>
<td>.324</td>
</tr>
<tr>
<td>Within Groups</td>
<td>180.852</td>
<td>181</td>
<td>.999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>187.874</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table demonstrates that there is no detectable statistical difference in the way in which the sample perceives gender equality employee engagement programmes based on their education levels.

Table 7.7.3: ANOVA table comparing income and perceptions of gender equality employee engagement programmes

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee_Engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>3.501</td>
<td>6</td>
<td>.584</td>
<td>.747</td>
<td>.613</td>
</tr>
<tr>
<td>Within Groups</td>
<td>141.395</td>
<td>181</td>
<td>.781</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>144.896</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creating_Shared_Value</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>4.467</td>
<td>6</td>
<td>.744</td>
<td>.719</td>
<td>.635</td>
</tr>
<tr>
<td>Within Groups</td>
<td>187.481</td>
<td>181</td>
<td>1.036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>191.948</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employee_Well_Being</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>7.183</td>
<td>6</td>
<td>1.197</td>
<td>1.802</td>
<td>.101</td>
</tr>
<tr>
<td>Within Groups</td>
<td>120.239</td>
<td>181</td>
<td>.664</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>127.422</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Women_Identity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>10.464</td>
<td>6</td>
<td>1.744</td>
<td>2.094</td>
<td>.056</td>
</tr>
<tr>
<td>Within Groups</td>
<td>150.724</td>
<td>181</td>
<td>.833</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>161.188</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gender_Equality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>8.059</td>
<td>6</td>
<td>1.343</td>
<td>1.352</td>
<td>.236</td>
</tr>
<tr>
<td>Within Groups</td>
<td>179.815</td>
<td>181</td>
<td>.993</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>187.874</td>
<td>187</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table demonstrates that there is no detectable statistical difference in the way in which the sample perceives gender equality employee engagement programmes based on their income brackets.
Table 7.7.4: ANOVA table comparing race and perceptions of gender equality employee engagement programmes

<table>
<thead>
<tr>
<th></th>
<th>ANOVA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sum of Squares</td>
</tr>
<tr>
<td><strong>Employee Engagement</strong></td>
<td>Between Groups</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>Creating Shared Value</strong></td>
<td>Between Groups</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>Employee Well Being</strong></td>
<td>Between Groups</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>Women Identity</strong></td>
<td>Between Groups</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>Gender Equality</strong></td>
<td>Between Groups</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

The above table demonstrates that there is no detectable statistical difference in the way in which the sample perceives gender equality employee engagement programmes based on their race.

7.8 CONCLUSION

The main purpose of this study is to answer the main research question which asks “what are women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa?” For this quantitative study, this chapter extensively discussed the descriptive statistics of the sample showing that 89.40% of all respondents worked in Gauteng and 44.10% of respondents were between the ages of 26 and 35. The sample consisted of 63.80% white respondents and 20.70% black respondents and overall, the sample displayed quite a mixture of education levels. The two predominant annual income brackets were R0 – R195 850 with 18.1% and R195 851 – R305 850 with 27.1%. An exploratory factor analysis was conducted using SPSS to ensure construct validity by providing values for Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy, Bartlett's Test of Sphericity, Eigenvalues, Variance Explained values and factor Loadings. A custom table was created to adequately display all results (represented by percentages) for each statement in the survey. The table consisted of ‘agree’, ‘neutral’ and ‘disagree’ percentages as well each factors mean and standard deviation. These
results were then analysed based on the literature review conducted in order to compare the literature with the research findings. These results will then be used to answer the research questions in the next chapter. The last part of this chapter addressed the Analysis of Variance (ANOVA) which was analysed using SPSS to establish if the sample consisting of different ages, races, education levels and income brackets perceived gender equality employee engagement programmes differently. The conclusion from the data showed via ANOVA is that there were no detectable statistical differences in the way the sample perceived gender equality employee engagement programme based on certain demographics or sociographics. The fact that the data was unable to detect a statistical difference is indeed still a result which could be interpreted as women’s perceptions of gender equality employee engagement programmes are unified and not influenced based on their age, income, education or race. This could perhaps help organisations going forward in that they may not have to tailor their gender equality employee engagement programmes to suit certain demographics.
CHAPTER 8
CONCLUSION AND RECOMMENDATIONS FOR FURTHER RESEARCH

