

**AN INVESTIGATION INTO CLAIMS OF EMPLOYMENT DISCRIMINATION  
BETWEEN BLACK IMMIGRANTS AND NATIVE WORKERS IN THE IRISH  
LABOUR MARKET: AN EMPIRICAL ANALYSIS**

**By**

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Master's in International Business Management.

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Supervisor: Dr Garrett Ryan

## **Candidate Declaration**

I hereby declare that the work I am submitting for evaluation as part of the research program leading to the MSc International Business Management is wholly my own work, with no work from others except cited and recognized within the text of my own work.

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## Dedication

*'The more I look at the times "thanks" is mentioned in God's Word - the more I notice. . . This giving of thanks has nothing to do with my circumstances and everything to do with my God'*

This thesis is dedicated to God Almighty, my strong pillar, my strength, my source of wisdom, knowledge and understanding throughout this program. Thanks for giving me this opportunity to do my master's degree which would not have been possible otherwise.

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Dedicated to My Dad, Mum & Twin Sister

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## **List of Abbreviations**

CSO	Central Statistics Office
EEA	European Economic Area
EU	European Union
FRA	Fundamental Rights Agency
LFS	Labour Force Survey
MRCI	Migrant Rights Centre Ireland
NARIC	National Academic Recognition Information Centre
NMS	New Member States
NFQ	National Framework of Qualifications
OECD	Organisation for Economic Cooperation and Development
QNHS	Quarterly National Household Survey
QQI	Quality and Qualifications Ireland

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## **Abstract**

### **An Investigation into Claims of Employment Discrimination Between Black Immigrants and Native Workers in The Irish Labour Market: An Empirical Analysis**

*(Taiwo Christianah Ogunjemilusi)*

Black immigrants in Ireland have been demonstrated to have more difficulties in the labor market and have higher unemployment rates than native workers. The labor market outcomes for various classes of non-Irish nationals varies significantly. The title of this thesis is an investigation into the claims of employment discrimination between black immigrants and native workers in the Irish labour market. In particular, the focus is on White Irish, Black Irish, Black Immigrants and Hiring Managers.

The study was guided by two objectives. First, the research investigates the level of employment discrimination among black immigrants and native workers. Second, the research examines the factors associated with employment discrimination among black immigrants and native workers: Credentials, Occupational sector, Recruitment Selection and Nationality.

This study takes the form of a qualitative research approach. The semi-structured interview was used as the primary data gathering instrument. The interviews were conducted with 11 participants which comprised of three White Irish, three Black Irish, three Black immigrants and two Hiring Manager. The research investigated their educational and professional backgrounds, present employment, qualification recognition, and job satisfaction.

Data was analysed using the Nvivo and constant comparative method and the themes were based on the research objectives.

This study extends the current knowledge base by revealing that Black immigrants experience a higher level of employment discrimination when compared with the white Irish native colleagues. Despite being Irish citizens, black Irish employees experienced similar levels of employment discrimination to their black immigrant colleagues. The study also found that Black employees are disproportionately not employed in roles corresponding to their qualifications and suffer occupational disadvantaged as they are less likely to hold top positions.

The study concludes that the recruitment experience is largely positive for native workers, while black immigrants have a predominantly negative outlook.

The study recommends that the government should ensure effective enforcement of discrimination legislation. All employers should adopt guidelines to ensure that their hiring processes are not discriminatory. In addition, there should be an awareness of the recognition of the foreign qualifications

# Chapter One

## Introduction

### 1.1 Topic Introduction

This chapter gives a brief description of the research subject of employment discrimination in the Irish labour market. The history of migration in the Irish labour context; emigration, immigration in Ireland and immigrants in the Irish labour market were explored. Research questions that serve as the foundation for other chapters were discussed, and the justification and significance of the research was explained in detail. The chapter closes with the organisational structure for the research.

### 1.2 Research Subject

The subject matter is an Investigation into the Claims of Employment Discrimination between Black Immigrants and Native Workers in the Irish Labor Market. Immigrants have been shown to have more problems in the labour market and have higher unemployment rates than the native population in many other nations. (Orsetta Causa *et al.*, 2007; OECD, 2007b)

This study aims to assess employment discrimination experiences between black immigrants and native workers in the Irish labour market. Discrimination is worth studying because of its effect on its victims, labor market performance, career choice, society, and the economy. (Joseph, 2018)

In the last decade, several research pieces have focused on the rate of discrimination towards immigrants across the European Union. (Kingston et al., 2015; McGinnity et al., 2006; Joseph, 2017). This means that immigrants navigate unfriendly socioeconomic work settings in the process of accomplishing their occupational goals. This has led to them experiencing feelings of rejection, isolation, or exclusion (Joseph, 2019).

Sue et al. (2007) defined discrimination as

*A differential treatment that gives an individual or an unequal group chance based on their nationality, ethnicity, or origin which is expressed subtly. It can be through disrespectful treatment, snubs, unfriendly communication, environmental slights, avoidance, or directing negative messages to people based on their ethnic background, but the result over time is damaging.*

Sue et al. (2007)

*Discrimination is described as unequal treatment based on a group's membership that disproportionately favors that group.*

(Russell, H. *et al.*, 2008)

Al Ramiah *et al.*, (2010) states that discrimination is not an objectively established criterion; rather, it is a product of historical and current disparities as well as social norms. It is often described as the lived experience of unequal treatment "on the ground," as stated by those who experience it.

Bond, McGinnity and Russell (2010) affirmed that due to the growing diversity, there is now a substantial body of evidence of discrimination and inequality on the basis of nationality/ethnicity in the Irish labor market. Many existing studies across Europe in the broader literature that measured discrimination show that discrimination based on immigrant's background often occurs in the area of employment and is more prevalent in non-white minorities (Zschirntn and Ruedin, 2016; McGinnity *et al.*, 2017). For example, similar trends were observed in Ireland, research has provided evidence that non-Irish nationals have lower average job rates and higher unemployment rates than Irish nationals. (Barrett and Duffy, 2008; O'Connell and McGinnity, 2008).

Employment discrimination occurs when workers have the same productivity level, but those from disadvantaged groups are not considered for the job. For example, it prevents them from gaining access to well-paid jobs or being evaluated for promotions during the recruitment selection process. It was reported that in 2014, twelve per cent of Ireland's population experienced discrimination, with employment discrimination having the highest percentage rate of 7%, while workplace, private services, and public services had 5, 5, and 3 per cent respectively (McGinnity *et al.*, 2017).

According to McGinnity et al., (2020), in the MRCI report, they found out that there are significant differences in the labour market results for various classes of non-Irish nationals. For example, the unemployment rate of African nationals is twelve percent, compared to five to six per cent for Irish nationals and other non-Irish communities.

McGinnity et al., (2018), using three nationally representative surveys for 2004, 2010, and 2014 studied the experience of different ethnic groups in Ireland's labour market. The result indicated that Black non-Irish groups find it difficult to get employment, and when they do, they hardly hold a professional job compared to the white Irish (0.3 %). They also reported that the black non-Irish groups are five times more likely to face discrimination during a job search and 2.7 times experience employment discrimination than the white Irish.

According to Ryan (2018), Black immigrants are five times more likely to experience discrimination than white Irish citizens when seeking employment in Ireland. In addition, those already in employment are two and a half more likely to experience discrimination than white Irish citizen.

Similarly, Migrant Rights Centre Ireland (MRCI)<sup>1</sup> in 2015 published a research consisting of 104 surveys of migrant workers in different sectors, where 38 per cent of participants reported that they had faced discrimination at the workplace or during the recruitment selection process due to their nationality, ethnic or religious origin.

Therefore, this research seeks to investigate the employment discrimination between black immigrants and native workers in the Irish Labour market. The approach aims to focus on multiple research questions rather than on a single focus. Thus, a range of how potential factors such as credentials, occupational sectors, recruitment selection, and nationality affects employment discrimination will be examined.

---

<sup>1</sup> The Migrant Rights Centre Ireland (MRCI), founded in 2001, is a non-governmental organization that works with migrants who are at risk of poverty, discrimination, and exploitation in low-wage jobs.

## **1.3 History of Migration in the Irish Labour Market Context**

### **1.3.1 Emigration in Ireland**

Way before independence, emigration was a fundamental pattern of the Irish people. Most Irish people decided to leave the country after the famine, and this saw a decline in Ireland's population from 6.5 million in 1841 to below 3.0 million in 1946.

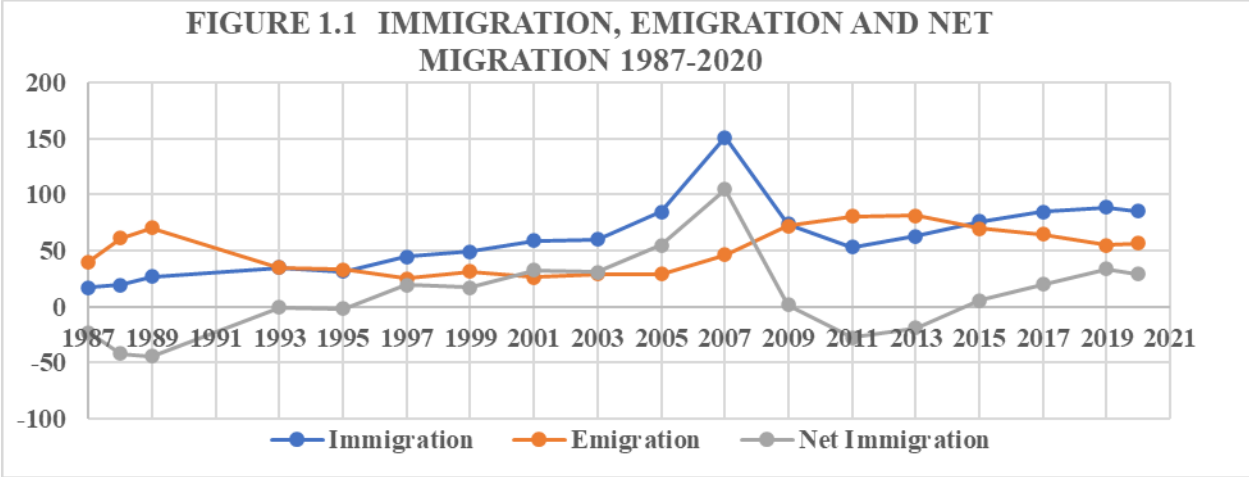
In the 1950s, the country lost approximately 16 per cent of its population, which was around half a million as the country stood less than 3million. Most of which left to gain employment abroad. The effect of the post-war boom in Britain saw Irish workers leave the country due to employment opportunities led to a decrease in population by over 140,000 between 1951 and 1961 (Quinn, E.G and Hughes, 2004)

Due to the increased economic growth in the 1960s and 1970s, Ireland saw a brief reverse of emigration traditional pattern as some emigrants began to return (Sexton J.J, 2003). The 1960s saw an increased development of the economy which led to a decrease in emigration. Net outward migration first broke in the 1970s; following Ireland's entry to Europe, more people had migrated back to the country. However, due to the recession of the early 1980s, as the economy struggled, emigration increased significantly, which led to population decline. Ireland then experienced a period of substantial net emigration in 2010, affecting all demographic groups<sup>2</sup>

Figure 1.1 below shows that the year 1987 to April 2020 was the seventh consecutive year of reduced emigration, according to revised CSO figures. The projected net migration figure for 2020 was 33,700, suggesting that more people came to live in Ireland than left.

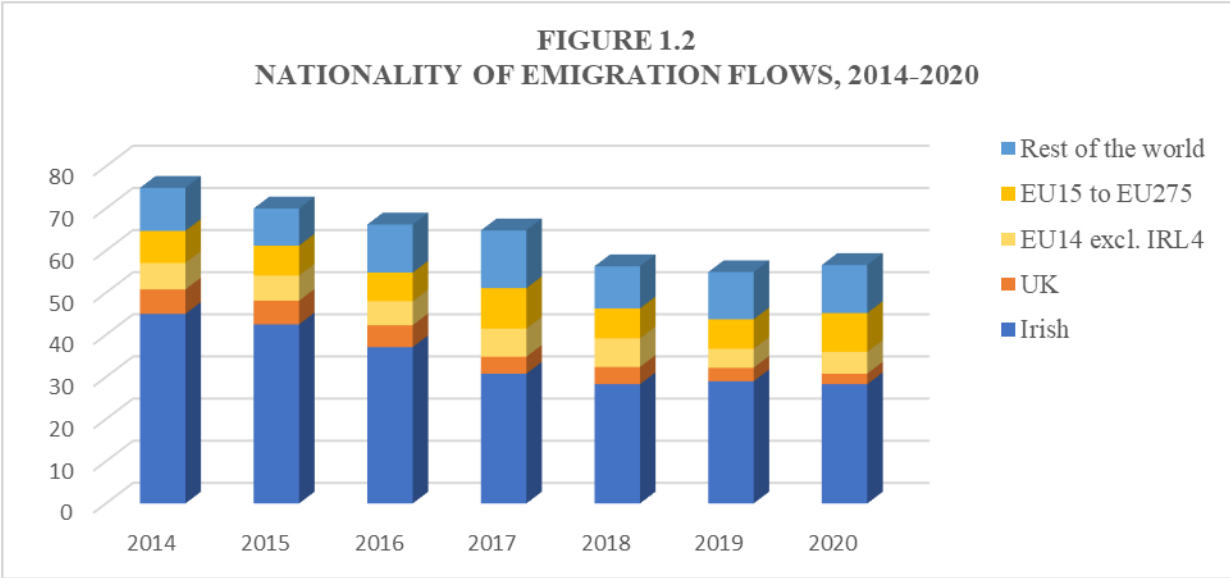
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<sup>2</sup> Between 2010 and 2011, emigration increased in all demographic groups (Irish, UK, EU-West, EU-East, and 'Rest of the World').



Source: CSO' Population and Migration Estimates<sup>3</sup>, various releases.

Estimates from the CSO Population and Migration Estimates, Figure 1.2 shows the nationality of emigration flows (Consists of Irish plus and non-Irish nationals) from 2014 to 2020. Ireland experienced a decline in emigration between 2014 and 2020 as the numbers fell from 75,500 to 56,500. In 2020, 9,100 emigrated to the rest of the EU 15 countries, while 10,000 went to the UK and 10,100 emigrated to the rest of the world.



Source: CSO' Population and Migration Estimates  
 Notes: Year to April of the reference year

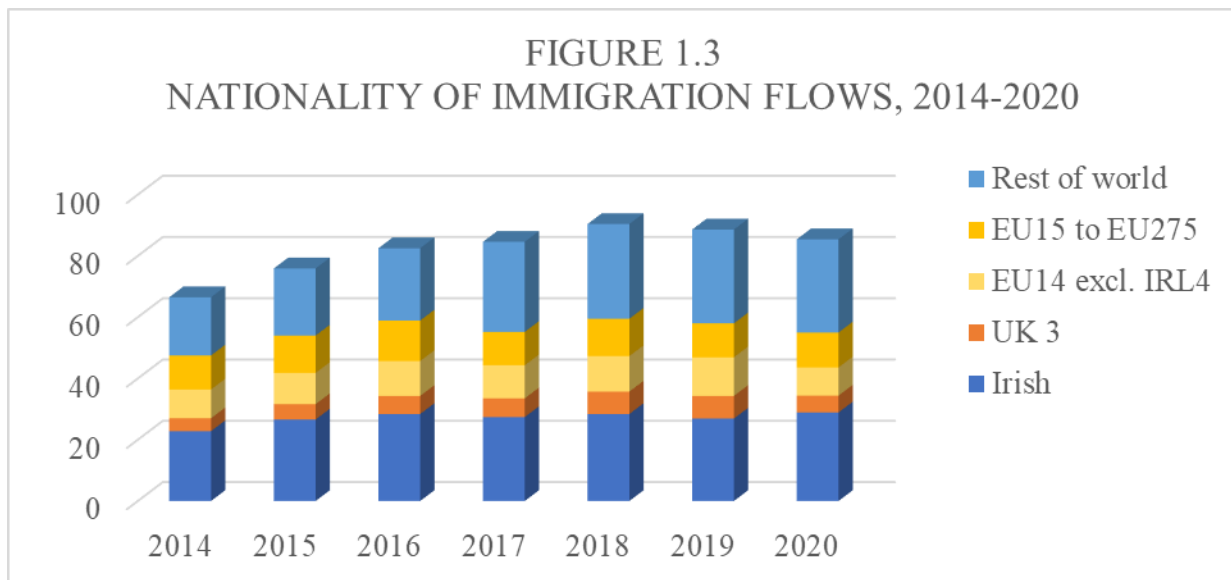
<sup>3</sup> The CSO uses the Labour Force Survey (LFS) and the Census to produce these Population and Migration Estimates.

