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# PERSONNEL MANAGEMENT POLICIES AND PRACTICES AND THE INCLUSION OF INDIVIDUALS WITH DISABILITIES: A QUANTITATIVE STUDY

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## ABSTRACT

This study analyzes how the policies and practices of personnel management directed at individuals with disabilities in João Pessoa, PB, Brazil, are configured concerning their insertion and inclusion into the labor market. For such, a quantitative research of descriptive character was conducted using the survey method. The research was developed with individuals, with and without disabilities, who worked and resided in João Pessoa. In total, 90 individuals partook of the study, 45 of which presented disability while the other 45 presented none. The questionnaire was applied in person and made available on the internet by means of the Google Docs system. Data analysis was done using SPSS, consisting of a factorial and descriptive analyses, analysis of variance (ANOVA) and non-parametric tests Kruskal-Wallis and median. The results demonstrated that, despite the individuals with disabilities perceiving an evolution of personnel management policies and practices applied by the organizations regarding the manner of capturing, accepting and coexisting with individuals with disabilities, they are not yet enough to assure their effective inclusion in the labor market.

**Keywords:** Individuals with disability. Inclusion. Labor market. Personnel management policies and practices.

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## RESUMO

*Esse estudo analisa como se configuram as políticas e práticas de gestão de pessoas voltadas às pessoas com deficiência em João Pessoa-PB, no que se refere à sua inserção e inclusão no trabalho. Para tanto, foi realizada uma pesquisa do tipo quantitativa, de caráter descritivo, utilizando o método survey. A pesquisa foi desenvolvida com pessoas, com e sem deficiência, que trabalham e residem em João Pessoa-PB. No total, participaram 90 pessoas, sendo 45 com deficiência e 45 sem deficiência. O questionário foi aplicado presencialmente e disponibilizado através do sistema do Google Docs, via internet. A análise dos dados contou com o auxílio do SPSS, e subsidiou a realização da análise fatorial, descritiva, análise de variância (ANOVA), do teste não paramétrico, Kruskal-Wallis e da mediana. Os resultados demonstram que apesar dos respondentes com deficiência perceberem evoluções nas políticas e práticas de gestão de pessoas desenvolvidas pelas organizações quanto à maneira de captar, aceitar e conviver com as PcD, estas ainda não se apresentam como suficientes para assegurar a efetiva inclusão das pessoas com deficiência no mercado de trabalho.*

**Palavras-Chave:** Pessoas com Deficiência. Inclusão. Mercado de Trabalho. Políticas e Práticas de Gestão de Pessoas.

## 1 INTRODUCTION

The productivity ideals related to the entrepreneurial labor world do not agree with incapacity and forms different from those dictated as society behavior and life models (CORRER, 2003, p.18). These ideals confront with the lack of knowledge of managers regarding the work capability of individuals with disabilities (IwD), making their inclusion into the labor market difficult (CARREIRA, 1997; CARVALHO-FREITAS, 2007). In addition, the IwD present higher incidence, intensity and levels of multidimensional poverty (PINILLA-RONCANCIO, 2018) and greater violence rate (KHALIHEH et al., 2013; MIKTON; SHAKESPEARE, 2014), when compared to individuals with no disability (InD).

Due to this, the equality of labor opportunities and rights of individuals with disabilities have become a challenge for organizational activity, since the companies are responsible for adopting appropriate measures and means that would allow coexistence with the adversities, disabilities and differences (LEAL; MATTOS; FONTANA, 2013).

The insertion of IwD into the organizations has gained force with the promulgation of Laws nº 8112/90 and nº 8213/91 (quotas laws), which determined a percentage of the mandatory hiring of IwD in public and private companies, in function of the number of workers. However, the compliance to these laws has been known to allow only the insertion of IwD into the organizations, and not their inclusion.

Attaining to the fact that hiring IwD is anchored only in the legal imperative, and it is expected that the companies seek forms of circumventing these demands, of minimizing their effects or even delay their effective application (SIMONELLI; CAMAROTO, 2011). Thus, it is perceived that, despite the fact of legislation contributing to guarantee the basic rights of the citizen, assuring professionals with disabilities the opportunity of partaking of the labor market, it does not assure the effective inclusion of individuals with disability.

Even in European countries, the effective inclusion of IwD in organizations is challenging. When studying Spanish organizations considered socially responsible, Sergóvia-San-Juan, Saavedra and Fernandez-de-Tejada (2017) verified that they are more concerned with improving their external image then guaranteeing the effective inclusion of IwD.

Thus, it is considered that the main changes to benefit the inclusion of IwD in the working force of these organizations are those related to adapting the work conditions and practices,

sensitizing the workers and adapting their personnel management policies and practices (CARVALHO-FREITAS, 2009). Wooten (2008) stated that, for overcoming inclusion barriers, the organization must incorporate adaptations to their personnel management policies and practices in order to accommodate workers with disabilities, balancing professional and personal needs.

International studies have demonstrated the existence of attitude barriers in organizations in disfavor of lwd (BENOMIR, NICOLSON, BEAIL, 2016; ZHENHG et al., 2016; HAO et al., 2015; ROHMER; LOUVET, 2018, among others). Other studies, such as that conducted by Honey et al. (2014), indicate that, in comparison to InD, lwd have greater difficulties in maintaining employment and advancing their career within the organizations. It seems clear, therefore, that there are differences in personnel management policies and politics between lwd and InD.

In this context, the present study aimed at analyzing how the personnel management policies and practices directed at individuals with disability are configured in João Pessoa, PB, Brazil, regarding insertion and inclusion at work.

## 2 THEORETICAL REFERENTIAL

### 2.1 From insertion to inclusion

The professional insertion of individuals with disability, that is, the act of introducing individuals with disability into the work environment, allowing their coexistence and relations with other individuals, and performing the professional activities entrusted to them (CARVALHO-FREITAS, 2007) has been practiced according to distinct postures and paradigms along history, in different contexts and times (BAHIA; SCHOMMER, 2010).