8.1 INTRODUCTION

The purpose of this study was to investigate women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa. This research is significant in that there is not an extensive amount of research available from a South African perspective on gender equality employee engagement programmes. This study is supported by a substantial literature review as presented in chapters two through five which incorporates both global and local perspectives of the key concepts associated with this study. The literature review addressed topics such as organisational sustainability, corporate social responsibility, creating shared value, the employer brand, employee wellbeing, employee engagement and gender equality to mention a few. The quantitative online survey was developed using the literature as a theoretical background and disseminated using LinkedIn and 188 women participated in the survey making it a non-representative sample. To conclude this study, this chapter will answer the three research sub-questions using the statistics presented in chapter seven. The results will also be linked back to the literature found in order to potentially establish similarities or differences between the results and published literature. This chapter will also identify and outline the limitations of this quantitative study. This chapter will end off with the researchers future study recommendations.

8.2 ANSWERING THE RESEARCH QUESTIONS

The study aimed to collect data to answer the main research question of ‘what are women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa?’ The data collected proved useful in answering the research problem and three sub-questions. This quantitative study gathered data from 188 anonymous surveys done by women in South Africa and was analysed through SPSS. The survey was created and guided by the chosen meta-theory of the reflective paradigm and the theoretical foundation of the emerging paradigm of strategic communication. The findings were useful to understand how organisations implement employee engagement and gender equality through the perceptions of employees.
gathered by the study’s non-representative sample. These findings will be extensively discussed by answering the research sub-questions below.

The first research sub-question was: “What are the perceptions of women in the corporate environment regarding the status quo of gender equality in the workplace?”

The study was able to gather various answers on the status quo of gender equality in the workplace. 69.1% of respondents agreed that gender inequality still exists in the workplace in South Africa with only 12.8% respondents disagreeing. This is a clear indicator, as the literature expresses, that the South African corporate environment is still plagued by various forms of gender inequality. However, 54.7% of women who participated in the study disagreed that being a woman hindered their chances of getting a promotion with only 23.9% agreed that it did. Perhaps this could mean that organisations in South Africa are actively focusing on promoting female employees and possibly trying to change the patriarchal views of men progressing quicker than women.

When women were asked about the gender pay gap, 44.1% of respondents agreed and believed that pay inequality exists between males and females with the same credentials in my workplace. This is alarming because although the one finding shows that women are receiving promotions in the workplace, they still feel as though their male counterparts get paid more, despite having the same credentials. Perhaps this could be interpreted as organisations simply giving female employees promotions but not remunerating them in the same way as men.

Therefore, it has to be asked whether organisations are truly doing everything they can to create gender equality in the workplace or simply addressing small pockets of gender equality in an attempt to please certain stakeholders. This then corresponds with the finding that 42.6% of women answered neutrally to the statement “my company is doing what it takes to improve gender diversity”. This is a very high percentage of neutral answers and perhaps the women who participated in this survey are unable to see their organisation’s efforts to improve gender diversity. This could be due to the organisations futile attempts at trying to improve gender diversity or they are simply unaware of the organisations plan to improve this due to lack of communication from the organisation.

Only 47.3% of women said they feel as though they are treated equally in the workplace by their employer compared to their male colleagues with 20.2% answering neutrally and 32.4% of women indicating that they are not treated equally. Therefore, not even half of the respondents were able to confidently answer that they are treated equally in the workplace by their employer. As Albertyn
(2011:140) postulates, South Africa’s patriarchal society still views women as subordinate to men both publicly and privately. This is clearly visible through this finding and this unequal treatment hinders women from reaching their full potential (Albertyn, 2011:140).

Therefore to answer this research question, the status quo of gender equality in the workplace is not as positive as it should be given the amount of attention and pressure gender equality has received both globally and locally. In 2019, all women in the workplace should be able to confidently answer that they are treated equally in the workplace and receive the same amount of remuneration as their male counterparts. All women in the South African have the right to feel equal to males within the corporate environment and every facet of corporate life. Currently based on these findings, this is not the case.

The second research sub-question was: How do women in the corporate environment in South Africa perceive employee engagement programmes?