### 1.3.2 Immigration in Ireland

Ireland experienced changes in migration flows due to the economic boom of the mid-1990s and the expansion of the European Union in the year 2004 up to 2007, which is often regarded as the era of the 'Celtic tiger'. The numbers of emigrants fell, and the immigrants' flow increased.

The effect of the European Union enlargement in 2004 resulted in a significant change in the immigrant inflow's composition. There was an increase in the inflows of citizens from the ten countries that entered the EU in 2004<sup>4</sup>, and the two countries that joined in 2007<sup>5</sup> increased significantly.

The country was faced with a recession in 2008, which caused a huge decrease in immigration and an increase in emigration, which led to a rise in net emigration from 2009. However, the economic boom that followed saw high demand for labour, increasing immigration flow.



*Source: CSO' Population and Migration Estimates*

*Notes: Year to April of the reference year*

Figure 1.3 shows that immigration flows have gradually increased, rising from 66,500 in 2014 to 84,600 in 2017. In the year leading up to April 2018, the number of immigrants in the state was predicted to rise by 6.7 per cent, from 84,600 to 90,300. As a result of these combined shifts, Ireland's net inward migration reached 34,000 in 2018, the highest amount since 2008.

<sup>4</sup> Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia

<sup>5</sup> Bulgaria and Romania

In the year leading to April 2020, the combined impact of positive net migration and natural growth resulted in a population increase of 55,900 (1.1 per cent). This is compared to a 64,500 rise in the previous year, taking the population total to 4.98 million in April 2020.

### **1.3.3 Immigrants in the Irish Labor Market**

The majority of migrants in Ireland are the EU and Nationals of the European Economic Area (EEA)<sup>6</sup>. They are entitled to move to, reside, and work in Ireland freely. Unlike those from other European countries, they are not regulated by any policy binding them to register with Irish authorities. However, Non-EU Nationals are held by labour migration policy. They require special permission to live in Ireland. They can come in through work permits, student visas, asylum systems, close family relationships, marriage, or civil partnership. To get access to the Irish Labor Market, they must hold an employment permit.

The Irish labour market has experienced different changes over the years. Between 2000 and 2007, the Irish economy boomed, living standards were at an all-time high, the construction sector experienced massive growths. Immigrants had a huge role in meeting the demand for labour in the booming economy. The unemployment rate averaged 4.5 per cent per annum. The numbers of employed Non-Irish Nationals of 164,400 in 2004 increased to 341,5000 in the year-end 2007. The total number of employed non-Irish nationals doubled within those three years. This represented a considerable increase of almost 16 per cent total employment compared to below 9 per cent between 2004 and 2007. In particular, EU NMS saw a massive growth of over 300 per cent. (Kingston *et al.*, 2012)

However, in 2008, immigrants began to lose ground in the labour market. The global financial crisis prompted the building and banking sectors to collapse, causing the Irish labor market to suffer a setback.. The enormous job losses mainly occurred in the construction, wholesale, retail, and administrative and support services (Russell *et al.*, 2014). The job losses included significant cuts in public sector expenditure and wages, increased hefty tax, and a freeze in the public sector's recruitment (O'Connell, 2013). This led to the Irish economy entering a deep recession.

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<sup>6</sup> The European Economic Area (EEA) consists of countries of the European Union plus Norway, Liechtenstein and Iceland

By the fourth quarter of 2010, 14 per cent of Ireland's labour force were unemployed. (Central Statistics Office, 2012). Irish nationals in employment fell by 13 per cent while Non-Irish Nationals in employment fell by 21 per cent. Non-Irish Nationals who had 16 per cent of the total employment in 2007 fell to 15 per cent by the end of 2011.



*Source: CSO' Population and Migration Estimates*  
*Notes: Year to April of the reference year*

Figure 1.4 below shows that non-Irish nationals had a three-percentage point greater employment rate than Irish citizens in 2017, with 69.6 per cent while between 2016 and 2017, unemployment rates for both Irish and non-Irish nationals fell, the jobless rate for Irish citizens fell from 8.8 per cent in 2016 to 7.1 per cent in 2017. However, the employment rate rose to 69 per cent for Irish nationals, while the unemployment rate decreased from 15 per cent in 2012 to 4.5 per cent in 2019. Between 2018 and 2019, both Irish and non-Irish nationals had a slight decline in unemployment. In both years, the unemployment rate for Irish nationals stayed at 5 per cent, and the unemployment rate among non-Irish nationals decreased from 8 per cent in 2018 to 6 per cent in 2019. These changes reflected an improvement in the labour market, but it was later affected by the Covid-19 pandemic in 2020, where we see a sharp decrease in both nationals.

By the fourth quarter of 2020, the unemployment rate decreased by 2.3 per cent (55,000), bringing total employment to 2,306,200. In contrast, there was an increase in the unemployment rate by twenty-five per cent, bringing total unemployment to 138,900.

## **1.4 Research Objectives**

This thesis title is 'An investigation into claims of employment discrimination between black immigrants and native workers in the Irish Labor market'—an Empirical Analysis.

This research aims to understand through an empirical analysis an investigation into the claims of employment discrimination between black immigrants and native workers in the Irish labour market with the following objectives:

- To assess the level of employment discrimination among black immigrants and native workers
- To examine the factors associated with employment discrimination among black immigrants and native workers: Credentials, Occupational sector, Recruitment Selection and Nationality

These two objectives will guide the research analysis and lead to the research questions discussed in the next section.

## **1.5 Research Questions**

Broadly there are two main research questions:

- 1) 'Do black immigrants experience employment discrimination than native workers in the Irish labour market.
- 2) Do Credentials, Occupational sector, recruitment selection, and nationality impact employment discrimination between black Immigrants and native workers in the Irish labour market?

The research questions were examined within the study using the methodologies established in Chapter three, which will be determined based on the literature review conducted in Chapter two.

## 1.6 Justification for the Research

Ireland proves to be an interesting case study because of its origin of combining its rapid immigration into a small labour market that initially comprised just Irish and white, in addition to the sudden recession that occurred immediately after the peak of immigration.

Ireland has witnessed a great in-flow of immigrants in recent years, but records of integrating migrants into the Irish labour market has remained patchy. Immigrants are known to face difficulties in educational, economic, political, and social areas. (Constant *et al.*, 2009)

There has been growing research to investigate discrimination faced by immigrants during the hiring process. A study found that an applicant's nationality influences labour market outcomes (Fleischmann & Dronkers, 2010) and is high or low skilled (Galgóczy & Leschke, 2016). The organisation for Economic Co-operation and Development (OECD) has also reported that highly skilled workers are often stuck in low-skilled roles (OECD, 2014, 2018).

Till date, Immigration Research carried out in Ireland shows that despite the control for influential variables such as education or age, immigrants face hindrance in the Irish labour market (Kingston *et al.*, 2015; Barrett *et al.*, 2012; Turner T, 2010). Immigrants experience a lower wage gap and higher unemployment and are often overqualified for the jobs; the highly skilled ones tend to be in job positions that are way below their skill level. This results in an occupational gap and results in 'brain waste' (Barrett *et al.*, 2006, Barrett, A. and Bergin, A., 2009).

However, some research found that not all immigrant group members experience bad economic outcomes. Some are advantaged compared to the natives because they are highly skilled and are from English-speaking countries. E.g., Western Europe and countries outside Europe. (Barrett, A., and McCarthy, Y., 2007; McGinnity *et al.*, 2006)

Fewer studies have revealed the successful integration of immigrants in the Irish labour market; they reflect the current nature of migration and the inadequate available data in Ireland. In a research conducted by Barrett, A. and Duffy D, (2008), they did not find substantial evidence to indicate improved labour market outcomes regarding more extended residence in the host country. However, evidence of improvements for the polish immigrants in the labour market outcomes was found (Mühlau P, 2010)

Despite the increase in research on migrant's employment outcomes, there are still several gaps in the literature, which calls for further research. For example, most studies have reported that immigrants are often faced with employment discrimination; however, fewer studies have less frequently focused on the potential factors that influence discrimination. In addition, most of the research on migration in Ireland have not considered credentials, occupational sector, recruitment selection process, and nationality over time.

In view of this, this thesis will focus on investigating the claims of employment discrimination between black immigrants and native workers in the Irish labour market, examining factors that might influence employment discrimination between migrants and native peers, such as credentials, recruitment selection process, and nationality. The tactic employed is to investigate multiple research questions analysing potential factors influencing employment discrimination; how Credentials, Recruitment selection process, occupational sector, and nationality influence discrimination in the Irish labour market as opposed to focusing on a single research question.

## **1.7 Significance of the Study**

Employment is a crucial process by which many migrants born outside the EEA arrive in Ireland. (McGinnity et al., 2020). Access to employment is an essential measure of integration as it provides migrants with a source of income as well as an opportunity to find their place in the host community in the host society (OECD, 2018a; 2015a; McGinnity et al., 2020)

According to OECD (2018), migrants contribute to Ireland's growth. When compared to non-migrant populations, migrants usually pay more in taxes and other contributions than they receive.

Research has shown that unemployment is higher among immigrants than natives in Ireland. (McGinnity et al., 2013). In addition, people from minority groups are often over-educated and occupy jobs below their skill level in Ireland (O'Connell and McGinnity, 2008; Turner, 2010). Research also found out that African descendants in Ireland who were naturalised as Irish citizens were 16 per cent unlikely to be employed than the white Irish. (Kelly et al., 2016).

As a result, the country must develop employment policies that will allow immigrants to integrate into the Irish labor market. In this regard, research on employment discrimination will shed more light on immigrants' problems in the Irish labour market.

These findings may help the Irish government design better strategies for integrating immigrants into the Irish labor market, as immigrants have the potential to significantly contribute to Ireland's economic growth.

The research will also be crucial for policymakers when it comes to acknowledging credentials earned overseas. Although Quality and Certification Ireland (QQI) supports non-Irish people in obtaining recognition for their qualifications, both immigrants and employers must be aware of the system in order to avoid underutilization of abilities and promote occupational mobility.; this will help address disadvantaged migrants to ensure they have a successful career progression.

Finally, the study will benefit immigrants because it provides detailed information on the current state and demands of the Irish labor market.

## **1.8 Structure of Report**

This dissertation is organised into five chapters. Chapter One briefly discusses the subject matter; it covers the history of emigration and immigration in Ireland and the Irish labour market situation.

Chapter Two presents the existing empirical findings relating to employment discrimination between black immigrants and native workers in the Irish labour market controlling for credentials, occupational sector, recruitment selection and nationality, discrimination theories, and the conceptual framework.

Chapter Three contains the methodology of the research, which was based on the existing literature review. The study uses the qualitative research methodology.

Chapter Four presents the investigation findings into employment discrimination in the Irish labour market between black immigrants and native workers, using the research methodology described in Chapter three and the limitations of the data used to generate the findings.

Chapter Five summarises the significant findings, the study's implication, discusses the study's shortcomings and presents overall conclusions, recommendation and contribution for future research.

## **Chapter Two**

### **Literature Review**

#### **2.1 Introduction**

This research aims to investigate employment discrimination between black immigrants and native workers in the Irish labour market. This empirical analysis will focus on the employment status of the black immigrants and native workers, considering potential factors such as Credentials, Occupational Sector, Recruitment Selection, and Nationality, in addition to the extent to which the individual employment status is based purely on discrimination.

This literature review will briefly account for some of the previous background knowledge, both theoretical and empirical, related to the potential factors for controlling that influences employment discrimination between black immigrants and native workers. It also explores theories of discrimination and the conceptual framework; all these will be analysed to achieve the research objectives. This will then serve as a foundation for the research methodology in chapter three and aid in discussing the result in Chapter Four.

#### **2.2 Measuring Discrimination**

Employment equality is a topic that continues to be relevant in Ireland and around the world.

Discrimination is the process of discriminating against a group based on its membership. It is defined in Irish law as covering the unjust treatment in the workplace employment, education, access to goods and services, and education and accommodation on nine different levels: race, gender, marital status, family status, religious belief, sexual orientation and membership of the Traveller community. (Bond *et al.*, 2010)

It is crucial to stop the discrimination because individuals who are discriminated against feel marginalised and purposefully left out of society, posing a threat to social cohesion. (De Vroome *et al.*, 2014). It could negatively affect the individuals involved as discrimination is often associated with poor mental and physical well-being, self-esteem, and minority group underperformance. (Schmitt *et al.*, 2014; Gee, 2002).

Measuring and monitoring the level of discrimination is therefore crucial. Some authors have recognised that researchers face significant challenges in measuring discrimination because discriminatory act is seldomly observed clearly. (Blank *et al.*, 2004). It is often challenging to measure discrimination. (National Research Council, 2004; Pager Bonikowski and Western, 2009). Previous research conducted by Devine & Elliot (1995) found that it is difficult to identify if ethnic or race factor affects being disadvantaged since people are less willing to admit that they are discriminatory.

Though it might be challenging to measure discrimination, different methods can be used (Bond *et al.*, 2010; Russell *et al.*, 2010); OECD, 2013). Interviews, field experiment, surveys, statistical analysis of data, studies of perception and observational experiments are examples of discrimination measurement. Each measurement type has its pros and cons as there is no single measurement that accurately assesses discrimination.

Centeno and Newman, (2010) assert that field experiments are the most effective method of measuring discrimination. In agreement, pager (2007) noted that field experiment is all-encompassing because it relies on real contexts for measuring outcomes such as actual job search, house-hunting activities, health care, and outcomes.

Alternatively, McGinnity and Lunn, (2011) identify the use of surveys to assess the views of the entire population toward minority groups as another approach. They believe it reveals the insights towards the attitudes of specific groups. Another way to measure discrimination is by asking respondents directly about their experiences of discrimination.

The goal of this section is to analyse the different approaches in measuring discrimination.

### **2.2.1 Subjective Discrimination**

The measurement of subjective discrimination is one way of examining the labour market based on ethnic and racial differences. Subjective discrimination indicates the experience of being discriminated. It is regarded as self-reported discrimination, which is perceived by the victim and not measured directly. (Blank *et al.*, 2004)

Al Ramiah *et al.*, (2010) states that self-reports are obvious discrimination measures; the tests are based on the assumption that the participants in the study are aware of their assessment and social relationships. Pager and Shepherd (2008) concurs that subjective reports are focused on subjective perceptions of discrimination rather than empirical evidence of discrimination; subjective perceptions of discrimination can either overestimate or underestimate the actual incidence of discrimination. However, its primary strengths lie in its breadth and the representative nature of the results, while the subjective nature of self-reports is its important weakness. (Russell *et al.*, 2010),

Over the years, research on the subjective experience of migrants in Ireland has been conducted.

In Ireland, McGinnity *et al.* (2009) conducted the first field experiments in measuring discrimination in recruitment. Two identical people with similar characteristics except their names applied for the same job. Their responses were recorded, the experiment tested for any difference in how each applicant was invited for an interview to measure the extent to which discrimination existed or its lack. The experiment was designed to see any variations in response between the minority applicants and the Irish applicants. They found out that candidates with Irish names were more than twice as likely to be invited to interview than candidates with plainly non-Irish names with comparable CVs. Still, there were no differences within the migrant group.

Furthermore, in a comparative survey done by the European Agency for Fundamental Rights (FRA) in early 2016, Luxembourg, Sweden, and Ireland had the most significant rates of job discrimination encountered by sub-Saharan African respondents (in the 12 months before the survey) (FRA, 2017).