Recent decades have been taken by different phases that systematize the relation between individuals with disability and the labor market. Sassaki (2006) identifies four phases, from exclusion, to segregation and interaction, until, finally, inclusion.

Until the 1970's, the exclusion phase prevailed, of which main premise was isolation from social coexistence, in both working environment and many aspects of societal life, followed by segregation, characterized by tutelage and charity practices toward lwd (GIL, 2005; BAHIA; SANTOS, 2010).

The integration phase emerged in the 1980's and is characterized, especially, by the mandatory adaptation of the lwd into society (BAHIA, 2006; BAHIA; SANTOS, 2010). From the 1990's, discussions on the paradigm of social inclusion begin, substantiating the principle that society must adapt to receive and coexist with lwd (WERNECK, 2003; SASSAKI, 2006).

The inclusion paradigm is normally confused with that of integration due to the fact that its meanings contain, analogically, the same idea, that is, the insertion of lwd into social systems. However, inclusion and integration largely differ in many aspects (MONTEIRO et al., 2011). While integration implicates that the lwd is who must adapt to society (WERNECK, 2003; BAHIA, 2006), inclusion is understood as the process by which society adapts to receive and coexist, in its general social systems, with lwd, and both, simultaneously seek their development to exercise citizenship (WERNECK, 2003; SASSAKI, 2006).

The organizational daily live for these professionals is known to be challenging. Burnout reports, for example, are common among professionals with disability (GIL-MONTE; FIGUEIREDO-FERRAZ, 2013).

## 2.2 Labor market: perspectives and challenges

The formal occupation instituted by the signed work permit represents the access to citizenship (FAGNANI, 2005). Such does not differ for IwD (TA; LENG, 2013). In this sense, Bezerra and Silva (2010, p.18) state that work is, without a doubt, one of the routes to construct citizenship for individuals with disability, but requires efforts from the society in search for institutional arrangements that allow this public to be inserted into the labor market. The starting point is the job offer. However, it is necessary to change the manner in which IwD are treated in the context of work relations (ALLI et al., 2002).

To face the challenge that consists of the insertion process of IwD into the labor market, it is necessary to elaborate laws that support IwD and that seek to expand the access opportunities to work. Under this perspective are Laws nº 8112 of December 11<sup>th</sup> 1990 (article 5<sup>th</sup>, §2<sup>nd</sup>) of chapter I (of the Provision), section I (general dispositions), and nº 8213 of July 24<sup>th</sup> 1991, article 93 of subsection on 'professional habilitation and rehabilitation'. The first establishes up to 20% of mandatory hiring of IwD (and/or rehabilitated) in public companies; the second disposes of plans for social security benefits, of which the private sector is required to destine 2 to 5% of their work posts to IwD, provided they be employed proportionally to the total number of employees (BRASIL, 1990; BRASIL, 1991).

However, it is important to note that the simple imposition of a requirement does not guarantee its compliance, or that companies come to willingly offer decent working conditions for IwD (PASTORE 2000, p.183). Barbosa-Gomes and Carvalho (2010) declare that the guarantee of insertion is not enough. The possibility of their stay in the labor market in a just and equal manner is necessary. On the other hand, Braga and Schumacher (2013, p.387) affirm that the establishment of inclusive legislation into the labor force depends more on the acceptance and understanding of the individuals the norm is destined for than on state force.

Thus, it remains for the companies to implement a more inclusive view, becoming more conscientious and attentive to the insertion process of IwD, since the harmonious coexistence between plural identity individuals and groups is not something that can be determined by law (MOURÃO; SAMPAIO; DUARTE, 2012, p. 211).

## 2.3 Personnel management policies and practices

The field of personnel management is seen as an important ally in the creation of mechanisms that can implement the wide inclusion process of individuals with disability at work. To deal with this challenge, the professionals of the Personnel management field must develop abilities indispensable for managing cultural and attitude changes, since they have the responsibility to attract, capacitate and maintain the workers with disability (KLIMOSKI; DONAHUE, 1997; DEMO et al., 2012).

International researches (e.g. BENOMIR, NICOLSON, BEAIL, 2016; ZHENG et al., 2016; HAO et al., 2015) have reported the existence of different attitudes toward workers with disability. To Zheng et al. (2016), the negative attitude toward disability is one of the main barriers for individuals with disability reaching for egalitarian opportunities. Benomir, Nicolson and Beail (2016) highlight that the culture and national context contribute for the configuration of such attitudes.

In another study, Nota et al. (2014) demonstrate that such attitude barriers are also present in employers. In their research with Italian employers, the owners of a medium sized company of the metallurgy sector, it was verified that the type of disability and its aesthetic presentation influenced employer attitude.

In the same sense, Rohmer and Louvet (2018), in an experiment conducted in France, showed that individuals with disability were systematically associated to lower enthusiasm at work and lower competence to initiate work when compared to individuals with no disability. There seems to be no doubt that personnel management has the role of overcoming such attitude barriers and achieve the effective inclusion of individuals with disability into organizations and the labor market (FILGUEIRAS, VILAR, REBELO, 2015).

Therefore, it is believed that what is searched in personnel management is that it adapt in order to equally address individuals with disability, even if different, in the same manner the other collaborators in the labor market (SNELL; BOHLANDER, 2013, p.88). For such, the company must organize itself. This adjustment can be done by combining the implementation of personnel management policies and practices with adequate working positions (LENGNICK-HALL; GAUNT; KULKARNI, 2008), in order to absorb and use the talent of professionals with disability, attaining to the barriers that hinder these workers from exercising their work activities (PASTORE, 2000).

For this research, the typology of personnel management policies and practices suggested by Demo and others (2014), based on Bohlander and Snell (2009), was used. This typology considers the following policies: recruitment and selection; involvement; training, development and education; working conditions; performance and competences evaluation; and remuneration and recompense. However, a cutout was performed for this study, considering only the two groups of policies presented below: recruitment and selection; and training, development and education, considering actions directed at IwD.