Women in the survey were asked to respond to several employee engagement related statements and based on the results, the study was able to answer this research question. 77.6% of female respondents said they agree that their job and work contributes to the mission and the purpose of their company which means that the companies these respondents work for have communicated the company’s goals, mission and purpose with employees. This is a positive result gathered from the research as an integral part of employee engagement is communication with employees about the goals and purpose of the company. It is imperative that each employee knows and understands how they contribute to that purpose. These results directly corresponds with Gibbon’s (2006:6) “line-of-sight” employee engagement driver which states that employees need to be able to draw correlations between their own performance and the success of the organisation. The second positive result gathered from the data related to the statement “I know what is expected of me at work and my role is clearly defined” with 75.5% of respondents agreeing to this statement. Respectively, these results could indicate that the companies these respondents work for are actively working on employee engagement programmes relating specifically to employees and their roles within the company. 62.2% of respondents agreed to feeling cared about as a person by their manager or someone else at work. This contributes significantly to employee engagement and also corresponds with employee well-being. Only 48.9% of respondents said they feel like they can voice their opinion at work and feel like it
According to Robinson et al., (2004:21), in order for employees to be engaged, they need to feel involved in decision making and feel as though their opinions are valued.

Career growth opportunities are also directly linked to employee engagement. Both Gibbon (2006:6) and Makros and Sridevi (2010:91) emphasise that for employees to remain satisfied and engaged, there needs to be career growth plans or opportunities for them. 48.4% agreed to being given the opportunity to grow their career within the past year and 30.3% of respondents said they have not been given the opportunity to grow professionally.

Seijts and Crim (2006:1) define employee engagement by describing the engaged employee as someone who cares about the sustainability and longevity of the organisation and is also willing to invest more time and effort than expected, to contribute to the success of the organisation. Based on the findings from this study, 55.4% of respondents said they are positive about their job and organisation, with 23.9% answering neutrally and 20.7% said they are not feeling positive about their job and organisation.

To answer this research sub-question, based on the data received and comparing it back to the literature, women's perceptions of employee engagement programmes are positive. Majority of the women who participated in the study seem to be engaged and have a positive perception of their organisation’s employee engagement programmes.

The third research sub-question was: “What are the relationships between women’s perceptions of gender equality employee engagement programmes in the corporate environment and their demographic and sociographic characteristics, if any?”

In order to answer this research sub-question, an analysis of variance (ANOVA) was performed to try to establish if women of different demographics and sociographics have different perceptions of gender equality. Based on the results from SPSS, and as demonstrated in tables 7.7.1 - 7.7.4, the differences are not strong enough to be identified by the statistics. Therefore, the data shows that there was no statistical significance in the way in which women from different ages, locations, education levels, income brackets and races perceived gender equality employee engagement programmes in South Africa. The researcher specifically included this sub-question to establish if organisations in South Africa should be tailoring various gender equality employee engagement programmes based on women's ages, races, income brackets, locations or
education levels. It may be speculated that based on the fact that there is no statistical significant differences found, that no result was found. However, in this case, this is indeed a result and a finding. The data demonstrates that the differences between women of different demographics and sociographics is not significant enough to report on, meaning that majority of the women who participated in the survey perceive gender equality employee engagement programmes similarly.

In this study, it can be assumed that women’s perceptions are not greatly influenced by their age, income, location, race or education. Therefore, this means that organisations may not necessarily have to create multiple employee engagement programmes to suit women of various demographics and sociographics. Ultimately, organisations can look and treat women as a unit making it easier for them to implement successful employee engagement programmes for women. Organisations are not required to diversify their strategies on employee engagement for women because collectively, women’s perceptions are the same about gender equality employee engagement programmes.

8.3 LIMITATIONS TO THE STUDY

The study has successfully achieved its research aims however, there were some limitations to the study as discussed below:
- The researcher was bound by time and therefore was only able to gather data from 188 respondents. More respondents would have been advantageous however, a non-representative sample of 188 respondents was sufficient for this quantitative study.
- Due to this being a quantitative study, the respondents designations were obtained in the survey however they were not utilised in the study due to the data analysis methodology chosen.
- 89.40% of the respondents in this study are from Gauteng and therefore, this is a limitation in that the other areas in South Africa are not sufficiently represented. This could have been mitigated by time and other social media activities.