### **2.2.2 Objective Discrimination**

Objective discrimination might arise in the form of either direct or indirect discrimination or positive or negative.

A prevalent approach that is often employed to measure objective discrimination is the regression model. The regression models control various factors such as occupation, age, or human characteristics; this ensures that influences on labour market outcomes are considered and then appropriated to discrimination other than just observing the differences between the groups.

In quantifying group memberships, this method relies on the co-efficient of dual variables. If the result is negative and substantial, it suggests that a specific group trait is being discriminated against.

Barrett and Kelly (2012) concluded that immigrants have a higher rate of work loss when age and education are considered. With the exception of recent EU-13 immigrants, all other migrant categories are less likely to work than locals, with minimal data indicating that the impact is greater for more recently arrived immigrants.

Furthermore, Turner (2010) researched how immigrants work at levels of jobs below their qualifications while controlling for human capital characteristics. The result showed that non-Irish nationals are three times less likely than Irish nationals to work in high-skill jobs after adjusting for human resource characteristics. The study shows that education has a similar impact on the probability of being working in high-skilled and intermediate jobs for EU-155 respondents as it does for Irish nationals. The possession of educational qualifications for immigrants, especially those from the EU NMS, does not appear to confer the same advantages as it does for Irish nationals. Turner concludes that evidence points to substantial occupational downgrading among non-Irish nationals.

Lastly, analysing statistical evidence of wage discrimination, Coleman, Darity, and Sharpe (2008), affirmed that almost all Black employees reported workplace discrimination.

### **2.3 Theoretical Approaches to Discrimination**

According to Arrow (1998) and Jain and Al-Waqfifi (2000), discrimination against minorities can be explained by several theories.

Theories are created to understand better, explain, and predict phenomenally. Theories are fundamental as it gives a better understanding of social sciences. As Bryman (2012) retreated, the importance of theory to the social researcher gives a framework and rationale for the research being undertaken. It also provides a framework through which social occurrences and research findings can be understood and interpreted.

To make sense of the social world, theories and concepts are applied in this study. The theoretical approaches of this research are based on four theories. The theories highlight the

employment experiences of both the black immigrants and the native workers and the controlling factors influencing discrimination. Thus, readers will understand the phenomenon that this study analyses by discussing these theories.

### **2.3.1 Human Capital Theory**

Most theoretical work on labour market outcomes is grounded in the human capital theory. The model is gotten from the neoclassical school economic model.

Human capital includes skills, knowledge, and attributes that enhances an individual's productivity level in the labour market. E.g., education, gender, language skills, and work experience. (Becker, 1985) In this view, Individual characteristics, primarily knowledge, academic background, marital status, language skills, level of education, work experience, and physical abilities regarding social, cultural, political, and economic circumstances, are the most important to the host country. (Salmonsson and Mella, 2013; Mossaad, 2014). The skills are called human capital because humans cannot be disconnected from their skills or knowledge like they might be from their physical assets. (Becker, 1975)

The human capital theory is used to describe the participation of immigrants in the labour force. (Bevelander, P, and Justus V, 2004; Sanders *et al.*, 1996). Migration is a massive investment in human capital, and its influence on migrant's labour market outcome is well analysed (Becker, 1975)

However, it has been argued that in immigration, the human capital that an individual acquires in their home country is not given utmost importance in host countries (Chiswick and Barry R, 1978; Yu Xie., 2004). Auletta, K, (1982) in agreement, believed that African Americans live in ways that devalue work. Findings from research indicate that immigrants have lower wages, lower employment, and high unemployment than Irish native workers (Barrett *et al.*, 2006; Barrett and McGuinness, 2012; Turner, 2010)

In addition, Zeng and Xie (2004) argued that the education acquired by immigrants in their country of origin is hard to transfer to the host country. They are regarded as lower quality because most immigrants come from less developed countries, so employers do not fully recognise their credentials since they are unsure about the skills the certifications prove. In

contrast, they recognise education obtained in the host country. However, only a few can be explained by differences in human capital and social characteristics. (OECD, 2013).

### **2.3.2 Taste theory of discrimination**

In contrast, Becker (1957), in his taste theory of discrimination believes that employers are fond of discrimination because they exercise personal bias against individuals of a nationality. Discrimination occurs from taste-based discrimination when individuals are favoured without a migration background by employers. According to OECD (2013), Taste-based discrimination is rooted in ethnic and racial prejudice. Research shows that Immigrants from Sub-Saharan Africa are the most likely to perceive prejudice, followed by immigrants from North Africa, Latin America, and Asia (ibid).

Taste-based discrimination focuses on unjustified, subjective animosity against ethnic minorities displayed by employers or coworkers. (Becker, 1971) People are willing to pay a premium to avoid engaging with members of the minority out-group since they are so hated. (Becker, 1971). However, in formulating this theory, Becker (1971) did not define what caused people to feel this enmity, instead discussing the implications of discriminating based on a set of beliefs. (Borjas, 2020)

### **2.3.3 Statistical Discrimination**

Statistical discrimination is centered on logical judgements taken by agents guided by empirical observation notified through evaluation of efficiency and risk. (Baumle and Fossett, 2005)

The statistical discrimination approach challenged the taste-based approach; they posit that most problems faced by minorities are due to informational problems (Phelps, 1972). When employers do not have sufficient information about minority groups, it significantly affects their labour market entry. Employers will choose to recruit employees from the majority group if they expect marginal groups to be less productive on average, irrespective of how productive a particular applicant is. If one group's future success can be anticipated more reliably by selection procedures than another group's, employers will choose to hire from that group.. (Phelps 1972; Aigner and Cain 1977; Borjas and Goldberg 1978).

Taste-based discrimination banks on the presence of bias, while statistical discrimination believes that discrimination happens due to employer's lack of information on the immigrants, which affects them during the recruitment process (Pager and Shepherd, 2008).

### **2.3.4 Social Capital Theory**

The social capital theory explains discrimination in social segregation and deprivation (Metz and Tharenou 2001; Hayes James 2000). Knowing who you know and what they can do for you is crucial in a world where work opportunities are few. (Hayes James 2000).

Smaller groups have their own social networks, which are frequently unconnected to management, careers, or societal positions of power and influence. Minorities who don't have these connections may have a harder time getting references or getting insider aid to get employed or promoted. Even if they are hired, their outsider position will make forming a partnership with a guide ready to share expertise and train them on the necessary skills that will help them progress in the future more challenging. (Athey *et al.*, 2000)

Although a detailed discussion of policy in each domain is beyond the reach of this study, specific policies or initiatives are listed below, where they are essential to the findings.

## **2.4 Irish Policies and Framework Governing Employment Discrimination**

The Universal Declaration of Human Rights establishes the most basic anti-discrimination structure (OECD, 2013)<sup>7</sup>. In equality legislation, discrimination has a definite meaning. The question of whether a person has been treated less favorably in the workplace than another person in a similar situation on any of the nine grounds, including race, is central to the definition of discrimination.

Equality law regards discrimination as when a person is treated less favourably in an organisation than another person in the same circumstances. Discrimination can occur in an employment context in areas such as, how a job is advertised, decisions regarding if to hire an applicant or not, the employment phase, and the provisions regarding the termination of employment.

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<sup>7</sup> Its principles have been integrated into more detailed agreements, such as the ILO's Convention 111 on Discrimination in Employment and Occupation, which has been ratified by 171 countries.

The Employment Equality Acts, 1998-2015, and the Equal Status Act, 2000-2015, provide protection against employment discrimination in Ireland.

### **2.4.1 Employment Equality Acts, 1998-2015**

The Employment Equality Acts 1998-2015 seeks to ensure that equal opportunities concerning employment are given to both Irish and Non-Irish Nationals.

The Employment Equality Act prohibits discrimination under nine grounds of marital status, family status, gender, age, race, disability, sexual orientation, religion, and membership of the Traveller community<sup>8</sup>. In addition, the Act prohibits discrimination in the following areas:

- Discrimination by employment agencies
- Victimisation at work
- Discriminatory advertising
- Discriminatory promotion
- Discrimination in access to and conditions of employment
- Discrimination in the provision of vocational training

To ensure that discrimination does not occur, employers are required not to have requirement quotas in recruiting from any particular groups except employment permit issues. They are also required to review recruitment procedures used in advertising and interviewing techniques.

The Employment Equality Acts also protects employees from direct and indirect discrimination. When an individual is treated less favorably than another in the same scenario on one of the nine grounds covered by the Acts, direct discrimination is typically more obvious. On the other hand, Indirect discrimination occurs when policies or practices that are not physically counted as discrimination have a discriminatory impact. For example, indirect discrimination might arise if a company's policy has the effect of putting an employee in a disadvantaged position because of their ethnic or racial origin.

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<sup>8</sup> To allow for same-sex civil partnerships, the ground of "civil status" replaced "marital status" in the Act in 2011. In addition, the Equality (Miscellaneous Provisions) Act 2015 added a tenth ground, the 'housing aid' ground; <http://www.irishstatutebook.ie/eli/2015/act/43/enacted/en/html>.

The Act encourages people who believe they have been discriminated against because their race should seek remedies through the Workplace Relations Commission<sup>9</sup> or the Labour Court on appeal<sup>10</sup>. The report shows that in 2014 and 2015, the racial ground was the highest and second top ground stated in labour court appeals, respectively (Labour Court, 2015; 2016)

#### **2.4.2 The Equal Status Act, 2000-2015**

The Equal Status Act, 2000-2015, forbids discrimination in the access of providing goods and services, including education and housing. Discrimination in the provision of housing services against people receiving rent supplements, housing aid, or social welfare benefits is prohibited under the ESA. Discriminatory advertising is also forbidden.

Both acts state that discrimination based on race exists when the discriminatory grounds are "that they are of a different race, colour, nationality, racial or national origins" between two people (EEA section 6(2)(h); ESA section 3(2)(h))<sup>11</sup>.

Research conducted by the Equality Authority (2008) shows that the higher likelihood of discrimination among non-Irish nationals persists in the work and service domains (shops, accommodation, transportation, financial services, restaurants and pubs) is especially pronounced with job search, where immigrants are two and a half times more likely to claim discrimination than Irish job seekers.

OECD, (2013) claim that anti-discrimination legislation in all countries suffers from the fact that it is not explicit, relying instead on the acts of people who feel discriminated. According to previous studies in Ireland, only 10% of those who had been discriminated against took legal action (McGinnity *et al.*, 2012). As a result, equality and human rights organizations' initiatives and campaigns to decrease discrimination beyond the courts are crucial.

The following sections will discuss the potential factors that might influence employment discrimination between black immigrants and native worker. This study will use the Q1 2018

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<sup>9</sup> Section 77 of the Employment Equality Act of 1998, as modified. The results can be found at [www.workplacerelations.ie/en/cases](http://www.workplacerelations.ie/en/cases). Although the majority of cases are employment-related, the Workplace Relations Commission also handles accusations of service-related discrimination under the Equal Status Acts 2000-2015.

<sup>10</sup> Section 83 of the Employment Equality Act of 1998, as modified. Employment-related discrimination claims were filed with the Equality Tribunal prior to 2015.

<sup>11</sup> <https://www.lawsociety.ie/gazette/in-depth/racial-discrimination/>

and Q1 2019 data from the Labor Force Survey (LFS). LFS is a large-scale, nationally representative survey of Irish households and the Central Statistics Office oversees it (CSO)

## 2.5 Credentials

Credentials are criteria to measure the skills and competencies of potential employees. In 2019, half of the migrants had completed third-level schooling in Luxembourg, Romania, Bulgaria, Ireland, Poland, and Estonia (Eurostat, 2020a). The Irish labour market must recognise international credentials held by migrant workers to remain effective. For migrants to successfully enter the labour market, Irish employers must identify and compare the migrants' academic, professional, and vocational qualifications.

When it comes to labour market qualifications, the essential elements are educational and technical qualifications, also known as formal education. A formal qualification could be a legal document that certifies a person's competence in a specific field. (Schuster, Desiderio & Urso, 2013). Aside from formal education, a number of factors influence a job candidate's ability to succeed in the labor market. These include informal credentials and accomplishments.

However, it has been argued that they do not reflect the human capital obtained through experience or informal training. It is often difficult to compare different credentials from different countries. (OECD, 2001). Coghlan *et al.*, (2005) believe that the paucity of appropriate documentation adds to the problems for migrants in getting their credentials acknowledged. He further says that refugees, in particular, will have difficulty obtaining documents to prove their qualifications. Dunbar *et al.*, (2008) reaffirm Coghlan *et al.*, (2005) findings adding that hurdles in obtaining this supplementary documentation is an extra primary problem that has not been adequately emphasized thus far.

Table 2.1 below compares educational credentials between working-age Irish and non-Irish citizens using data obtained from the Labour Force Survey (LFS)<sup>12</sup>.

<b>TABLE 2.1 Q1 2018 AND Q1 2019 HIGHEST EDUCATIONAL ATTAINMENT BY NATIONALITY FOR AGE 15-64 YEARS</b>
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<sup>12</sup> Labour Force Survey (Q1 2018, Q1 2019 pooled) provided by the ISSDA. The Irish Social Science Data Archive can be found at [www.ucd.ie/issda](http://www.ucd.ie/issda). Population aged were 15-64 at work.

Nationality	Upper Secondary Certificate (%)	Post-leaving Certificate (%)	Third Level Certificate (%)	Total (000)
Irish	24.9	13.2	38.3	6538.7
Non-Irish	24.3	12.7	51.5	980
Of which				
UK	19.7*	15	45.9*	204.4
EU-West	15.0*	6.6*	73.4*	135.5
EU-East	33.3*	16.4*	37.6	391.3
North America, Australia & Oceania	11.5*	5.3*	79.1*	31.6
Africa	21.4	13.8	49.0*	40.5
Asia	15.8*	6.9*	71.4*	94
Rest of the World	21.5	9.3*	62.3*	82.9

*Source: Labour Force Survey Q1 2018 and Q1 2019 (pooled)*

There are significant variations in educational achievement between the immigrants and Irish populations, with the immigrants having the upper hand. Compared to the immigrants, the likelihood of Irish nationals who do not have education or have only secondary education is 24 per cent which is double of the immigrants which is 11 per cent. The table also shows that 52 per cent of non-Irish people hold a third-level degree compared to compared to 38 per cent of the Irish (McGinnity *et al.*, 2020).

Although African immigrants have the highest percentage of educational accomplishment than the Irish populace, they had lesser employment achievements than other immigrant groups. McGinnity *et al.*, 2020) however, believes that immigrants are often at a disadvantage due to the selective migration policy that requires work permits for a highly skilled job.

In Ireland, there are established frameworks relating to the recognition of foreign educational credentials. They will be discussed below.

### **2.5.1 The Irish National Framework of Qualifications**

The Irish National Framework of Qualifications (NFQ) was established in 2003 and consists of a ten-level system that ranges from high school to doctoral studies. The National Framework of Qualifications (NFQ) is a ten-level structure for comparing the various styles

and levels of qualifications available in Ireland. The system requires the following qualifications:

- Junior Certificate (NFQ Level 3)
- Leaving Certificate (NFQ Levels 4 and 5)
- Advanced Certificate – Craft / Higher Certificate (NFQ Level 6)
- Ordinary bachelor's degree (NFQ Level 7)
- Honours bachelor's degree / Higher Diploma (NFQ Level 8)
- Master's Degree (NFQ Level 9)
- Doctoral Degree (NFQ Level 10)

The Irish National Framework of Qualifications (NFQ) aims to place international students at the heart of Ireland's education and training system. The National Framework for Qualifications (NFQ) offers a framework for understanding, comparing, and contrasting the degree and quality of various qualifications; this allows them to make well-informed choices about educational opportunities and to consider options for advancement. The NFQ helps employers to make informed decisions about applicant's qualification. For example, a Bachelor Honors Degree from Ghana is equivalent to the Honors bachelor's degree in Ireland at NFQ Level 7.