#### - Recruitment and Selection

Recruitment is a policy used by the company to invite candidates to ingress into the organization. According to Snell and Bohlander (2013, p.158), recruitment is the process of locating potential individuals to work for an organization and encourage them to candidate for positions already existent or that will be opened. In this sense, recruitment can be internal, external or involve both. This will depend on the availability of the personnel management professional, the policies adopted by the organization and of the abilities required for such position (SNELL; BOHLANDER, 2013).

Selection begins when recruitment ends. Lacombe (2005, p.79) defines selection as the set of practices and processes used to choose, from among the available candidates, that who seems to be the most suitable for the existing position. For Snell and Bohlander (2013, p/208), selection consists of a process for choosing individuals with qualifications relevant to the existing or planned positions.

Studies regarding the organizational inclusion of individuals with disability are generally restricted to the recruitment and selection policies and practices (CAMPOS; VASCONCELLOS; KRUCIANSKAS, 2013). This is due to the need for complying with legal demands. Under this perspective, the organizations begin to blindly higher individuals to comply with the law and for the need of capacitated professionals with disability for the work (BELTRÃO; BRUNSTEIN, 2012). It is believed that some individuals with disability end up excluded from this process, given that some companies have preference for certain disabilities (REIS; SILVA, 2012).

#### - Training, Development and Education

Training is an activity that involves the transmission of knowledge, the development and stimulation of abilities, aiming at personal and professional learning and growth of individuals and company, seeking to obtain a framework of prepared, qualified and competent professionals

to optimize the results and challenges. Marras (2000, p.145) states that training is a process of short-term cultural assimilation, with the objective of transferring or recycling knowledge, abilities or attitudes directly related to the execution of tasks or work optimization.

Allied to the training, organizational development has sought to develop human competences and talents by means of continuous learning and organizational strategy. According to Marras (2000, p.169), what is sought when developing a talent is awakening potential, allowing these to emerge and grow to the desired level.

Regarding individuals with disability, Monteiro and others (2011) advocate that the managers and remaining workers must be prepared and trained to welcome IwD into the working environment, seeking to overcome prejudice and, consequently, implementing organizational inclusion in this potentially productive group. For Jones (1997), it is necessary to provide training for the work colleagues of IwD, since the initiative can serve to remove misconceptions regarding the disability and instruct on how to best welcome this worker.

### 3 METHODOLOGICAL PROCEDURES

To reach the proposed objective, a descriptive study with quantitative approach was conducted. The research was developed with individuals with and without disability, who worked diverse segments of public and private companies and resided in João Pessoa-PB, Brazil. A total of 90 individuals participated, 45 of which presented disability and 45 who did not. The research contemplated all types of disabilities, including visual, hearing, physical and mental/intellectual.

The subjects were selected by accessibility using the “snowball” technique. A survey based on the Human Resources Policies and Practices Scale – HRPPS (DEMO; NEIVA; NUNES; ROZZET, 2014), and sociodemographic questions were applied. The HRPPS contemplates six HR policies: recruitment and selection; involvement; training, development and education; work conditions; performance and competence evaluation; and remuneration and recompense.

However, a cutout was used for this research, approaching only two groups of policies: recruitment and selection, and training, development and education, both comprised of six items each. Thus, the items of the scale are personnel management practices related to the policies abovementioned and measure the perception of the researchers concerning the personnel management organizational policies.

The questionnaire presented items in the form of assertions, with the objective of evaluating the level of agreement in a Likert scale of five points, with alternatives ranging from 1 to 5. In addition, multiple-choice questions regarding gender, the company and sector of the company in which they work, their functions, time in the position, age if deficient and which disability the participants presented, complemented the questionnaire. These variables aided in describing the profile of the individuals that defined the study sample.

The data were collected during the period from August to October of 2014. The participants were contacted by personal contact, telephone, e-mail or social networks and, according to the approval of each one, the application of the questionnaire was scheduled or the link (Google Docs) was sent. The collected data were transposed to the SPSS program, version 20.2 and, subsequently, submitted to statistical analyses.

For the data analyses, initially, a measuring scale analysis was performed, indicating the analyses of the factors and scores obtained in each construct, separately. Subsequently, the descriptive measures of each construct variables were verified per group (IwD and InD), emphasizing the significant results in relation to the position measures.

The results were analyzed according to recommendations made by Demo and others (2014). The authors suggest the following interpretation: the higher the value of the obtained arithmetic mean, the more the participant agrees with the content approached by certain factor. Values between 1 and 2.9 demonstrate discord, that is, the participant does not perceive the application of the personnel management policy in his/her work context. Values between 3 and 3.9 indicate participant impassivity and, finally, values between 4 and 5 indicate agreement. Thus, the more the mean approaches 5, the better the result, given that the participant perceives the application of personnel management policies in their work environment.

After conducting these procedures, a multivariate data analysis was conducted using the parametric technique analysis of variance (ANOVA) and non-parametric techniques Kruskal-Wallis and median analyses. All procedures were based on specialized literature (HAIR et al., 2005; COSTA, 2011).

## 4 DATA ANALYSIS AND DISCUSSION

In this item are presented the sequenced results of the statistical procedures. First, the measuring analysis is demonstrated, followed by the descriptive analysis of the sample. Subsequently, the analysis of variance (ANOVA), a parametric test, is performed, followed by the non-parametric tests Kruskal-Wallis and median analyses.

Concerning the sample profile, the results indicated a disparity between the genders, with 60% of men and 40% of women. The parameters of age of 31 to 40 years (37.8%), working in the private sector (66.7%) and time in the position of 2 to 4 years (28.9%), obtained higher answer frequency. Of the participants with disability, 25 (55.6%) presented physical disability, 14 (31.1%) presented hearing disability, 5 (11.1%) presented visual disability and 1 (2.2%) presented two disabilities, hearing and physical. Thus, among the disabilities, the physical is the most prevalent, followed by hearing.