8.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Given the above limitations of the study, below are some recommendations for further research should another researcher wish to build on this study:
- With more time, more responses could be gathered to build upon this research from a bigger sample thus giving the researcher more data to draw conclusions from, representing an even greater part of women in South Africa.

- A qualitative study could be conducted to gain in-depth research and insights on women's perception of gender equality employee engagement programmes in South Africa. This qualitative study could use the existing statistical data to guide the next sample and possibly guide the interview questions of the next study.

- Further quantitative research can be conducted on women in other areas of South Africa, excluding Gauteng, to gather a better understanding of their perceptions for a more holistic South African perspective.

- In future, research could be conducted on if or how, women in South Africa would like employee engagement programmes to be tailored specifically for them. This could be obtained through qualitative research.

- Lastly, the investigation of men's perceptions of gender equality in the corporate environment in South Africa could be conducted. Gaining a male perspective on how they view gender equality in the corporate environment may yield some interesting and practical findings to create a truly equal working environment for all women in South Africa.
9. SOURCE LIST


APPENDIX A: THE UNITED NATIONS 17 SUSTAINABLE DEVELOPMENT GOALS (SDGS)
Women’s Perceptions Of Gender Equality Employee Engagement Programmes In The South African Corporate Environment.

Dear potential participant

This study is being conducted as part of my research dissertation for my Masters degree in Strategic Communication with the University of Johannesburg. The purpose of this study is to investigate women’s perceptions of gender equality employee engagement programmes in the South African corporate environment.

The main research question is: What are women’s perceptions of gender equality employee engagement programmes in the corporate environment in South Africa?

STUDY PROCEDURE:

If you are a WOMAN working in the professional corporate environment in SOUTH AFRICA, you are eligible to participate.

Firstly, you will be asked to answer several demographic questions and then answer questions using a 1-5 point scale. The survey will take you NO LONGER THAN 10 MINUTES TO COMPLETE.

YOUR CONFIDENTIALITY:

This study will allow for full anonymity. You are not required to provide your name or company details. The results of your answers will be recorded to contribute to a statistical analysis.

BENEFITS OF BEING PART OF THIS STUDY:

The benefits of being part of this study is you would be contributing to a body of knowledge on employee engagement gender equality programmes and convey how you would like to be engaged and what you would like to be engaged on, along with some other important aspects.

YOUR RIGHTS AS A PARTICIPANT:

At any time before or during the survey, you may refuse to take part in the study.

If you are willing to participate, you would be contributing to a body of knowledge that could possibly facilitate change in the workplace. Please click “YES” in the next informed consent section.

Should you have any questions of comment, please contact Elaine Ainsworth at elaine@magnesium.tech

Thank you for your participation.
Informed consent

At any time, should you wish to exit the online survey, you may do so and your answers will not be recorded and will not contribute to the data set.

I hereby consent to participating in this study: *

☐ Yes

Demographics

Please select the applicable answer for the below.

What is your current age bracket *

☐ 18-25
☐ 26-35
☐ 36-45
☐ 46-55
☐ 56-65
☐ 65+

Please indicate your race *

☐ Black
☐ White
☐ Coloured
☐ Indian
☐ Asian
☐ Other
Please stipulate your education Level *

- Less than a National Senior Certificate (Matric)
- National Senior Certificate (Matric)
- University bachelor's degree
- University / college diploma
- University Postgraduate degree (honours)
- University Postgraduate degree (masters)
- University Postgraduate degree (doctorate)

Which province in South Africa do you currently work in? *

Please select the province.

- Eastern Cape
- Free State
- Gauteng
- KwaZulu-Natal
- Limpopo
- Mpumalanga
- Northern Cape
- North West
- Western Cape
Please stipulate your Annual income bracket (in South African Rands) *

1. R0 – R195 850
2. R195 851 – R305 850
3. R305 851 – R423 300
4. R423 301 – R555 600
5. R555 601 – R708 310
6. R708 311 – R1 500 000
7. R1 500 001 and above

Professional position held at current company *

Short answer text

Survey

There are four sections below. Please answer each statement using the 5 point scale provided.