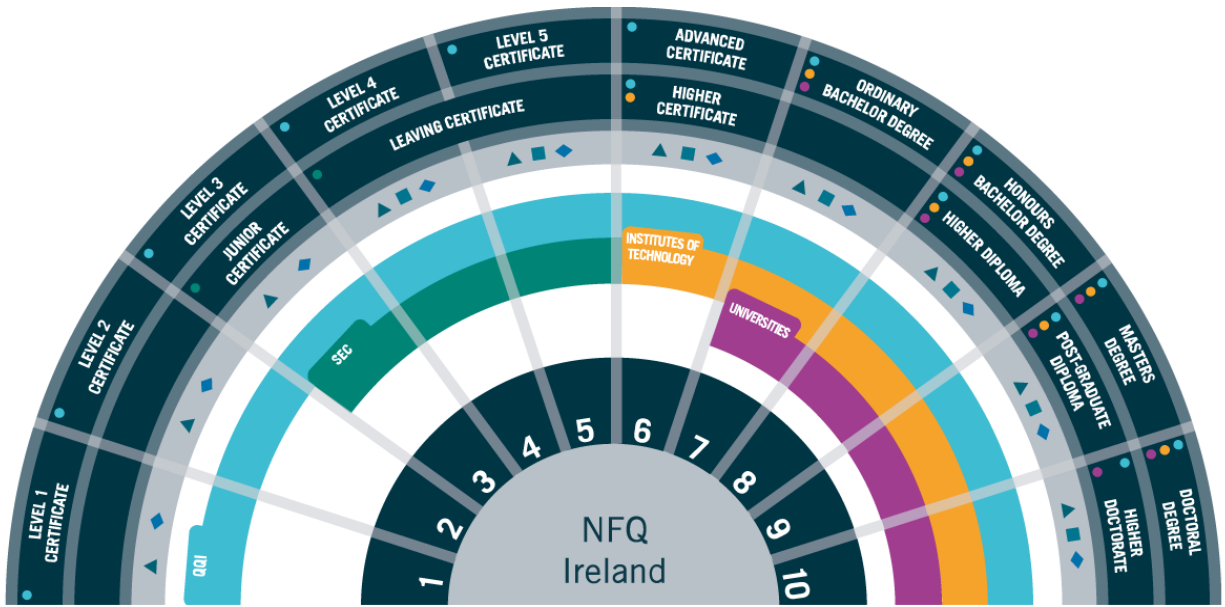


Figure 2.1: Irish National Framework of Qualifications<sup>13</sup>

### 2.5.1.1 Quality and Qualifications Ireland (QQI)

Quality and Qualifications Ireland (QQI) is the Irish government department in charge of the National Academic Recognition Information Centre (NARIC)<sup>14</sup>.

QQI also helps holders of international qualifications seeking job opportunities in Ireland to gain recognition for their work as well as Irish graduates seeking recognition abroad. QQI is the independent quality assurance body for the higher education and training sectors in Ireland. It's also in charge of upkeep and development of the National Framework of Qualifications (NFQ).

### 2.5.2 Previous Research on Educational Credentials in Ireland

Research findings reveal that immigrants have a higher rate of work unemployment than the rest of the Irish population (O'Connell and McGinnity, 2008); are working at levels below their qualifications (Barrett et al., 2006); and are more likely to report workplace discrimination (Russell et al., 2008; O'Connell and McGinnity, 2008).

<sup>13</sup> <https://nfq.qqi.ie/>

<sup>14</sup> NARIC Ireland ensures recognition of foreign qualifications in Ireland.

A 2014 OECD report revealed that highly educated immigrants have a higher unemployment rate of 50% chance of being overqualified when they do get employed than the native workers. The report also revealed that only about one-fifth of the difference in credentials between the immigrants and native workers is based on skill differences. In addition, in the United Kingdom, during the 2016 referendum, the report showed that the recent recruitment of the migrants in the EU who were in highly skilled jobs fell to 38 per cent. In fact, aside from Switzerland, the report indicated that migrants who attained university degrees were mostly found in low and medium-skilled jobs than native workers in all countries where OECD data was carried. The percentage difference between immigrants and native workers in the OECD area is 12 per cent, while Italy has a high rate of 34%. (International Migration Outlook – OECD, 2018).

Also, McGinnity et al. (2006) reported that a percentage rate of above two-thirds of those who hold believe they are overqualified for their present occupational status. After controlling for education and years of work experience, Barrett and McCarthy (2007) discovered that immigrants earn 18 percent less than Irish nationals.

In addition, Kropiwiec and King-O'Riain (2006) conducted a small-scale study of young Polish migrant workers and discovered that overqualified Poles earn much less than migrants or Irish workers who work in positions that are compatible with their skills.

Furthermore, in 2005, a multi-agency<sup>15</sup> working group set up by integrating Ireland conducted a report which concluded that an important factor being ignored in the debate regarding skill shortages in the Irish labour market was that highly skilled immigrants already living in the country were unable to use their skills due to difficulties they were having registered with professional bodies. This problem was attributed to a 'mindset' in the existing population and described as a reluctance to accept that there are 'new people now living in Ireland, who will be staying and who have to be accommodated'<sup>16</sup>.

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<sup>15</sup> The Irish Refugee Council, Dublin City University, the National University of Ireland, Maynooth, and Dublin Institute of Technology were also involved in the report's development and supplied funding.

<sup>16</sup> Coughlan et al., International students, 2005 pg. 7

Lastly, in research conducted by National Research Council (2004), immigrant job applicants have inequality compared to the native workers with the same qualifications and similar credentials by recruiters. They argued that employers favour candidates from the majority group over the minority group.

## 2.6 Occupational Sectors

This section considers the differences between the immigrants and the Irish nationals based on their occupational sectors. It shows the various sectors where each group work. The

The occupations are divided into 1-digit ISCO 08 categories based on their skill level and content. (See Table 2.2)

<b>Sector</b>	<b>Ireland</b>	<b>United Kingdom</b>	<b>EU-West</b>	<b>EU-East</b>	<b>Non-EU</b>	<b>Total</b>
Agriculture, forestry	4.5	1.4	0.2	1	0.9	3.9
Industry	12.2	14.2	14.5	21.4	9.3	12.8
Construction	6.6	5.4	1.3	7.2	2.5	6.3
Wholesale & Retail	13.2	15	8.8	18.4	10.3	13.4
Transportation & Storage	4.5	3.4	3.5	5.3	2.5	4.4
Accommodation & Food	6.3	9.4	11.4	15.8	20.2	7.8
Information & Communication	4.6	6.2	21	3.7	12.5	5.3
Financial, Insurance	5.2	4.8	6.4	1.4	3.5	4.9
Professional, Scientific	6.3	6.9	6.5	3.1	4.2	6
Administrative support	4	5	7.2	9.7	8	4.7
Public Administration	5.6	3.3	0.9	0.8	1.1	4.8
Education	8.6	6.1	6.1	1.5	4.4	7.8
Human Health & Social Work Activities	13.3	12.9	8.4	5.9	15	12.7
Other Nace Activities	5.3	6.12	3.6	5	5.7	5.3

*Source: Labour Force Survey*

*Notes: Using the European industrial activity classification, the major sectors of activity are: (NACE Rev.2).*

Table 2.2 shows that the Irish nationals are well prominent in the Human health sector (13.3 per cent). On the other hand, the 20 per cent of 'Rest of the World' where the black immigrants fall under are most prominent in the accommodation and food sector but only 6.3 per cent of Irish national are in that sector

The effect of this is that despite black immigrants being highly educated, they take up jobs in the lower sector of the economy, which in turn results in lower earnings compared to their Irish counterparts of the same qualification. This reiterates Gilmartin and Dagg (2020) findings that shows that average earnings in Ireland's hotel and food sectors are substantially lower than those in other economic sectors.

### **2.6.1 Previous Research Findings in Ireland**

Several empirical studies have found that occupational segregation is a huge factor in explaining employment differentials.

A resume call-back field experiment which was carried out in Ireland highlighted that immigrant are disadvantaged in terms of occupational position and wages (McGinnity *et al.*, 2009). It was detected those applicants who bear Irish names were twice more likely to get invited to interview for jobs when compared to the candidate who bears non-Irish names despite both submitting similar CVs, but not many differences in discrimination were found in the Asian candidates. Resumes of Blacks had the highest call-back percentage ratio.

Barrett, Bergin, and Duffy (2006) also show that immigrants had much greater educational levels than native Irish people. Even after controlling for age and education, they discovered that immigrants were in lower-level employment than natives.

(Barrett and McCarthy (2007) reported that while immigrants in Ireland have a higher level of education than native Irish, the occupational breakdowns of the two groups do not reflect this. They also demonstrate that migrants from new EU Member States confront the greatest "occupational gap," which in Ireland does not diminish over time. Migrants are more highly represented in hotels and restaurants, as well as real estate, renting, and business operations, than Irish-born respondents, according to the industries in which they work.

Lastly, Islam & Parasnis (2016), using the Generalized Least Squares (GLS) regressions, found out that immigrants are more likely to get employment in minor occupational sectors such as trade, agriculture, and hospitality while they are less likely to be in manufacturing, financial, IT, and professional industries.

Joseph (2017), argue black workers are at the bottom of the economic ladder not because of their accomplishments, but because of their color. He claims that Ireland has a "racial system" that disadvantages African American immigration.

However, McGinnity *et al.*, (2020) disagree that low concentration of black immigrants in high skilled jobs can be linked to non-EU nationals' selective migration policy, in which work permits are primarily provided for high-skilled jobs requiring non-EU migrants to be highly skilled.

## **2.6 Recruitment Selection**

The ability of an organisation to get the right people in the right location at the right time is critical to its success (Turner 2010). This section discusses the various recruitment and selection challenges in terms of diversity and inclusion faced by looking at both the immigrants and the employers' perspectives. Previous research findings in Ireland are also highlighted.

### **2.6.1 Diversity and Inclusion in Ireland**

Diversity refers to the individual differences that each person possesses and can offer to their workplace. It includes differences such as ethnicity, gender, religion, nationality, sexual orientation etc., while inclusion refers to when members of other minority groups benefit from the practice or policy of providing equal access to opportunities and resources. In recent decades, Ireland has become much more diverse in terms of national and ethnic origin. In addition, Ireland is becoming more multicultural, with a broader range of cultural influences.

A significant occurrence arising from Ireland's diversity is that labour market segmentation is characterized by rising gaps between immigrants and non-immigrants across different immigrant groups. Recent studies have shown inequality in unemployment between non-Irish nationals and Irish nationals, but exceptionally high among the African nationals. (McGinnity *et al.*, 2020).

According to McCormack (2008), labour market segmentation is driven by immigrant characteristics, employer recruitment strategies, and government laws. He argues that when immigrants lack local knowledge and networks, language ability, and familiarity with local work practices, their entry point into the labour market is likely low. Employers' globalised recruitment techniques and processes have been found to contribute to segmentation.

Another challenge highlighted was the change from Student Visa to work permit (MCRI, 2007b), which makes workers reluctant to leave exploitative employment (MCRI, 2004).

A 2009 Employers' Diversity Network report revealed that one of the earliest sources of irritation for candidates was not acknowledging their application or not receiving a sufficient reason for their premature failure. Many focus group participants, for example, stated that they had applied for numerous positions but had received no response from the employer. The focus group also raised the issue of Irish employers requiring Irish experience and references. Employer preferences were identified as a major barrier to acquiring employment among the organisations polled, particularly in the private sector, undervaluing significant expertise gained in one's own country. Immigrants' lack of labour market knowledge and job search abilities also contribute to their difficulty finding work. (Employers' Diversity Network, 2009)

Furthermore, the report looked at the employer's perspective; the employers interviewed cited entitlement to work in Ireland, qualifications, and proficiency in English as critical criteria in recruiting immigrants.

Research findings indicate the following challenges employers face in recruiting immigrants. Irish employers' requirement of Irish experience (Refugee Information Service, 2008); Inability in having foreign qualifications recognised (Ni Mhurchu, 2007) and the issue of racism and discrimination (McGinnity *et al.*, 2006); O'Connell and McGinnity, 2008).

## **2.6.2 Previous Research Findings in Ireland**

Discrimination against minorities and disadvantaged groups in recruitment has gotten a lot of attention in the social policy arena and academic research. (Tomaskovic-Devey *et al.*, 2006; Ziegert & Hanges, 2005; Brief *et al.*, 2000).

In Ireland, McGinnity *et al.* (2009) conducted the first field experiments to measure recruitment discrimination. Two identical people with similar characteristics except their names applied for the same job, and their responses were recorded. The experiment tested for any difference in how each applicant was invited for an interview to measure the extent to which discrimination existed or its lack. The experiment was designed to see any variations in response between the minority applicants and the Irish applicants.

Coakley and Mac Einri (2007) stated that African migrants in Ireland encountered discrimination, particularly during the job search process.

According to Knight *et al.*, (2003), minorities are known to encounter increased discrimination during recruiting processes, notably in high-status jobs compared to low-status professions. In addition, differences in job interview call-backs and invitations reveal the extent of employment discrimination. (National Research Council 2004; Riach and Rich 2002).

## 2.8 Nationality

In this chapter, a comparison between the immigrants and Irish national's employment indicator will be analysed. The core indicators used are employment, unemployment, and labour market activity rate.

	Employment (%)		Unemployment (%)		Activity (%)	
	2018	2019	2018	2019	2018	2019
Irish	67	69	5	5	71	72
Non-Irish	71	73	8	6	77	77
UK	64	72	9*	7	71	78*
EU-West	84*	80*	5	4	88*	84*
Eu-East	75*	76*	7	5	80*	80*
North America and Oceania	[60]	[62]	[11]	[7]	[68]	[67]
Africa	[54*]	[60]	[15*]	[12*]	[64]	[69]
Asia	63	61*	7	6	68	65*
Rest of the World	72	64	10	5	80*	67
Irish, born elsewhere	67	69	7*	6*	72	74
Irish-born	67	69	5	5	71	72

*Source: Labour Force Survey Q1 2018 and Q1 2019 (pooled)*

Table 2.3 shows that between 2018 and 2019, the employment percentage for Irish nationals grew from 67 per cent to 69 per cent, while the employment percentage for African nationals grew from 54 per cent to 60 per cent. When compared to Irish nationals, non-Irish nationals have a more significant employment and activity rate.

Regarding unemployment, in 2018, considerable differences were noted between the migrant, with respondents from Africa experiencing much higher unemployment than Irish citizens. However, by 2019 the difference between Irish and African nationals remains huge. In terms of the labour market activity rates, in 2018 and 2019, Irish nationals have significantly higher labour market activity rates than African nationals.

Non-Irish immigrants from Africa are the most disadvantaged, with lower employment and activity rates and more unemployment than any other group. This has also been indicated in prior studies (McGinnity *et al.*, 2020; O'Connell *et al.*, 2019). Several causes may limit the lower employment rates of black immigrants. McGinnity *et al.*, (2020) argue that the process in which immigrants arrive in Ireland puts them at a disadvantage even their individual language ability and education are controlled. He further states that those who come through the protection system at even at a much higher risk of unemployment.

### **2.8.1 Previous Research Findings in Ireland**

Cronin *et al.*, (2018) identify that African migrant had longer unemployment periods and fewer exits to employment when compared to other unemployed. They also revealed that this group has a high rate of first-time job applicants, with 38 per cent of African migrants reporting to have never worked in a formal job.

McGinnity *et al.*, (2018) examined the experience of various migrant group members in the Irish labour market using three nationally representative surveys for the period 2004, 2010, and 2014. The findings showed that Black immigrants experience discrimination during job search five times more and 2.7 times experience discrimination in their workplace compared to the white native workers.

According to a 2016 EU Fundamental Rights Agency survey of over 25,500 migrants from 28 EU countries, respondents with North African, Roma, and Sub-Saharan African backgrounds recorded the highest levels of discrimination based on the ethnic or immigrant background (45 per cent, 41 per cent, and 39 per cent, respectively). The respondents said they were discriminated against on average 4.6 times a year, with the work sector reporting the highest five-year rate. Almost a third of all job seekers (29%) said they had been discriminated against, with every respondent citing skin colour or physical appearance (53 per cent at work

and 50 per cent while searching for job). However, 36 per cent thought discrimination was caused by their first or last name, while 18 per cent thought it was due to their accent. (FRA, 2016)

Similarly, in their empirical studies across Europe, Kingston et al., (2015) indicated that race influences immigrants' success rate in aspects from employment search to promotion in the workplace. They found that nationality plays a vital role in the occupational sectors and that most immigrants are disadvantaged in high skilled jobs, but they face no discrimination in low skilled jobs.