### 4.1 Measuring Analysis

Initially, the quality indication measures of the variables in relation to the latent constructs were analyzed. Thus, the exploratory factorial analysis was conducted using the principal components method, conferring the internal consistency of the constructs and verifying the homogeneity of the items within the scale.

In the factor-determining phase, the variables were analyzed in order to extract the highest variance possible. Subsequently, the latent root technique (eigenvalue) was used, maintaining only the significant values, that is, those presenting latent root and eigenvalue superior to 1.

It is pertinent to note that, after the first extraction of the construct originally denominated recruitment and selection, the existence of two components with eigenvalue superior to 1 (one) was verified, which does not indicate a good extraction suitability, given that only one subjacent factor was expected. Therefore, a thorough evaluation of the sense of the enunciates of the variables of each factor was conducted, observing that the first factor comprised of three variables presented sense related to the idea of recruitment and, the disclosure and information to candidates regarding the selective process. Thus, the first factor was determined as recruitment.

The second factor comprised three variables that presented enunciates of which sense were associated to the idea of selection and related to the set of practices and processes used to choose the candidates. Thus, this factor was determined as selection. Therefore, the recruitment construct is comprised of three variables, the selection construct, by three variables and training, development and education, by six variables.

Table 1 presents the results from the exploratory factorial analysis of each variable belonging to the recruitment, selection and training, development and education constructs, also demonstrating the factorial scores and Cronbach alpha.

**Table 1** – Factorial extraction

| <b>Recruitment– Extracted variance=68.79%; Alpha=0.783</b>                                                                                                                                                               |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Variables</b>                                                                                                                                                                                                         | <b>Factorial Scores</b> |
| Apparent recruitment processes (external and internal) of candidates to occupy positions in the organization in which I work are widely disclosed                                                                        | 0.81                    |
| The organization in which I work discloses to the candidates information regarding the stages and criteria of the selection process                                                                                      | 0.85                    |
| The organization in which I work communicates to the candidates their performance at the end of the selection process                                                                                                    | 0.84                    |
| <b>Selection – Extracted variance=65.86%; Alpha=0.705</b>                                                                                                                                                                |                         |
| <b>Variables</b>                                                                                                                                                                                                         | <b>Factorial Scores</b> |
| The selection processes of the organization in which I work are disputed, attracting competent individuals                                                                                                               | 0.77                    |
| The selection tests of the organization in which I work are conducted by capacitated and impartial individuals                                                                                                           | 0.83                    |
| The organization in which I work uses many selection instruments (ex. interviews, tests, etc.)                                                                                                                           | 0.76                    |
| <b>Training, development and education – Extracted variance=64.44%; Alpha=0.885</b>                                                                                                                                      |                         |
| <b>Variables</b>                                                                                                                                                                                                         | <b>Factorial Scores</b> |
| The organization in which I work helps me to develop the competences necessary to the good performance of my functions (ex. training, participation in congresses, etc.)                                                 | 0.85                    |
| I can apply to my work the knowledge and behaviors learned during the trainings/events in which I participate                                                                                                            | 0.78                    |
| The organization in which I work stimulates learning and the production of knowledge                                                                                                                                     | 0.87                    |
| In the organization in which I work, the trainings are evaluated by the participants                                                                                                                                     | 0.81                    |
| The organization in which I work invests in my development and education, widely providing personal and professional growth (ex. total or partial funding for undergraduate or graduate studies, language courses, etc.) | 0.64                    |
| In the organization in which I work, the needs for training are periodically surveyed                                                                                                                                    | 0.81                    |

Source: Research data (2014).

It was verified that the analyzed constructs presented an explanation degree of 68.79%, 65.86% and 64.44%, respectively, of the total variance, which indicates good extraction suitability. Subsequently, the Cronbach alpha coefficient was extracted for measuring the confidence by internal consistency. The values obtained were of 0.783, 0.705 and 0.885, respectively, demonstrating a satisfactory level of consistency. When observing the factorial scores for each variable, it is noted that all values obtained were high, which suggests that all variables were suitable.

## 4.2 Descriptive measure analysis

In this phase are presented the descriptive measures of position (mean and quartile), dispersion (standard deviation) and form (asymmetry and kurtosis) per group (IwD and InD) of the constructs identified in the factorial analysis. Table 2 shows the descriptive measures of the recruitment construct.

**Table 2** – Descriptive measures of the recruitment construct

| <b>Panel 1 – descriptive measures of individuals with no disability</b>                                                                                     |             |                           |                  |                 |                   |           |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|------------------|-----------------|-------------------|-----------|-----------|
| <b>Variables</b>                                                                                                                                            | <b>Mean</b> | <b>Standard Deviation</b> | <b>Asymmetry</b> | <b>Kurtosis</b> | <b>Percentile</b> |           |           |
|                                                                                                                                                             |             |                           |                  |                 | <b>25</b>         | <b>50</b> | <b>75</b> |
| The apparent recruitment processes (external and internal) of candidates for filling the positions in the organization in which I work are widely disclosed | 3.13        | 1.59                      | -0.15            | -1.57           | 1.50              | 3.00      | 5.00      |
| The organization in which I work discloses to the candidates information regarding the stages and criteria of the selection process                         | 3.36        | 1.61                      | -0.54            | -1.35           | 1.00              | 4.00      | 5.00      |
| The organization in which I work communicates to the candidates their performance at the end of the selection process                                       | 3.20        | 1.57                      | -0.23            | -1.55           | 2.00              | 4.00      | 5.00      |
| <b>Panel 2 – descriptive measures of individuals with disability</b>                                                                                        |             |                           |                  |                 |                   |           |           |
| <b>Variables</b>                                                                                                                                            | <b>Mean</b> | <b>Standard Deviation</b> | <b>Asymmetry</b> | <b>Kurtosis</b> | <b>Percentile</b> |           |           |
|                                                                                                                                                             |             |                           |                  |                 | <b>25</b>         | <b>50</b> | <b>75</b> |
| The apparent recruitment processes (external and internal) of candidates for filling the positions in the organization in which I work are widely disclosed | 3.31        | 1.42                      | -0.43            | -1.26           | 2.00              | 4.00      | 4.00      |
| The organization in which I work discloses to the candidates information regarding the stages and criteria of the selection process                         | 3.56        | 1.42                      | -0.58            | -0.95           | 2.50              | 4.00      | 5.00      |
| The organization in which I work communicates to the candidates their performance at the end of the selection process                                       | 3.20        | 1.48                      | -0.27            | -1.37           | 2.00              | 4.00      | 4.50      |

Source: Research data (2014).