EMPLOYEE ENGAGEMENT

Employee engagement can be described as the relationship between an organisation and their employees. It is also the extent to which you, as an employees, feel passionate about your job and are committed to the organisation.

Indicate on a scale of 1 to 5 the extent to which you agree with each of the following statements.
1= Strongly Disagree
2= Disagree
3= Neither Disagree or Agree
4= Agree
5= Strongly Agree
### Statements below *

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<td>EE1: I know what is expected of me at work and my role is clearly defined</td>
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<td>EE2: I have all the materials and equipment to accurately fulfill my tasks</td>
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<td>EE3: At work, I have the opportunity to do what I do best everyday</td>
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<td>EE4: Within the last month, I have received praise or recognition by my manager, for doing good work</td>
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<td>EE5: I feel cared about as a person by my manager or someone else at work</td>
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<td>EE6: I feel like I can voice my opinions at work and they matter</td>
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<td>EE7: I feel as though my job and work contributes to the mission and purpose of the company</td>
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<td>EE8: My colleagues are committed to doing quality work</td>
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<td>EE9: I feel as though I have been given the opportunity to grow in my career within the last year</td>
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<td>EE10: I feel like I can be myself at work</td>
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<td>EE11: I am positive about my job and the organisation</td>
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Creating Shared Value

Creating shared value (CSV) is a concept that encourages organisations to provide value to society and address social needs.

Indicate on a scale of 1 to 5 the extent to which you agree with each of the following statements:
1 = Strongly Disagree
2 = Disagree
3 = Neither Disagree or Agree
4 = Agree
5 = Strongly Agree

**Statements below**

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<td>CSV1: I work for a company that cares about the community around them</td>
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<td>CSV2: I work for a company that looks for solutions to community challenges and needs</td>
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<td>CSV3: The company I work for is only concerned about making money</td>
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<td>CSV4: The company you work for is known for benefiting society</td>
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<td>CSV5: The company you work for invests in training people</td>
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There has been an increased focus on employee wellbeing because employers are now having to consider their employees’ physical, emotional, psychological and spiritual well being.

Indicate on a scale of 1 to 5 the extent to which you agree with each of the following statements.
1 = Strongly Disagree
2 = Disagree
3 = Neither Disagree or Agree
4 = Agree
5 = Strongly Agree

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<tr>
<th>EWB1: The company I work for encourages a healthy lifestyle</th>
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<th>EWB2: I feel emotionally and psychologically well</th>
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<th>EWB3: My work contributes to my overall happiness</th>
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<th>EWB4: I know my purpose in life and my work helps me achieve that</th>
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<th>EWB5: The company I work for cares about my overall well being (physically, psychologically and spiritually)</th>
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<th>EWB6: I am often absent from work due to physical illnesses</th>
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EWB7: I am often absent from work due to psychological and/or emotional issues

EWB8: I am adaptable and open to change in my working environment

EWB9: Being innovative and creative is encouraged in my company and manager

EWB10: The company I work for has a clearly defined employee well being plan

EWB11: I am actively looking for another job because I am unhappy in my current job

**Gender Equality**

South Africa is particularly challenged with variations of gender inequality and it is important to assess how women experience gender equality in the professional corporate environment.

Indicate on a scale of 1 to 5 the extent to which you agree with each of the following statements.
1 = Strongly Disagree
2 = Disagree
3 = Neither Disagree or Agree
4 = Agree
5 = Strongly Agree
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<th>GE1: I feel like I am treated equally within the workplace by my employer compared to my male colleagues</th>
<th>GE2: I feel as though my male colleagues progress quicker in their careers compared to myself and other female colleagues</th>
<th>GE3: I believe that pay inequality exists between males and females with the same credentials in my workplace</th>
<th>GE4: Being a woman has affected my chances of getting a promotion</th>
<th>GE5: Gender inequality still exists in the workplace in South Africa</th>
<th>GE6: In my workplace, there are equal career development opportunities for men and women</th>
<th>GE7: My company is doing what it takes to improve gender diversity</th>
<th>GE8: As a woman, I feel supported to advance my career and apply for higher positions</th>
<th>GE9: Patriarchal and sexist attitudes still exist in my workplace</th>
<th>GE10: The company I work for is aware of the gender gap in South Africa and is working to reduce this</th>
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# Mini-Dissertation Final

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