Using a special module of the Quarterly National Household Survey (2004), O'Connell and McGinnity (2008) analysed labour market results by nationality, language community, and ethnicity. They also looked to see whether the difficulties faced by immigrants from non-English speaking nations varied by ethnicity; they discovered that Black immigrants from non-English speaking countries were nine times more likely than Irish nationals to be unemployed. There was no distinction between White, Asian, and other ethnic backgrounds, who were two to three times more likely than Irish citizens to be unemployed. They stated that the Black ethnic group reported the highest level of discrimination.

Furthermore, even after controlling for differences in education, duration of stay, and gender, McGinnity et al. (2006) discovered that Black and White South/Central Africans faced the highest discrimination of all ethnic/national groups in terms of access to job.

## **2.9 Summary of Literature Review**

Many substantial studies have investigated the employment differentials between black immigrants and native workers in the Irish labour market.

McGinnity *et al.*, (2020) and O'Connell *et al.*, (2019) reports that African nationals are the most disadvantaged non-Irish immigrants, with substantially lower employment and activity rates and higher unemployment than any other group.

In agreement, Russell *et al.* (2008), using the Quarterly National Household Survey (QNHS) carried out by CSO in 2004, found that nationality was a significant factor in discrimination. The study found that 24 per cent non-Irish natives agreed that they had experienced

discrimination, which was twice the rate of Irish individuals. Interestingly, 40 per cent of black immigrants were found to have the highest risk of discrimination than 25 per cent of Asian and 12 per cent of white respondents. In contrast, McGinnity *et al.* (2020) assert that a low concentration of black immigrants in high skilled jobs can be linked to non-EU nationals' selective migration policy, in which work permits are primarily provided for high-skilled jobs requiring non-EU migrants to be highly skilled.

As reviewed above, the employment differential status of immigrants and native workers is an extensive topic that has been discussed in the past by many researchers.

Although there are several scholarly reports on employment discrimination, there is limited information on the effect of controlling potential factors such as credentials, occupation sectors, recruitment selection and nationality between black immigrants and native workers in the Irish labour market. This will pose a considerable challenge but an exciting opportunity to explore, especially in the data collection.

This review will serve as a basis for further research and the development of the research design. In addition, it will serve as a comparator against which the research findings can be validated.

## **2.10 Conceptual Framework**

This section presents the conceptual framework, which seeks to link and establish a relationship between variables. The frame emerged from a careful review of empirical studies that have previously investigated the subject matter for this study. The proposed research investigates employment discrimination between black immigrants and native workers in the Irish Labor market. This research aims to investigate the employment discrimination between black immigrants and native workers in the Irish labour market through an empirical analysis. Therefore, the conceptual framework seeks to describe how the outcome variable for this study connects with the independent variables.

According to Jabareen (2009), a conceptual framework is a network of interconnected concepts that together provide a detailed understanding of a phenomenon. A conceptual framework's concepts help one another, express their respective phenomena, and create a

philosophy unique to the framework. Maxwell (1996) explains the conceptual framework as a set of ideas, assumptions, aspirations, values, and theories underpinning and informing research. It is linked to the researcher's notions, empirical research, and critical theories for advancing and systematizing his or her knowledge. (Peshkin,1993). It is the researcher's description of how the research problem will be investigated. The conceptual framework depicts an integrated approach to an issue under investigation. (Liehr & Smith, 1999)

The conceptual framework is presented in figure 2.2. The framework highlights the different factors identified in the literature that can influence employment discrimination. These factors will be adapted in this study and constitute key independent variables shown in the framework. Variables identified in the framework have been found to affect employee discrimination (which is the dependent variable for this study) in previous studies concerning credentials, including educational qualification and the ability to speak the host country's language. The impact of each of these independent variables on employment discrimination will be assessed.

The impact of each of the independent variables identified in the framework has been reported in the literature. Empirical studies across Europe indicated that race influences immigrants' success rate from employment search to promotion in the workplace. (Kingston *et al.*, 2015). A resume call-back field experiment conducted in Ireland highlighted that immigrant are disadvantaged in terms of occupational position and wages (McGinnity *et al.*, 2009).

Similarly, studies have shown that unemployment is higher among immigrants than natives in Ireland. (McGinnity *et al.*, 2013). People from minority groups are often more educated and occupy jobs below their skill level in Ireland. Furthermore, Zeng and Xie (2004) argued that immigrants' education in their country of origin is quite difficult to transfer to the host country, they are often seen as lower quality because most immigrants come from less developed countries. Based on empirical evidence, it has been found that immigrants who speak the host country's official language are likely to be employed than those who are not proficient. (Chiswick and Miller 1995, 2002).

According to the social identity theory, individuals are grouped based on different social categories associated with status value and prescribed behaviour, which can significantly influence the hiring and recruitment process (Fiske and Taylor, 1991; Tajfel and Turner,

1985). Regarding the occupational sector, previous studies have shown immigrants are more likely to get employment in minor occupational sectors such as trade, agriculture, and hospitality. Simultaneously, they are less likely to be in manufacturing, financial, IT, and professional industries (Islam and Parasnis, 2016), while Russell et al. (2008) found nationality as a critical factor in employment discrimination.

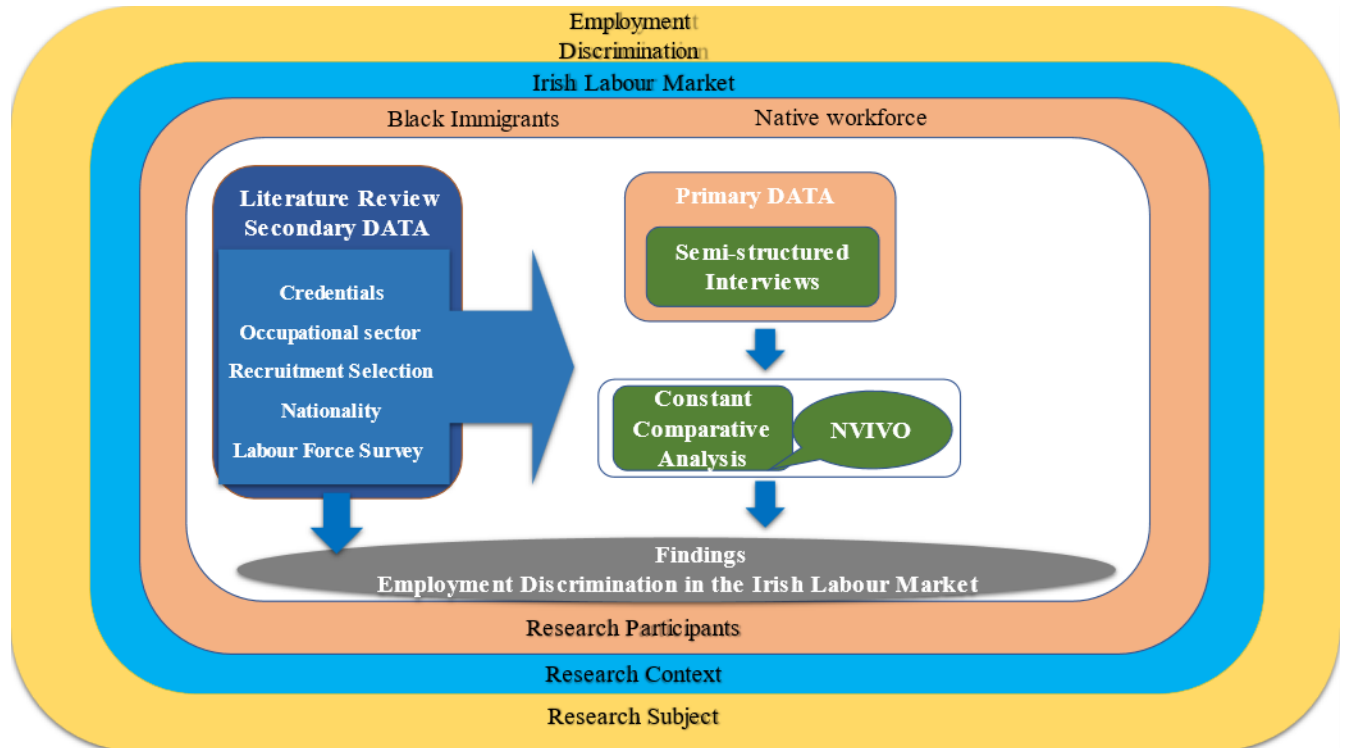


Figure 2.2: Conceptual Framework

# **Chapter Three**

## **Research Methodology**

### **3.1 Introduction**

The chapter begins with a brief overview of research. The traditional research philosophy and paradigm are next examined. It also goes over the research point of view. When I was doing research for this study, I noticed that many researchers used the terms research technique and research procedures interchangeably. As a result, the two sections dealing with research methodology and research techniques were dealt with separately.

The two basic research methodology types, qualitative and quantitative research methodologies, are reviewed, along with the differences and benefits of each. The research approach used in this study is discussed, and it is explained why that strategy was chosen. The research method, actual data collecting, and data analysis methods are then discussed, along with the reason for why the specific research method was chosen.

The chapter concludes with an examination of research ethics and the concerns when performing insider ethnographic research.

### **3.2 Introduction to Research**

Research is a systematic inquiry that employs accepted scientific methods to solve problems and produce new, widely applicable information. The Advanced Learner's Dictionary of Current English explains research as a diligent investigation or inquiry, notably via the pursuit for new facts in any domain of study.

Rajasekar *et al.* (2006) believe that research is a logical and systematic search for new and valuable knowledge on a specific subject. Slesinger and Stephenson (1930) defines research as the manipulation of objects, ideas, or symbols to generalise to expand, correct, or validate knowledge, whether that knowledge helps in the construction of theory or the practice of an art.” Research approaches are typically classified as quantitative or qualitative.

### **3.3 Research Philosophy**

Philosophy is concerned with how people think about the universe, and as an academic discipline, it focuses mainly on truth, understanding, and life. What is interpreted as truth is inextricably connected to perceptions of the world? Concerning the dissertation, individuals' perceptions affect knowledge gained, which will affect how the research is conducted.

Research philosophy is a set of beliefs on how data on a phenomenon should be collected, analysed, and applied. It deals with the idea, assumptions and advancement of knowledge. There are different types of assumptions that researchers make at every stage of their research. (Burrell and Morgan 2005). These include epistemological assumptions about human understanding, ontological assumptions about the realities encountered in research, and the degree to which an individual's beliefs influence the research process (axiological assumptions). When all these elements fit together, it leads to a coherent research project (Johnson and Clark, 2006).

To identify research philosophies, there are two sorts of research assumptions: Ontology and epistemology are two terms that are often used interchangeably.

#### **3.4.1 Ontology**

Ontology is the study of everything that is involved with its existence, while social ontology is studying things in a social context (Lawson, 2004; Saunders *et al.*, (2009). In agreement, Scotland (2012) opines that ontology is a branch of philosophy concerned with the assumptions made to believe something is real or the essence of the social phenomenon being investigated.

The question, "What is real?" is concerned with the idea of ontology, and there are two possible answers to this question, depending on the paradigm. The answer to the question, "Is there a single objective truth/a knowable fact affected by a clear set of laws?" would be "Yes" in one paradigm.

From the other paradigm's viewpoint, the answer to the question is that all is relative; there is no such thing as a single objective reality or even universal truths, just a set of subjective truths. People who believe in a single objective truth are often referred to as 'positivists.

### **3.4.2 Epistemology**

Epistemology is a branch of philosophy that studies the essence of knowledge and the mechanism by which knowledge is gained and validated. (Gall *et al.*, 2003). It is concerned with the very foundations of knowledge – its meaning, modes, and acquisition, and how it can be conveyed to other people (Cohen *et al.*, 2000). The answer to the question “What is real?” impacts how knowledge is acquired. So, in response to the question, “What is real?” comes the question, “How do we know anything about the world?” What we perceive as a reality affects our knowledge of the world. In other words, what we perceive as being accurate, affects the way we gain knowledge.

### **3.5 Research Paradigm**

Kuhn (1962) first used the word paradigm to describe a philosophical way of thought. Denzin and Lincoln (2000) define paradigms as "human constructs dealing with fundamental principles that reveal where the researcher is coming from in order to produce meaning contained in data.". Paradigms are important comprise beliefs and mandates that impact what should be examined, how it should be studied, and how the study's findings should be understood by scholars in a given subject.

#### **3.5.1. Positivism/Quantitative Research**

The term positivism refers to a branch of philosophy that acquired prominence in the early nineteenth century as a result of Auguste Comte's publications.. (Richards, 2003). Positivists assume that rules control social phenomena and that these laws can be formulated and presented by factual arguments using scientific methods. It is regulated by universal regulations and is not mediated by our senses. Positivism’s ontological status is that of realism.

Interpretivists and analytical theorists have questioned the positivist model (Gage, 2007; Richards, 2003). One repeated criticism is that scientific methods, while appropriate for studying natural phenomena, fall short when applied to persons and social phenomena, according to a common complaint (Gage, 2007; Grix, 2004; Richards, 2003). While this critique is not without substance, it is essential to note that those who criticise positivism have opposing views. As Hughes and Sharrock (1997) correctly observed, critics of positivist social science present the

opposition, in this case, positivism, as if it were not just stupid but also lacking in subtlety. Post-positivism arose in response to criticism of the positivist model, and it "straddles both the positivist and interpretivist paradigms." (Grix, 2004).

### 3.5.2 The Interpretivist /Constructivist/ Qualitative Paradigm

The term "interpretivism" refers to a "reaction against positivism's supremacy" (Grix, 2004). The assumption that there is a single, verifiable truth that exists outside of our senses is opposed by interpretivism. The basic purpose of the Interpretivist paradigm is to comprehend the subjective realm of human experience. (1989, Guba & Lincoln). This method is commonly referred to as the Constructivist paradigm since it focuses on understanding the individual and their interpretation of the world around them.

Interpretive epistemology is a type of subjective epistemology. The qualitative research paradigm is founded on interpretivism (Altheide and Johnson, 1994) and constructivism (Altheide and Johnson, 1994; Kuzel and Like, 1991)

The interpretive paradigm has been admonished for being lax, unable to generate concepts that can be applied to a larger population, and the researcher's relationship with participants contributes to a lack of objectivity (Grix, 2004). While positivist analysis has its advantages, some social phenomena are better studied using the interpretive paradigm. The main assumptions of each position are summarised in figure 3.1 diagram below: The tabulated data are derived from the works of Ormston *et al.*, (2014), Bryman (2008), Denzin & Lincoln (2005) and

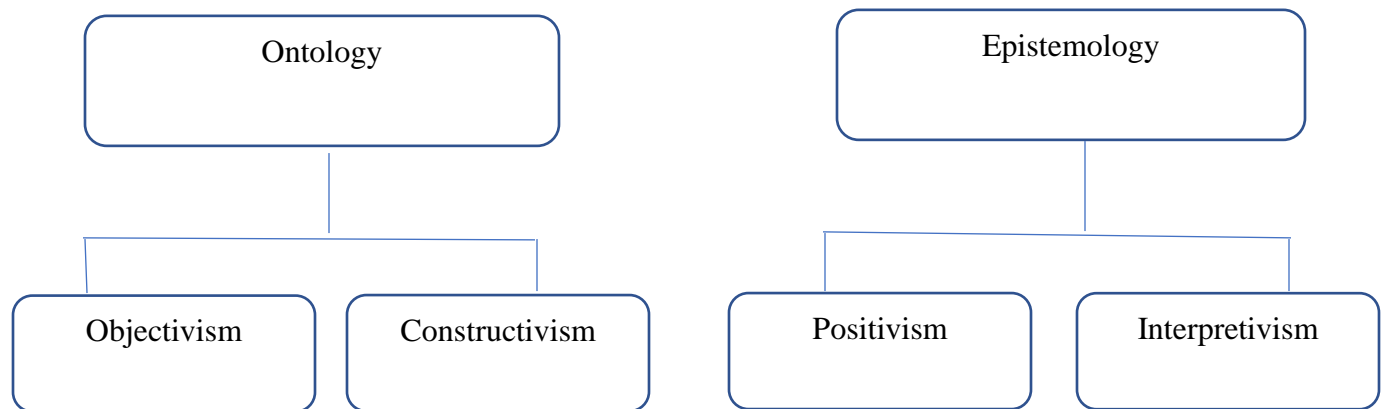


Figure 3.1: Research Philosophy methods

### **3.6 My Ontological and Epistemological Assumptions in Relation to Philosophy and Research**

The philosophical assumptions, which I outline here, serve as the foundation for my understanding of social research in general, as well as the creation of my research technique and procedures in this study. My research's ontological and epistemological positions are based on the notion that no absolute reality exists outside of the participants' experiences.