With the results obtained it was possible to note that the position measures of the variables from both groups obtained values between 3 and 3.9, which generally indicate indifference by part of the participants in relation to the assertions that comprise the construct, according to Demo et al. (2014). However, they are better evaluated by IwD, since the means and quartiles of the variables present higher scores for this group.

This perception of the worker with disability may be due to a change in the manner of how organizations conduct their recruitment process and/or the demands conditioned to the positions' descriptions (STONE AND WILLIAMS, 1997). Fernandes (2008) corroborates with this theory when stating that the organizations have sought to humanize the recruitment and selection processes for candidates with disabilities. On the other hand, the process and demands are still the same for candidates with no disability.

The variable "The organization in which I work discloses to the candidates information regarding the stages and criteria of the selection process" is highlighted, having obtained the highest average scores regarding both groups, InD (3.36) and IwD (3.56). Concerning the quartile, this vari-

able presented a high score from the first quartile of the lwd group. This indicates that, among the variables, this was the best fit to reality of recruiting experienced by the participants with disability.

This finding can be related to the fact of most companies are using the aid of specialized consultants for recruiting these workers (OLIVEIRA, 2008). According to BEZERRA (2010, p.65), this process is common among the organization and occurs in the following manner: the organizations engage the institutions that work with the formation of this public for the labor market, indicate the profile intended for the position and request that the institution send the suitable candidate. This authenticates that which Alli et al. (2002) sustains, that the companies hire another institution to perform the recruitment of the individuals with disability, receiving a previously selected worker in return, that is, the organizations have been outsourcing this service.

This scenery fits the recommendations of Monteiro et al. (2011) and Nambu (2003) who state that, with the difficulty in recruiting individuals with disability, the use of alternative resources emerge, such as contact with care organs and institutions for individuals with disability. Therefore, the use of this strategy can be supported by the opinions of the participants with disability.

In terms of standard deviation, the values are higher for the participants with no disability, indicating that there was greater variability in their opinions regarding the assertions. Concerning asymmetry, the variables are well behaved within the normality standards. These same variables presented kurtosis values entirely outside the normality standard, with the exception of only one variable related to the lwd group.

Table 3 presents the results of the descriptive measures of the selection construct.

**Table 3** – Descriptive measures of the selection construct

| <b>Panel 1 – descriptive measures for individuals with no disability</b>                                       |             |                           |                  |                 |                   |           |           |
|----------------------------------------------------------------------------------------------------------------|-------------|---------------------------|------------------|-----------------|-------------------|-----------|-----------|
| <b>Variables</b>                                                                                               | <b>Mean</b> | <b>Standard Deviation</b> | <b>Asymmetry</b> | <b>Kurtosis</b> | <b>Percentile</b> |           |           |
|                                                                                                                |             |                           |                  |                 | <b>25</b>         | <b>50</b> | <b>75</b> |
| The selection processes of the organization in which I work are disputed, attracting competent individuals     | 3.60        | 1.37                      | -0.71            | -0.79           | 2.00              | 4.00      | 5.00      |
| The selection tests of the organization in which I work are conducted by capacitated and impartial individuals | 3.56        | 1.48                      | -0.65            | -1.05           | 2.00              | 4.00      | 5.00      |
| The organization in which I work uses many selection instruments (ex. interviews, tests, etc.)                 | 3.91        | 1.39                      | -1.09            | -0.15           | 3.00              | 4.00      | 5.00      |
| <b>Panel 2 – descriptive measures of individuals with disabilities</b>                                         |             |                           |                  |                 |                   |           |           |
| <b>Variables</b>                                                                                               | <b>Mean</b> | <b>Standard Deviation</b> | <b>Asymmetry</b> | <b>Kurtosis</b> | <b>Percentile</b> |           |           |
|                                                                                                                |             |                           |                  |                 | <b>25</b>         | <b>50</b> | <b>75</b> |
| The selection processes of the organization in which I work are disputed, attracting competent individuals     | 3.71        | 1.29                      | -0.75            | -0.65           | 2.50              | 4.00      | 5.00      |
| The selection tests of the organization in which I work are conducted by capacitated and impartial individuals | 3.69        | 1.34                      | -0.45            | -1.27           | 2.00              | 4.00      | 5.00      |
| The organization in which I work uses many selection instruments (ex. interviews, tests, etc.)                 | 4.00        | 1.14                      | -1.13            | 0.53            | 3.50              | 4.00      | 5.00      |

Source: Research data (2014).

In relation to the position measures, it can be verified that, despite the variables presenting values between 3 and 3.9, they are higher for the variables of the participants with disability, which indicated that the IwD better perceive the application of the variables. Such posture ratifies the behavioral tendency of the companies in relation to the hiring of individuals with disability, given that most rely on the service of consultants for the selection process of these workers (OLIVEIRA, 2008).

Reis and Silva (2012) identified in their research that not all companies are concerned in conducting recruitment and selection process. Many skip important stages, concerning only in hiring workers with disability in order to comply with the law. Thus, the outsourcing process is ever more commonplace among organizations that seek aid and orientation for recruiting and selecting individuals with disability (ALLI et al., 2002; BEZERRA, 2010). According to Oliveira (2008, p.55), companies use the aid of these consultants in the selection process because the last know the norms and legislations, and can contribute in the process of seeking workers with disabilities in the labor market. According to Alli et al. (2002, p.22), many institutions and entities assume responsibility for the indication, referral or eventual substitution of a professional with disability. Thus, the sending of suitable candidates for the position offered is the responsibility of these institutions (BEZERRA, 2010).

According to Bahia, Schommer and Santos (2008), some companies still conduct interviews and group dynamics after receiving the candidates selected by the consulting institutions as a form of knowing the working facilities and difficulties of these individuals. This explanation corroborates the result found for variable "The organization in which I work uses many selection instruments (ex. interviews, tests, etc.)", given that this was the only variable that achieved an average value of 4.00, demonstrating agreement of the participants with disabilities with the related assertion. It is worth noting that, in addition to obtaining the highest position measures, this variable also presents the lowest deviation, which insinuates that the participants, especially those with disability, were more cohesive in their opinions regarding this assertion.

However, these procedures can be performed either by the HR of the contracting companies, or by the specialized consultants for selecting these workers. For Fernandes (2008, p.87), the simple fact of the companies needing each other to perform the procedure in their stead is an act of segregation. The same author states that the performance of a distinguished selection process between candidates is also characterized as a form of segregation, as are the restrictions imposed for hiring, such as presenting light disabilities and many qualifications.

In this sense, Carreira (1997) defends that the selection of an individual with disability must be similar to that of an individual with no disability, because the finality is that both compete under equal conditions. On the other hand, Nambu (2003) claims that the selection process of the candidate with disability must be similar to that performed with individuals with no disability, but not equal. Fernandes (2008) complements this view by clarifying that the procedures must be the same to all, but the specificities of each candidate must be considered.

Regarding the standard deviation, it was verified that group InD presented higher values, demonstrating a greater variation in the opinions of this group. In terms of asymmetry and kurtosis, only one variable related to both groups was outside the normality standard.

Below, Table 4 exposes the descriptive measures related to the training, development and education construct.

**Table 4** – Descriptive measures of the training, development and education construct

| <b>Panel 1 –descriptive measures of individuals with no disabilities</b>                                                                                                                                                 |             |                           |                  |                 |                   |           |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------|------------------|-----------------|-------------------|-----------|-----------|
| <b>Variables</b>                                                                                                                                                                                                         | <b>Mean</b> | <b>Standard Deviation</b> | <b>Asymmetry</b> | <b>Kurtosis</b> | <b>Percentile</b> |           |           |
|                                                                                                                                                                                                                          |             |                           |                  |                 | <b>25</b>         | <b>50</b> | <b>75</b> |
| The organization in which I work helps me to develop the competences necessary to the good performance of my functions (ex. training, participation in congresses, etc.)                                                 | 3.20        | 1.57                      | -0.45            | -1.43           | 1.00              | 4.00      | 4.00      |
| I can apply to my work the knowledge and behaviors learned during the trainings/events in which I participate                                                                                                            | 3.58        | 1.23                      | -0.49            | -0.96           | 2.00              | 4.00      | 5.00      |
| The organization in which I work stimulates learning and the production of knowledge                                                                                                                                     | 3.51        | 1.42                      | -0.64            | -1.03           | 2.00              | 4.00      | 5.00      |
| In the organization in which I work, the trainings are evaluated by the participants                                                                                                                                     | 3.03        | 1.51                      | -0.04            | -1.51           | 2.00              | 3.00      | 4.00      |
| The organization in which I work invests in my development and education, widely providing personal and professional growth (ex. total or partial funding for undergraduate or graduate studies, language courses, etc.) | 3.27        | 1.52                      | -0.39            | -1.36           | 2.00              | 4.00      | 5.00      |
| In the organization in which I work, the needs for training are periodically surveyed                                                                                                                                    | 3.16        | 1.38                      | -0.45            | -1.18           | 2.00              | 4.00      | 4.00      |
| <b>Panel 2 – descriptive measures of individuals with disabilities</b>                                                                                                                                                   |             |                           |                  |                 |                   |           |           |
| <b>Variables</b>                                                                                                                                                                                                         | <b>Mean</b> | <b>Standard Deviation</b> | <b>Asymmetry</b> | <b>Kurtosis</b> | <b>Percentile</b> |           |           |
|                                                                                                                                                                                                                          |             |                           |                  |                 | <b>25</b>         | <b>50</b> | <b>75</b> |
| The organization in which I work helps me to develop the competences necessary to the good performance of my functions (ex. training, participation in congresses, etc.)                                                 | 3.49        | 1.50                      | -0.56            | -1.11           | 2.00              | 4.00      | 5.00      |
| I can apply to my work the knowledge and behaviors learned during the trainings/events in which I participate                                                                                                            | 3.47        | 1.27                      | -0.68            | -0.58           | 2.50              | 4.00      | 4.00      |
| The organization in which I work stimulates learning and the production of knowledge                                                                                                                                     | 3.64        | 1.40                      | -0.76            | -0.68           | 3.00              | 4.00      | 5.00      |
| In the organization in which I work, the trainings are evaluated by the participants                                                                                                                                     | 3.04        | 1.52                      | -0.07            | -1.43           | 1.50              | 3.00      | 4.50      |
| The organization in which I work invests in my development and education, widely providing personal and professional growth (ex. total or partial funding for undergraduate or graduate studies, language courses, etc.) | 2.89        | 1.61                      | -0.05            | -1.66           | 1.00              | 3.00      | 4.00      |
| In the organization in which I work, the needs for training are periodically surveyed                                                                                                                                    | 3.29        | 1.39                      | -0.33            | -1.09           | 2.00              | 3.00      | 4.50      |

Source: Research data (2014).