In contrast to objectivism, this implies that people do not share a common reality or meaning. (Ormston *et al.*, 2014). People's views of reality shape knowledge, which is inspired by a variety of personal factors. Because social research findings are inherently subjective, I don't consider discrimination to be a fully objective fact that exists independently of the participants, but rather as a result of their perceptions.

Interpretivism and constructionism emerge from a complete rejection of the positivist and objectivist traditions, which oppose competing conceptions of the world and knowledge. (Bryman, 2008; Crotty, 1998). Their idea is based on perception. As a result, their view of the world is founded on our reflection on events rather than solely on our actual experiences. (Ormston *et al.*, 2014).

I hold an interpretivist viewpoint that emphasizes the researcher's strong contact with the social world. As a result, participants' understanding of the universe and social phenomena, such as discrimination in this study, is dependent on their interpretation of occurrences rather than observation, as recommended by positivist views.

My research methods and overall research design are vividly expressed by the above-explained ontological and epistemological attitudes and perspectives. These philosophical stances are of great importance to my research, in looking at discrimination in the Irish labor market from the eyes of black immigrants and native workers while acknowledging their perception

#### **3.6.1 Discussion and Rationale for Choice of Approach**

This research aims to understand through an empirical analysis of the employment discrimination between black immigrants and native workers in the Irish labour market.

- i. Assess the level of employment discrimination among black immigrants and native workers
- ii. Examine the factors associated with employment discrimination among black immigrants and native workers

The first objective, the research, will explore the employment experiences faced by black immigrants and native workers in the Irish labour market, while the second objective will examine the factors relating to employment discrimination.

The following research questions are suggested to capture these goals and provide structure to the research. The first key question is ‘Do black immigrants experience employment discrimination than native workers in the Irish labour market? The second key question is: Do factors such as Credentials, Occupational sector, recruitment selection, and nationality impact employment discrimination between black Immigrants and native workers in the Irish labour market?’

This study looks at immigrants and native workers’ experiences concerning employments in the Irish labour market, which shows that the experiences are limited to this specific initiative in a particular setting. As analysed in the literature review, employment discrimination is purely based on each individual’s experience. To get answers without being involved in the process would be impossible. Therefore, I believe that an interpretive philosophy is required for this research; this is justified because the research involves investigating people’s experiences concerning employment discrimination. Thus, the study of employment discrimination is crucial to interpretivism philosophy. (Saunders *et al.*, 2009).

### 3.6.2 Research Method Selection

A large number of research methodologies have been identified. Galliers (1991) described several methodologies mentioned in Table 3.1, along with whether they usually follow the positivist or interpretivist paradigms.

**Classification of Research Methodologies**

<b>Positivist/Scientific</b>	<b>Anti-Positivist/Interpretive</b>
Laboratory Experiments	Subjective
Field Experiments	Reviews
Survey	Action Reserach

Case studies	Case studies
Theorem Proof	Interpretive/Descriptive
Forecasting	Future Research
Simulation	Roleplaying

*Table 3.1 Classification of Research Methodologies*

I therefore chose a survey as my secondary data research method and a semi-structured interview as the primary data gathering tool based on the study topic and context.

### **3.6.3 Survey Research**

Survey research is defined as “gathering data from a sample of persons through their responses to questions” (Check and Schutt, 2012). Surveys are widely used to explain and analyze human behavior in social and psychological sciences (Slesinger and Stephenson, 1930)

This form of research allows for a wide range of recruiting participants, collecting data, and using different instrumentation techniques. Large-scale population-based data collection has always been a part of survey studies. Surveys include gathering information from many people using questionnaires, but other methods such as interviews or telephoning can also be used.

This research will use surveys carried out by the Quarterly National Household Survey’s special equality modules by the Central Statistics Office (CSO) and the Labor Force Survey (LFS) as its secondary data for the literature review. The survey has been validated through statistical means with large data samples. The LFS is a quarterly household survey managed by CSO that collects data on ethnic groups and their job characteristics.

The QNHS is the primary source of indicators for Ireland labour market, while CSO collected samples representing the population using criteria such as nationality, region, age, and sex. Using a two-stage stratified cluster sample design, they recruited a large sample size and later using the random technique reduce the sample size (Nguyen *et al.*, 2016)

The Equality modules were carried out by giving the respondents Ireland’s legal definition of discrimination and then asking individuals if they have experienced discrimination. (CSO, 2011).

### **3.6.4 Interview as a Data Gathering tool**

Interviews are done in qualitative research when researchers ask one or more individuals broad, open-ended questions and record their responses. Ribbins (2007) believes that the researcher broadly controls the interview's agenda and process, thus leaving the interviewees free, within limits, to answer as they best see fit. Interviews may be used to follow up with individual respondents after completing questionnaires, for example, to evaluate their responses further. (McNamara, 1999)

Hence, this research will adopt the semi-structured interview type. Semi-structured, in-depth interviews are often used as an interviewing format, whether with a single person or a group. Using open-ended questions raise the hopes of eliciting unbiased responses, while closed-ended questions compel participants to respond in a certain way (Creswell, 2012; McNamara, 1999).

## **3.7 Data Analysis**

According to Bogdan and Biklen (2007), data analysis is a logical method of sorting and organising the knowledge gathered from interview transcripts, field notes, and other material collected to improve the understanding of the data and presentation of what has been discovered. This research adopts the constant comparative method as its methodology. It was initially created for use in Glaser and Strauss (1967) grounded theory approach and Lincoln and Guba (1985), which grew out of the sociological theory of symbolic interactionism. This approach entails comparing one piece of data (an interview, a sentence, or a theme) to all others that are similar or different to establish conceptualizations of the potential relationships between different pieces of data.

### **3.7.1 Constant Comparative Method**

Constant Comparative Analysis is an iterative and inductive method of data reduction that involves constant recoding. (Glaser & Strauss, 1967). The constant comparative technique combines systematic data collecting, coding, and analysis with theoretical sampling to generate a theory that is included, close to the data, and articulated in a way that can be tested further. (Conrad *et al.*, 1993). (1) comparing occurrences connected to each category, (2) integrating

categories and their properties, (3) delimiting the theory, and (4) writing the theory” are the four steps of the approach.

This involves sorting through the data collection, assigning codes, cross-comparison codes, identification of patterns, and finally assigning meanings. This advantage of the comparative analysis approach is that it starts with raw data and builds a substantive hypothesis by constant comparisons (Glaser & Strauss, 1967). This approach will be used to establish hypotheses from data by coding and evaluating at the same time. The data are compared to other incidents or data during the process of coding. It helps to develop hypothesis from the data by coding and analysing at the same time. (Taylor and Bogdan, 1998)

### **3.7.2 Using Qualitative Data Analysis Software**

All qualitative data will be transcribed and entered into NVivo. NVivo is a qualitative and mixed-methods analysis software application (Zamawe, 2015). It is used to analyse unstructured text, audio, video, and image data, such as interviews, focus groups, polls, social media, and journal articles, among other things. Nvivo was chosen because it can serve as a data repository and an automated search engine for a variety of easy and complex searches. It is also a means of ensuring the research process’s dependability and trustworthiness.

## **3.8 Business Research Ethics**

Although acknowledging that study process and the disclosure it entails may be helpful or cathartic for some interviewees (Davies & Gannon, 2006), all researchers face significant challenges when researching topics that are deemed sensitive (Dickson-Swift *et al.*, 2009; Lipscomb, 2010).

However, Doloriert and Sambrook (2009) claimed that methodological (e.g., sample size and access, study design, sufficient questioning, the right and “truthful” depiction of voice) and ethical (e.g., confidentiality) issues may exist (e.g., informed consent, institutional ethical acceptance, the inherent power imbalance between the parties)

Research ethics establishes standards for responsibly conducting research. It also educates and tracks scientists who research to ensure that they adhere to a high ethical standard. When conducting dissertation studies, there are a variety of ethical guidelines that should be

considered. These five ethical principles and their practical implications for dissertation study are mentioned below.

- Minimise the risk of harm
- Obtain informed consent
- Protect anonymity and confidentiality
- Using deceptive practice
- Give participant right to withdraw from the research

### **Minimise the risk of harm:**

The first goal of a social researcher should be to ensure that the people being examined are not affected by their participation. (Bryman *et al.*, 2012). Most people consider research that is likely to hurt participants to be unethical. However, what is the risk? Physical harm, harm to participants' self-esteem, stress, harm to future career chances or employment, and "causing subjects to do despicable acts such as those represented in (Haney et al., 1973) infamous jail experiments" are all examples of risk. Concerning this research, to avoid harming participants, I structured questions that will not allow interviewees to critically evaluate themselves while still ensuring that the research questions get answered.

### **Informed Consent**

According to Bell and Waters (2014), Informed consent is founded on the premise that prospective test participants should be given as much information as they need to decide whether or not they want to participate in the study. Participants are "protected from harm" once informed consent is in effect, according to Singleton and Straits (2011). In this study, a research proposal was sent to Griffith College's Research Ethics Committee and was approved as a low-risk study. A copy of the plain language statement was sent to the mail of all participants; the emphasis that their involvement is voluntary was also stated.

### **Protect Anonymity and Confidentiality**

Protecting the privacy and anonymity of research participants is another important facet of research ethics. If the researcher agrees to keep the information confidential, participants are

more willing to offer information, especially sensitive information. In this study, the participant's study is treated with confidentiality regarding data collection, storage, and analysis to the dissertation's submission. Confidential records are stored in a secure area with limited access, Identifiers such as names, vernacular languages etc. were removed, coding data was used to hide identities

### **Deception**

Bryman and Bell (2003) advise caution, claiming that deception is regarded as bad practice and may have particularly negative consequences. In this research, in a section of the informed section, respondents were informed of the recording equipment used at the beginning of the interview. They will be able to see or hear the relevant piece of the record, and if they so desire, the record or relevant section will be destroyed or removed.

### **Give Participant The Right To Withdraw From Research.**

General requirements for informed consent, the Common Rule, to which researchers and IRBs in the United States must adhere.:

‘(a) (8) a statement that participation is voluntary, that failure to do so would result in no penalty or loss of benefits otherwise available to the subject, and that the subject can stop participating at any time without penalty or loss of benefits otherwise available to the subject<sup>17</sup>.

## **3.9 Summary**

This chapter has explained in detail the research methodology, research philosophy and paradigm. An analysis of the qualitative and quantitative research detailing their strengths and limitation has been discussed. The rationale for the choice of research method and a detailed description of the data analysis approach was given. Lastly, the business research ethics concerning this research was examined.

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<sup>17</sup> 45 CFR § 46.116 - General requirements for informed consent

# Chapter Four

## Research Findings & Discussion

### 4.1 Introduction

In this chapter, the data obtained from the study is analysed in detail, using data from the two sources adopted in the study: data from employees and from Hiring Managers. Both sets of data were acquired via semi-structured interviews; as the study advances, the coding and theme identification processes are also described, with supporting quotations provided for context, as advised by (Bernard et al., 2016).

### 4.2 The Study Sample

Purposive sampling is used in this study, which means that the participants were chosen based on their characteristics. According to O'Reilly (2005), purposive sampling necessitates the inclusion of all relevant parameters such as race, gender, age, religion, social status, and educational background. In agreement, Bryman (2012) opined that the researcher should not choose the study's sample at random. In addition, the technique for contacting the respondents used is the snowballing technique. Snowballing is a technique in which the investigator makes tailored exchanges with a group of small people and then swaps with others. (Bryman 2008). For example, with this method, I contacted one highly educated immigrant who helped find the other individuals who met the same character for further interviews.

The selection criteria for this study are:

- The participants had four focus group; They must either be a White Irish, Black Irish, a Black Immigrants, or a Hiring Manager
- Must have at least a bachelor's degree
- Educational Credentials should be obtained outside Ireland for Black Immigrants
- Must have lived in Ireland for at least three years.
- Should be well informed of the Irish labour market and be of employable status.

The four tables below show the split into the four groups of participants.

- **Table 4.1 Participants Profile Group A (White Irish)**

<b>Participants</b>	<b>Gender</b>	<b>Qualification</b>	<b>Occupational Sector</b>
Participant 1	Female	B.Sc. Graphic Design	Housekeeping
Participant 2	Female	B.Sc. General nursing	Health
Participant 3	Female	B.Sc. Civil Engineering	Construction

- **Table 4.2 Participants Profile Group B (Black Irish)**

<b>Participants</b>	<b>Gender</b>	<b>Qualification</b>	<b>Sector</b>
Participant 1	Male	B.Sc. Economic Policy & Law M.Sc. Finance	Finance
Participant 2	Female	B.Sc. Business Administration	IT
Participant 3	Female	B.Sc. International Relations M.Sc. Violence, Terrorism and Security	Finance

- **Table 4.3 Participants Profile Group C (Black Immigrants)**

<b>Participants</b>	<b>Gender</b>	<b>Qualification</b>	<b>Sector</b>
Participant 1	Female	M.Sc. Business & Entrepreneurship	Part-time (Care job)
Participant 2	Male	B.Sc. Commerce M.Sc. International Management	Entertainment
Participant 3	Male	Diploma Electrical Engineering B.Sc. Civil Engineering. MSc. Civil Engineering & Project Management PhD Strategy and Engineering Project.	Education

- **Table 4.4 Participants Profile Group D (Hiring Manager)**

<b>Participants</b>	<b>Gender</b>	<b>Sector</b>
Participant 1	Male	Engineering
Participant 2	Female	Hospitality

Interviews were conducted with four independent groups of interviewees.

- The first category, Group A, comprises of native workers who are White Irish.
- The second category, Group B, comprises Black Irish, which also falls under native workers.
- The third category, Group C, comprises of black immigrants in Ireland.
- The fourth category, Group D, comprises hiring managers working in Ireland who are actively involved in the talent attraction and recruitment of employees.

This aligns with the research objectives which seeks to establish whether and to what extent employment discrimination exists between the two groups (native workers and black immigrants).

Interviewing hiring managers and black Irish citizens adds a fresh perspective to this study, allowing for more accurate results. The original plan of the research proposal was to conduct interviews with Irish citizens and black immigrants. However, it was then decided to include a new aspect in the study. It is pertinent to get an opinion from the hiring managers and the black Irish citizens. This enriches the study by providing four different perspectives, from the white Irish to the Black Irish's view to that of the black immigrants and the hiring managers. This diverse selection is to understand employment experiences that may exist among these four groups regarding employment discrimination in the Irish labour market.

The findings are racially balanced and offer insight into how native workers and black immigrants face employment discrimination in the Irish labour market.

### **4.3 Data Gathering**

This study employed in-depth exploration to understand the phenomena; thus, semi-structured qualitative interviews were used as the primary data gathering instrument recommended by Quinlan (2011). The questions were prepared in accordance with the research objectives, which helped in creating suitable interview questions. The final list of questions was then reviewed and approved by my research supervisor. Due to the current lockdown situation, all interviews were conducted via an online recording app called Zoom.