It is possible to observe that the means present values between 3 and 3.9, indicating insensitivity of the participants in relation to the assertions that comprise the construct, according to Demo et al. (2014). However, when analyzed by group, the variables are better evaluated by the lwd group, given that the means and quartiles of the variables present higher scores for this group.

This perception can be based on the manner in which the companies address the workers with disability, treating them with no discrimination and with the same level of demand applied to all other workers, offering them training and courses for professional improvement and development (OLIVEIRA, 2008). Reaffirming this understanding, Monteiro and others (2011) defend that the managers and other workers must be prepared and trained to welcome lwd into the work environment, seeking to overcome preconceptions and, consequently, implementing organizational inclusion of this potentially productive group.

Therefore, it is worth highlighting variable "The organization in which I work invests in my development and education, widely providing personal and professional growth (ex. total or partial funding for undergraduate or graduate studies, language courses, etc.)", which presents lower scores, average of 2.89 in the first quartile. This suggests that the participants with disability did not perceive the application of this variable.

In this context, Bahia, Schommer and Santos (2008) and Beltrão and Brunstein (2012) emphasize that the lack of qualification is one of the greatest obstacles for not hiring lwd. However, according to Monteiro et al. (2011, p.472), a socially compromised company thinks of other paths to mitigate the critical framework in relation to this issue. Alli et al. (2002) orient that companies that face this difficulty during the insertion process of lwd should establish accords with capacitation programs available in non-governmental organizations, technical schools and universities, or even implement projects for specific training pertinent to the functions the worker with disability will perform.

Beltrão and Brunstein (2012) report in their research the experience of a company that, when facing the obligation imposed by the law of quotas regarding the insertion of individuals with disabilities into their staff, decided to hire lwd without the minimum qualification required. However, to mitigate the effects of this choice, the company adopted development practices for this population. Among the practices experienced by the workers with disabilities, the organization highlights the cost of undergraduate programs, which is offered to a few disabled workers who choose to continue their studies. Thus, this case proves that companies can promote actions that contribute with the development of these professionals and guarantee the inclusion into the organization.

Concerning the standard deviation, very close values were obtained for both groups, indicating a general low dispersion. In relation to asymmetry, it was identified that the variables related to participants with and without disabilities are well behaved within the normality standards. In relation to kurtosis, the data indicate that only one variable related to group lwd presented normality characteristic. For the participants with disability, only two variables presented kurtosis within the normality standard.

#### 4.2.1. Analysis of the descriptive measures of the aggregate variables

In this stage, the variables were aggregated in order to generate a single measure for the construct. Therefore, in each construct, a weighted mean between the scores attributed by the participants regarding the level of agreement was used, ranging from 1 to 5, according to the aggregation method. After obtaining the aggregated results, the descriptive measures of position, dispersion and form of each construct by group were analyzed.

In Table 5 it is possible to verify the results of the descriptive measures on the aggregated constructs related to both groups.

**Table 5** – Descriptive measures of the group aggregate constructs

| <b>Panel 2 –descriptive measures of individuals with no disability</b> |      |                    |           |          |            |      |      |
|------------------------------------------------------------------------|------|--------------------|-----------|----------|------------|------|------|
| Variables                                                              | Mean | Standard Deviation | Asymmetry | Kurtosis | Percentile |      |      |
|                                                                        |      |                    |           |          | 25         | 50   | 75   |
| RECRUITMENT                                                            | 3.23 | 1.34               | -0.36     | -1.16    | 2.00       | 3.65 | 4.33 |
| SELECTION                                                              | 3.68 | 1.14               | -0.84     | -0.23    | 2.95       | 4.00 | 4.66 |
| TRAINING, DEVELOPMENT AND EDUCATION                                    | 3.28 | 1.24               | -0.42     | -1.27    | 2.02       | 3.79 | 4.27 |
| <b>Panel 3 – descriptive measures of individuals with disability</b>   |      |                    |           |          |            |      |      |
| Variables                                                              | Mean | Standard Deviation | Asymmetry | Kurtosis | Percentile |      |      |
|                                                                        |      |                    |           |          | 25         | 50   | 75   |
| RECRUITMENT                                                            | 3.35 | 1.19               | -0.02     | -0.66    | 2.65       | 3.32 | 4.33 |
| SELECTION                                                              | 3.79 | 0.98               | -0.88     | 0.55     | 3.29       | 3.96 | 4.67 |
| TRAINING, DEVELOPMENT AND EDUCATION                                    | 3.31 | 1.08               | -0.49     | -0.59    | 2.52       | 3.59 | 4.08 |

Source: Research data (2014).

Regarding the means, it was verified that all constructs obtained values between 3 and 3.9, indicating impassivity of the participants with the suppositions approached in the assertions, according to Demo et al. (2014). However, when analyzed by group, the constructs are better evaluated by lWd.

In relation to standard deviation, it was verified that the constructs related to the lWd obtained less dispersed results, which indicated that the participants were convergent regarding their positions on these constructs. For asymmetry, all constructs related to both groups demonstrated values inserted within the normality standard. In terms of kurtosis, only the selection construct related to group InD remained within the normality margin. For group lWd, all constructs presented a suitable behavior for symmetric distribution.

In general, no construct aggregated by group obtained mean values between 4 and 5, given that these are indicators of agreement.

### 4.3. Hypotheses analysis

Aiming to identify if the perceptions of the studied groups, individuals with and without disabilities differ in relation to the constructs concerning personnel management policies and practices of the organizations in which they work, the parametric technique of analysis of variance (ANOVA) and non-parametric techniques of Kruskal-Wallis and median tests. With these techniques, the reference measures (with  $p\text{-value} > 0.05$ ) were extracted for verifying the difference between groups. Table 6 presents the results of the performed tests.