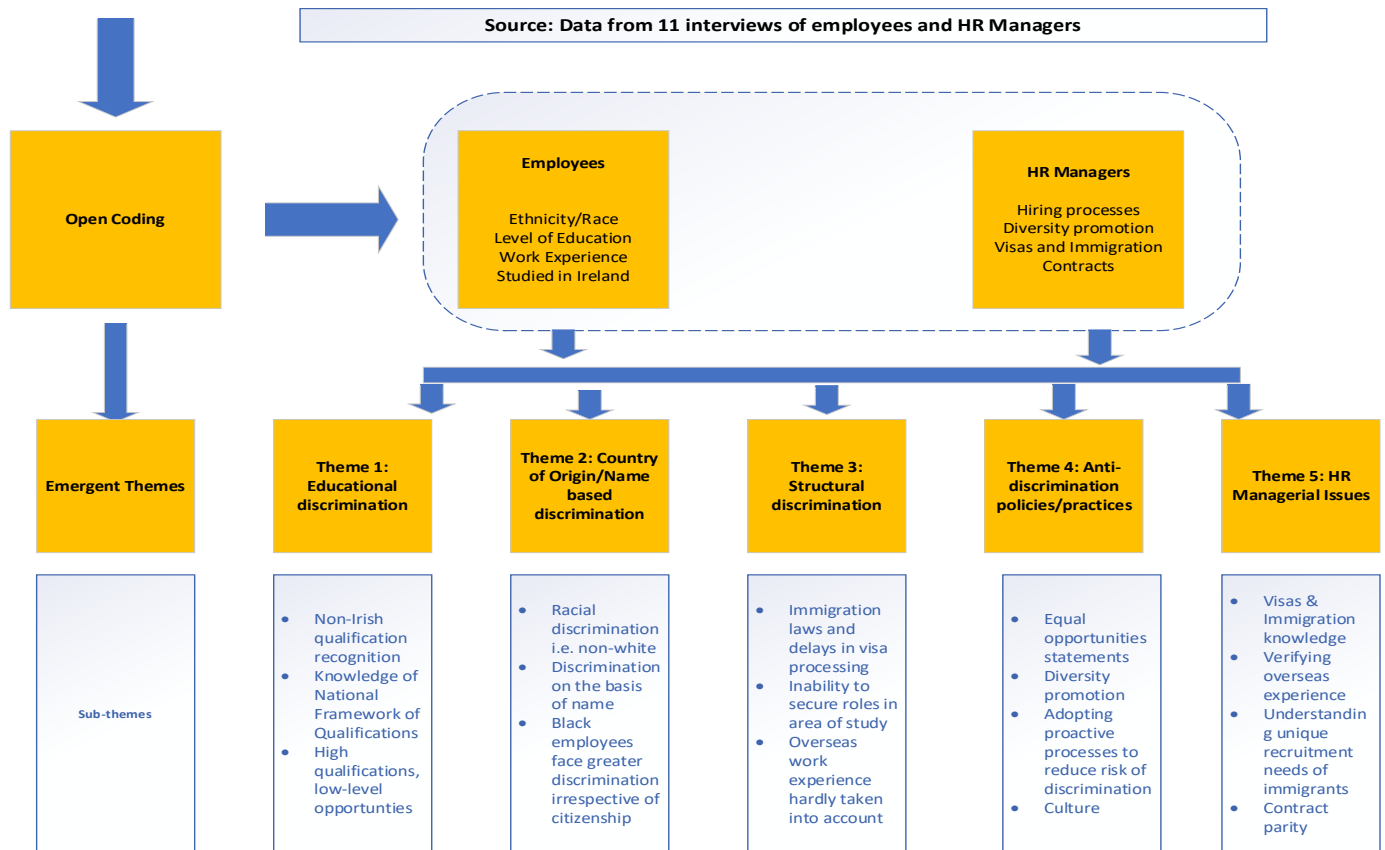
Prior to each interview, the participants received an interview information sheet consisting of the informed consent letter and the plain language statement (see appendix A pg. 97). This helps them understand the interview's aspects (ethics, anonymity and voluntary participation). The signed consent forms were collected from each participant at the stage.

As Ruane (2005) stated, all interviews should start with an introduction; at the beginning of each interview, a brief introduction was given to the participants, informing them about the study and the research objectives. Efforts were made to build a conducive environment and develop trust with the interviewees.

Interviews were conducted on an online digital recording app called zoom (Archibald *et al.*, 2019). The interviews were recorded; this helped me concentrate on the dialogue and openly converse with the interviewees. The transcription tool was enabled, which made the transcription process easier. The transcribed scripts were extracted into word documents and used for analysis purposes. (Ghauri and Gronhaug, 2005). A total of eleven interviews were conducted, the approximate interview duration was 45 minutes.

#### **4.4 Data Analysis framework**

In analysing the semi-structured interviews, the first step was to categorise the data and then analyse the data using a mix of thematic and constant comparative qualitative data analyses through three additional coding steps. The process model below simplifies the emergent themes in the study.



*Figure 0.1 Data process model*

#### 4.4.1 Categorisation

During the data collection process, the primary categories employed were employees and hiring managers, followed by sub-categories for employees, divided into 1) White Irish, 2) Black Irish, 3) Black Immigrants, 4) Hiring Managers. These sub-categories were used to delineate the data and to outline and reference the data all through the analysis.

Table 4.1 below outlines the categories and sub-categories used all through the analysis. Eleven participants overall were interviewed, with nine (9) being employees and two being HR managers.

**Table 0.5 Data categorisation**

S/N	Category	Sub-categories	Naming protocol	Acronym
1.	Employees	White Irish	White Irish 1	WIR1
			White Irish 2	WIR2
			White Irish 3	WIR3
		Black Irish	Black Irish 1	BLIR1
			Black Irish 2	BLIR2
			Black Irish 3	BLIR3
		Black Immigrant	Black Immigrant 1	BLIM1
			Black Immigrant 2	BLIM2
			Black Immigrant 3	BLIM3
2.	HR Manager	Hiring Manager	Hiring Manager 1	HM1
			Hiring Manager 2	HM2

## 4.5 Demographic Information

In this section, the respondents' demographic information is examined in detail to provide further context than the highlighted above. This information is critical as it allows the reader to gain insights into who the respondents are regarding country of origin and racial identity. This data is presented in Table 4.6. below highlights the demographic data obtained from the study.

**Table 0.6 Demographic data**

<b>Country of Origin</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
Irish citizens	6	66.66%
Non-EU citizens	3	33.34%
<b>Total</b>		<b>100%</b>
<b>Racial Identity</b>		
Black	6	66.66%
White Caucasian	3	33.34%
<b>Total</b>		<b>100%</b>

<b>Level of Education</b>		
No tertiary education	0	0%
Bachelors	3	33.33%
Master's Degree	5	55.56%
Doctoral Degree	1	11.11%
<b><i>Total</i></b>		<b><i>100%</i></b>

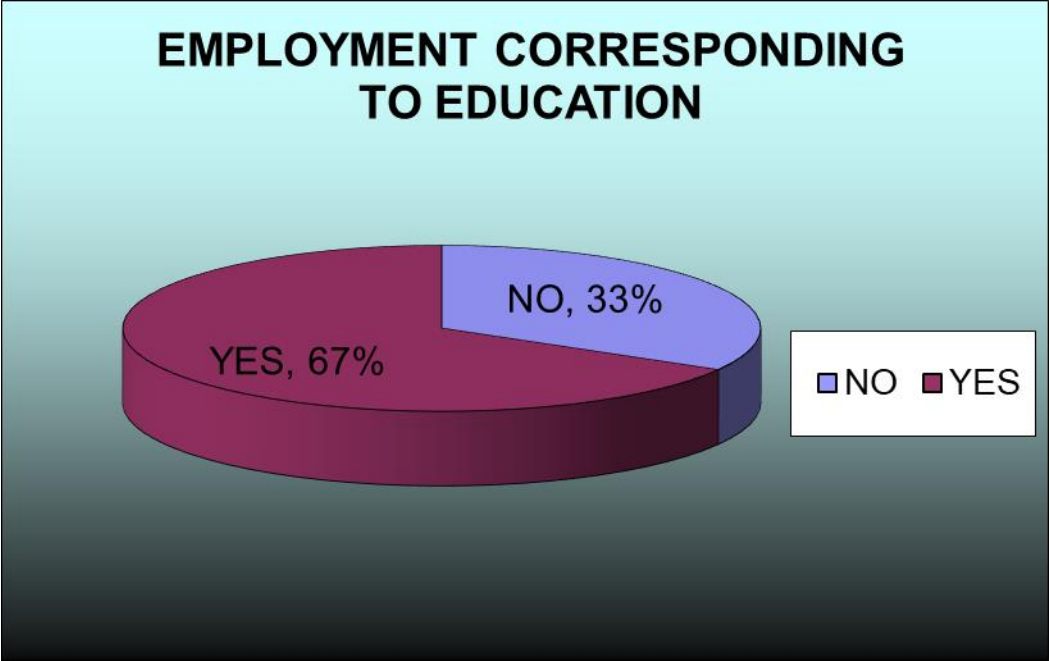
Table 4.6 above highlights that although most respondents were of Irish origin, their racial identity is predominantly black, and they all have at least tertiary education. This may have implications for the findings, which will be discussed in detail later.

**4.6 Employees Perspective**

In this section, the respondents (employees) were posed questions relating to the factors they felt influenced discrimination. This includes whether Irish educational qualifications correspond to their qualifications, where it was obtained (location), any challenges with having their qualifications recognised in Ireland and other pertinent issues as reviewed from the literature.

**4.6.1 Current Employment Corresponding to Educational Level**

Under this section, employees were asked whether their current role was commensurate to their educational qualifications. This relates to Barrett & McCarthy (2007), who highlighted that immigrant faced an earnings disadvantage, despite having third level qualifications.



**Figure 0.1 Employment and Educational Level**

Diving deeper into the data presented in figure 4.1, two-thirds (22.22%) of respondents claim they are not employed in a role commensurate to their educational qualifications are black. Some of the comments from the respondents are outlined below:

*"No [I do not..], and why is because that's the only job that's able to accommodate me."*  
 BLIR1

From the above statement, it is clear that the candidate settled for this role only as a last resort, as opposed to because they wanted to be in the role. This concurs with Joseph (2019), who stated that black people, despite being qualified for roles, still get passed over. The same issue is experienced by respondent BLIM1, who cannot get a job commensurate to their qualification, despite holding an Irish passport.

*"Most of the jobs that I have seen in Ireland are applying for leaving certificates and I've not really seen anything like master's degree, or something is mostly leaving certificates on, at most, a degree of that sort. So, I haven't come across and based on my level of education at the moment I haven't come across a job that requires that"*

BLIM1

Furthermore, the study also found that not only black people complain of taking jobs that are less commensurate to their qualifications. One of the respondents, who happens to be white Irish, also highlighted that they had to take a job that is lesser than what they were qualified for, and their response is highlighted below:

*"..my current job has nothing to do with my area of studies. I have been applying to jobs in my area of studying but it's just impossible to find a job. Most employers are looking for experience and if you know someone. They want you to already have experience fresh out of college which is not possible."* WIR1

This finding negates the earlier anecdotal positions that presuppose that only black people face discrimination, and they are the only ones who are required to take a job lesser than their qualifications. This is a significant finding in this investigation, as hitherto, such had been attributed only to black or marginalised populations, but findings in this study show that white employees also suffer the same, suggesting that it is fast becoming a systemic issue.

#### **4.6.2 Employment in Home Country**

This question was posed to respondents to see if an employee was previously employed in their home country had any effect on their chances of getting a job in Ireland, i.e. if their experience abroad is taken into account. Since only the Black Irish respondents (BLIR) and Black Non-Irish Respondents (BNIR) have lived outside Ireland previously and have a home country, only data is reported.

*Table 0.7 Employment in home country*

<b>Employed in home country</b>	<b>Number of respondents</b>	<b>Respondents</b>
No	3	BLIR1, BLIR2, BLIR3
Yes	3	BLIM1, BLIM2, BLIM3

From table 4.7 above, we see that the black immigrants' respondents have all had foreign work experience in their home countries. However, it is yet to be established if they have better employment outcomes than their Irish colleagues of the same racial identity.

### 4.6.3 Location of Obtaining Educational Qualifications, Recognition And Discrimination.

Under this header, the location where the respondents obtained their qualifications is examined, and whether they had problems with their qualifications being recognised and possible linkages between this and employment discrimination are explored. Carlsson (2010) explains that immigrants were sometimes discriminated against due to being born in a different country and having the same country as the origin of their qualifications.

Table 4.7 outlines findings from this study. A pattern emerges, showing that black employees, irrespective of whether they had Irish citizenship or not, had experienced some sort of discrimination regarding their credentials/academic qualifications. This is a surprising issue, especially seeing that some of the BLIR respondents studied in Ireland. An excerpt from two of the respondents is presented below:

*"...It was a struggle; it was a struggle to get a retail job. Before I finished my undergrad, I applied for couple of places in finance. I struggled to get any call and at the same time, I was like, it's going to be this difficult. I know already that it's going to be this difficult, and I wanted to differentiate myself to other candidates, so I was like let me probably go do my masters. I went to do my masters and straight away, I got employed." BLIR1*

*'..yes I have and to me I just feel like they need for someone that has experience but its really not because when you leave and you happen to see whoever you were been interviewed with and you actually have a conversation with them, you find out they don't have experience but you have a bit . At times I feel like it's my colour, but who am I to judge because when I go back asking why I didn't get the job, they just tell me I'm not qualified enough.*

*BLIR2*

From the response above, it is evident that despite having Irish citizenship, black people still face discrimination in terms of securing a job within Ireland, agreeing with numerous researchers who have postulated that Black people face a disadvantage in their occupational aspirations than members of advantaged or majority groups. (Roscigno *et al.*, 2012)

**Table 0.8 Employee information, education recognition and employment discrimination**

<b>Respondent</b>	<b>Irish Educated</b>	<b>Educated outside Ireland</b>	<b>Had problems with recognition of qualifications</b>	<b>Faced challenges with securing a job within field of study</b>	<b>Experienced education discrimination</b>
BLIR1	X			X	X
BLIR2	X			X	X
BLIR3		X	X	X	X
BLI1		X	X	X	X
BLI2		X	X	X	X
BLI3		X	X	X	X
WIR1	X			X	
WIR2	X				
WIR3	X				

Based on the previous research, while it was anticipated that Black immigrants naturally face discrimination, the findings of this study shows that despite being Irish citizens, black people still face discrimination. Another surprising statistic in this study is that all black respondents claim to have had problems with getting employment within the same field of study as their qualifications. This may imply that these cohorts have to seek employment in a lesser field than they qualified in due to not being able to get jobs within the original study area.

#### **4.6.4 Work experience, racial identity and discrimination**

The findings suggested that racial identity contributed to discrimination in recognising black people's educational qualifications and eventual employment in the previous section. (Rosigno *et al.*, 2012). This matter is explored further using data from the interview questions in the study. From Figure 4.3X below, it is evident that Black employees face more discrimination at work than their Non-Black colleagues.