**Table 6** – Parametric and non-parametric tests

| Constructs                          | F Test         |         | Kruskal-Wallis Test |         | Median Test        |         |
|-------------------------------------|----------------|---------|---------------------|---------|--------------------|---------|
|                                     | F<br>(1.88 gl) | P-Value | $\chi^2$<br>(1 gl)  | P-Value | $\chi^2$<br>(1 gl) | P-Value |
| RECRUITMENT                         | 0.220          | 0.640   | 0.073               | 0.786   | 1.111              | 0.292   |
| SELECTION                           | 0.246          | 0.621   | 0.141               | 0.707   | 0.179              | 0.673   |
| TRAINING, DEVELOPMENT AND EDUCATION | 0.014          | 0.908   | 0.069               | 0.793   | 1.111              | 0.292   |

Source: Research data (2014).

By the parametric test (ANOVA), the indication was that there was no difference regarding the perception of the subjects concerning the analyzed constructs of personnel management policies and practices. By the non-parametric tests (Kruskal-Wallis and Median tests), there was indication of equality between the groups of individuals with no disability and with disability in relation to the perception of the analyzed constructs concerning personnel management policies and practices.

Therefore, the results presented in Table 6, based on three tests (all with p-value>0.05), indicate that the null hypothesis cannot be rejected, that there is equality in terms of perception of the analyzed constructs between the groups of individuals with and without disabilities concerning personnel management policies and practices. However, the position measures related to the descriptive analysis demonstrated differences between the perceptions of both groups.

## 5 FINAL CONSIDERATIONS

The objective of this study was to analyze how the personnel management policies and practices directed at individuals with disability configure in João Pessoa, PB, Brazil, concerning their insertion and inclusion into the labor market. In this context, the research sought to expand the understanding of lwd inclusion process from the perception of collaborators with disability formally inserted into public and private organizations.

In the contingent of individuals involved in the studied sample, those of the male gender, with age between 31 and 40 years, that have worked in the private sector for two to four years, prevailed. Regarding the individuals with disability, it is worth noting that most present physical disability, followed by hearing and visual disabilities. This predominance demonstrates that the type of disability can favor or hinder the chances of an lwd obtaining a position in formal work. Therefore, this type of inclusion consists of being excluding (SUZANO, 2011).

The inclusion of individuals with disability into the labor market requires changes of personnel management policies and practices. An inclusive organization, according to Sasaki (2006), is that which restructures the working environment, adapts technical procedures and working instruments, effects changes in the forms of communication, in administrative practices and in the mentality of all individuals, stimulating capacitation, maintenance and the permanence of the worker with disability (REYES; ARTEAGA, 2017).

Under this perspective, the results indicate the absence of changes in the recruitment, selection, and training, development and education policies and practices adopted by the companies. This makes it difficult to include professionals with disability in the work environment, since adaptations are necessary in order for inclusion to occur, such as the conditions necessary for the deficient worker to maintain and develop in the employment.

Overall, it was verified that the only practice perceived by the lwd is related to the selection policies, and is a reflex of the need for legal compliance. However, it is known that the development of an inclusion process in the working environment demands not only the implemen-

tation of recruitment and selection practices, but also a reformulation of the practices, actions and behaviors of all personnel management policies. Thus, despite the lwd having perceived an advance in this practice developed by the organizations, it is necessary to indicate the existence of aspects that attest to the inadequacy of the companies regarding the training, development and education policy.

Furthermore, it was verified from the application of the parametric (ANOVA) and non-parametric (Kruskal-Wallis) and median tests that no construct indicated significant difference between the groups of individuals with and without disability, regarding their perception regarding the analyzed constructs related to the personnel management policies and practices. Based on the position measures, differences were identified between the perceptions of the participants with and without disability, identifying that the lwd better perceived the applicability of the personnel management policies and practices when compared to lnd, although the values obtained do not indicate agreement.

With these results, it can be concluded that, despite the participants with disability perceiving evolution of the personnel management policies and practices developed by the organizations regarding the manner of collecting, accepting and coexisting with lwd, these are not yet sufficient to assure the effectiveness of the inclusion process of individuals with disability into the labor market. Thus, the unsuitability of the personnel management policies and practices can affect all of lwd management.

A recommendation for future researches would be conducting a research similar to this, but in other environments and in different realities involving individuals with and without disability. A study of this nature would allow a comparative analysis of aspects approached in this research, but under different contexts, and would aid in answering questions, such as how individuals with disability perceive the effectiveness of personnel management policies and practices? Does the time of service generate difference in perception? Is there statistical difference between genders?

Another line of investigation would be conducting a research sustained in the same methodological approach adopted in this study, however, fostered by larger samples, for better representing the potential perception differences regarding the analyzed constructs.

Future researches can also opt for the choice of a single personnel management policy, and the use of qualitative methods, to conduct a multicase study and obtain a wider and deeper view, seeking to identify the perceptions of individuals with disability regarding the effectiveness of personnel management practices directed to their inclusion into the working environment. Finally, studies that employ the qualitative approach, as well as other actors, such as managers and work colleagues, can be conducted.

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| <b>Contribution</b>                                                           | <b>[Author 1]</b> | <b>[Author 2]</b> |
|-------------------------------------------------------------------------------|-------------------|-------------------|
| <b>1.</b> Definition of research problem                                      | √                 | √                 |
| <b>2.</b> Development of hypotheses or research questions (empirical studies) | √                 | √                 |
| <b>3.</b> Development of theoretical propositions (theoretical work)          |                   |                   |
| <b>4.</b> Theoretical foundation / Literature review                          | √                 |                   |
| <b>5.</b> Definition of methodological procedures                             | √                 | √                 |
| <b>6.</b> Data collection                                                     | √                 |                   |
| <b>7.</b> Statistical analysis                                                | √                 |                   |
| <b>8.</b> Analysis and interpretation of data                                 | √                 | √                 |
| <b>9.</b> Critical revision of the manuscript                                 |                   | √                 |
| <b>10.</b> Manuscript writing                                                 | √                 | √                 |
| <b>11.</b> Other (please specify)                                             |                   |                   |