Examples of supporting statements are presented below:

*"..Yes, there has been elements of discrimination. Like in my first job, even though I was very skilled and overqualified for the role, I wasn't pushed further to become any senior within the team. I did start off in a three-month contract and within three months they said that they would like to keep me on a permanent basis, which I accepted. The job ended because they made everyone redundant at the end of the year, but within 6 months quite a lot of people had left my team but I was never pushed to be promoted. New people even got promoted before me. So, I'd say that's a discrimination have experienced."* BLIR2

*'..Yea, there's an issue where people in your team are talking behind your back and some people, like there's the guy in my team, we are gunning for same position, some people just checked my way , like the way I come across. I'm not just being cocky, like intelligent and upfront, you know, not shy. I'm like very straight to everyone. So people feel threatened. I'm obviously more educated than some of the guys in my team. Yea, I really felt I was being discriminated.*

*Now it's been bad and competitive. Even on top of that, like the black lives' movement has brought a lot of changes. I think a lot of people have changed the way they do thing, so they don't fingerprint them and call them racist. It's not just me, it's a lot of people in my field. I'm sure like you've interviewed a couple of people, they will tell you same story, like we all have same story. We all have the same story of racism.*

BLIR1

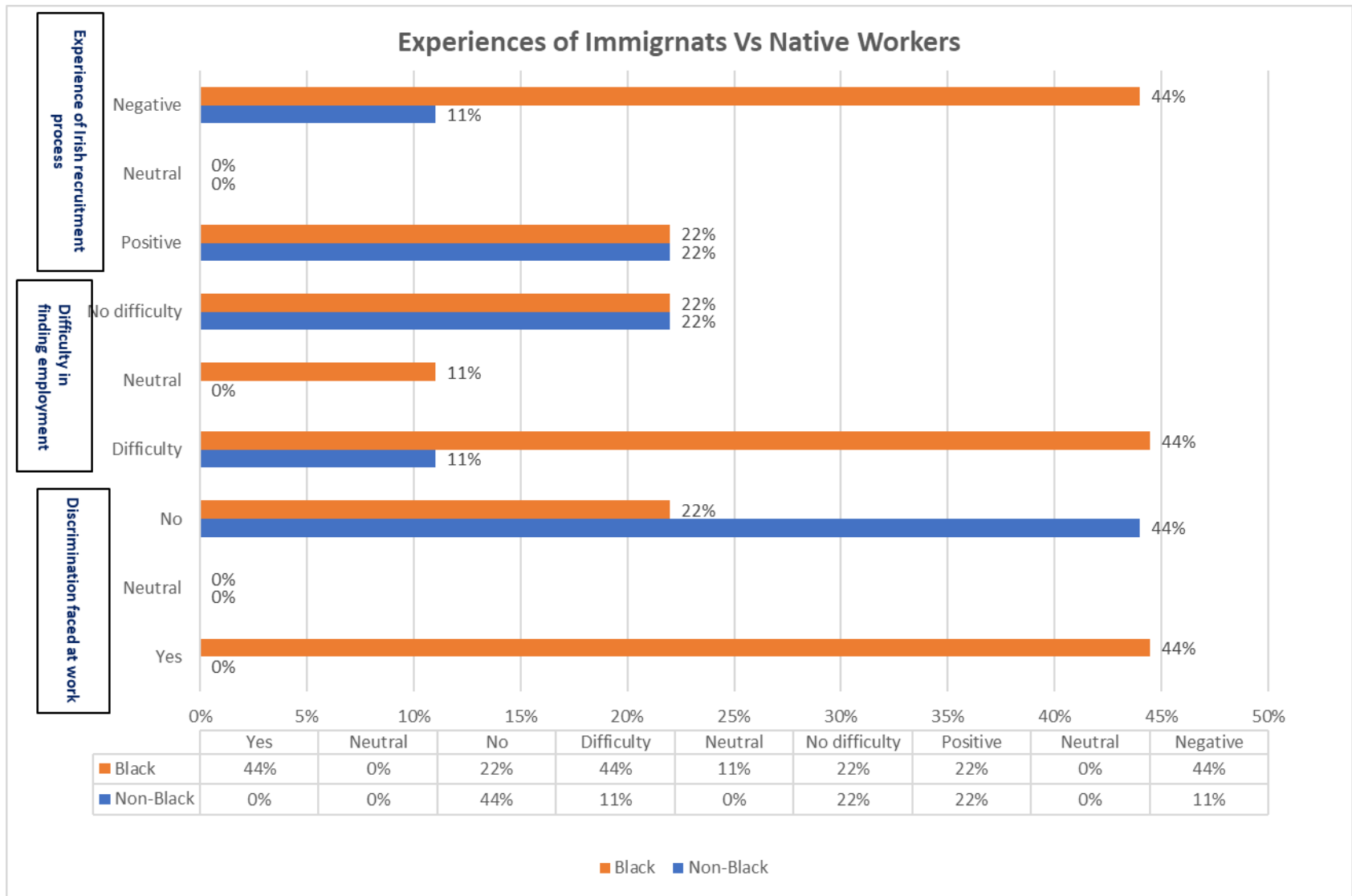


Figure 0.1 Employment experiences of immigrants Vs Native Workers

Still drawing on the data in figure 4.3x, another respondent stated that he had experienced discrimination, but it is gradually reducing.

*'..Well, discrimination is a very broad topic, in my current workplace, if they direct them to me to help solve an issue, once they see my name they would say ah, I would rather go to someone else, and then the person they go to meet say he's not knowledgeable and directs them back to me, but they wouldn't come to meet me as they say they would rather not do it at all than coming to meet me. This happens and I think its lack of education and also a lot of people feel that because you are not from Ireland you are not competent enough to kind of execute your job. But I have delivered well on my job, some of the targets I was meant to deliver in a year, I have already delivered in 3 months, now the confidence is growing, and the discrimination is reducing as they all come to me for help as supposed to before when I was looked down on. I think its wrong that you have to prove yourself before they can trust you.*

**BLIM1**

On the other hand, not all black respondents reported facing discrimination. Also, white respondents stated that they had not witnessed discrimination at their workplace. Below is one of the excerpts of black and white respondents.

*'..See, to be honest. I have been very lucky in both my employment, even my current employee they're not biased in any way whatsoever. I haven't faced any difficulties any discrimination at least as of now. And it's also very good to know that my employers are very up to task in championing diversity and ensuring and everyone is treated fairly, irrespective of background gender or race.*

**BLIM2**

*'..Personally no. I haven't cos I'm Irish and everyone have worked with are Irish. I don't feel have been discriminated against.*

**WIR3**

Another surprising statistic is that Black employees faced the highest levels of difficulty when trying to find employment. The figure shows 44% of the entire research population, who are

black, claiming to have experienced difficulty in job hunting. Some of their responses are captured below: .

*"I think one major challenge is if you are applying through recruiters. They will see your cv, then call you and say can we meet up to discuss further. I'll meet with them and the excitement on their face just wears off. They go cold instantly as if that's not what they are expecting. Like you can hear me speak, because of my accent, if these was just an audio call you would think I'm [WHITE] Irish because of my accent, so I think that's the shock for them most of the time. I think that's the challenge, meeting up with recruiters and not getting the same feedback I received on the phone"*

BLIR3

*'..Yes, I would say that previously some of the jobs I applied to, for example , I applied to a job at institute of technology here in Ireland, and they were asking for a bachelor degree holder, I had a masters and a PHD, and yet I was rejected for the job because they said I was apparently not qualified enough even though I had everything they needed. That kind of discrimination happens and its specific. I also applied for jobs that involved policy, as a PhD holder, I applied for jobs commensurable to my qualification. But they always wanted someone from the EU to hold them.*

BLIM3

From the above, findings show that black people face discrimination for jobs in Ireland, irrespective of whether they are immigrants or citizens. This will affect the overall view and perception of the recruitment process in Ireland, as it may result in talented individuals losing trust in the recruitment process.

The following examines the lived experiences of the Irish recruitment process, based on the data presented in figure 4.3. While an equal percentage of respondents across both racial divides have a positive experience of the recruitment process (22% BLIR; 22% WIR), we still see that the overall picture of the recruitment process is mainly negative (56% in total). Again, the negative experience is more pronounced in black employees, as 44% of the entire 55% populace of employees who claim to have a negative experience of the recruitment process are black. Some of the reasons given for the negative experiences are shown below for more context and elaboration:

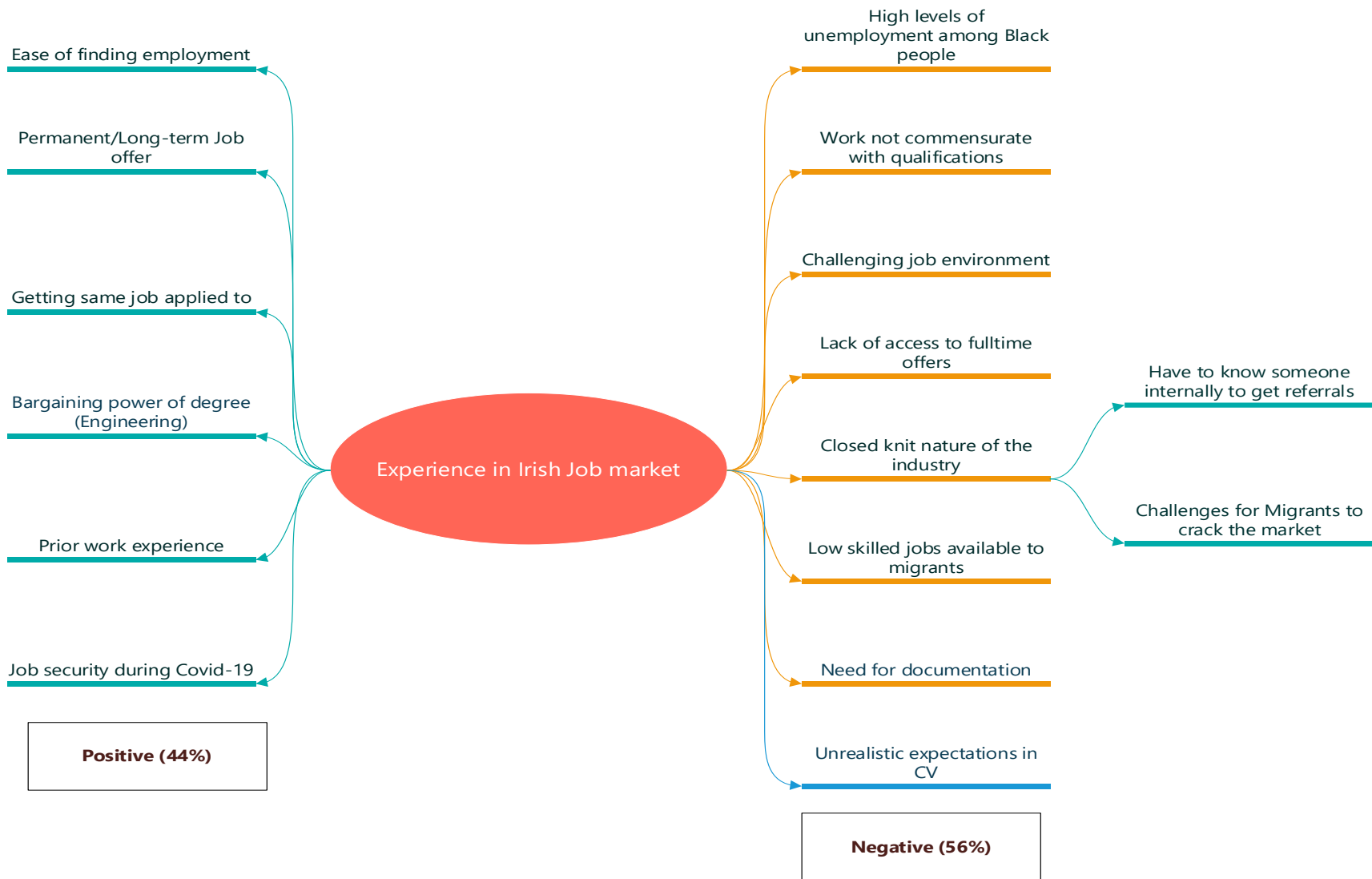


Figure 0.2 Employee experiences in the Irish Job market

From the figure 4.4 above, we see that negative sentiments (56%) outweigh the positive (44%). Further analysis of the data shows that the negative sentiments were predominantly held by Black employees (BLIR1, BLIR2, BLIR3, BLIM1 and WIR1), further highlighting that Black people receive the shorter end of the stick when it comes to their experience in the recruitment process. Another key issue discussed earlier is the job on offer being lesser than the applicant's qualifications, which has become the central theme in this study.

One key finding in the study is the particular reference to the closely-knit nature of the industry and how it is difficult to land a role without a referral or knowing someone locally, as noted in earlier study which indicates Irish employers' requirement of Irish experience (Refugee Information Service 2008).

*Have add three jobs so far and I got it through people in the establishment who worked there. My first job is a child minder and I got it through my piano teacher. My second job, I worked in a bar and I got the job because I knew the owner. My current job, have been here for 3 years and it's because I know the owner*

WIR2

Lastly, notable of mention is the software screening used by the hiring managers during the recruitment process, which puts black respondents at a disadvantage. Below is an excerpt from one of the respondents.

*'..I got discriminated against just by my name. For example, I applied for a job and the HR sent me an invitation for an interview for 1pm in the afternoon, but few hours later I got a rejection letter even when I haven't had the interview. I got back to the HR and he said oh, I'm sorry it's the system that rejected you probably because of your name since its programmed that way. There's something inbuilt into the kind of system that they are using.*

*'..This also happened in another job I applied for at a university. I was sent a rejection letter and I sent an email to them telling them thank you for rejecting me and wishing other applicants the best, and the HR said 'Oh no, we didn't reject you, we are waiting for you to come for an interview'. And I told him I got a rejection letter, he said it's the system*

*that sent you an automatic rejection letter and that it's because I'm from Nigeria. This shows that someone this discrimination is inbuilt into some of the recruitment software that are being used*

BLIM3

#### **4.6.5 Prior Work Experience, Job Satisfaction and Discrimination**

Under this heading, respondents were asked how their prior work experience/number of jobs, race, name and other factors affect their satisfaction with their roles and if these issues make them feel overqualified for the role they presently occupy. The data from this theme is presented below:

<b>Respondent</b>	<b>Number of roles held previously</b>	<b>Experience of name-based discrimination</b>	<b>Satisfaction with current role</b>	<b>Feeling overqualified</b>
BLIR1	1-3 jobs	X		X
BLIR2	4-5 jobs	X		X
BLIR3	1-3 jobs	X		X
BLIM1	1-3 jobs	X		X
BLIM2	1-3 jobs	X	X	
BLIM3	4-5 jobs	X	X	
WIR1	1-3 jobs		X	X
WIR2	1-3 jobs		X	
WIR3	1-3 jobs		X	

***Table 0.9 Race, job satisfaction and discrimination***

From the table above, we see that despite having worked in several roles previously and having work experience of at least 1-3 jobs in the past, Black respondents still claim they were victims of name-based discrimination, being discriminated against based on the nature of their names. Blommaert et al. (2014) advises that name-based discrimination was rife within Europe. It is therefore unsurprising to find that black people witnessed discrimination due to their nature of their names. An example of the responses in this section includes the following:

*"I feel like it's more like my name. sometimes I feel like yea, the name can tie you down straightaway. They see that this person is not Irish." BLIR1*

*"Yes, I hundred percent think so [that I have been discriminated against on the basis of my name], I think my surname has limited me." BLIR3*

*I got discriminated against just by my name. For example, I applied for a job and the HR sent me an invitation for an interview for 1pm in the afternoon, but few hours later I got a rejection letter even when I haven't had the interview. I got back to the HR and he said oh, I'm sorry it's the system that rejected you probably because of your name since its programmed that way. There's something inbuilt into the kind of system that they are using.*

BLIM3

*No. because I'm an Irish*

WIR2

One particular distressing fact shared by one of the respondents is how some people have to change their names to be able to get equal opportunities, which are otherwise accessible to their white colleagues.

Another key finding in this study is that only white Irish or highly skilled black people are satisfied with their current roles. This is not too surprising since the data shows that black immigrants' respondents who claim they were satisfied with their jobs had a Master's degree. This suggests that they work in high-income/ranking roles predisposes them to claim satisfaction in their current role. The data also shows that black immigrants respondents who claim to be satisfied with their current role, suggests that they are employed in roles proportional to their level of education.

This leads us to the next criteria, which is the feeling of overqualification for roles. Ní Mhurchú (2007) highlighted that migrants are often refused access to practise the occupations they have trained for in their home countries, leading to them lowering their expectations and taking on lower-skilled jobs for which they are overqualified. The data from table 4.9 confirms this,

showing that 3/4<sup>th</sup> of those who claim to be overqualified for the role they currently hold are black.

This finding sums up the issue of discrimination within employment, confirming that black people are disproportionately affected within the Irish workforce and outlines the significant disadvantage they face within the society due to their ethnicity and or country of origin.

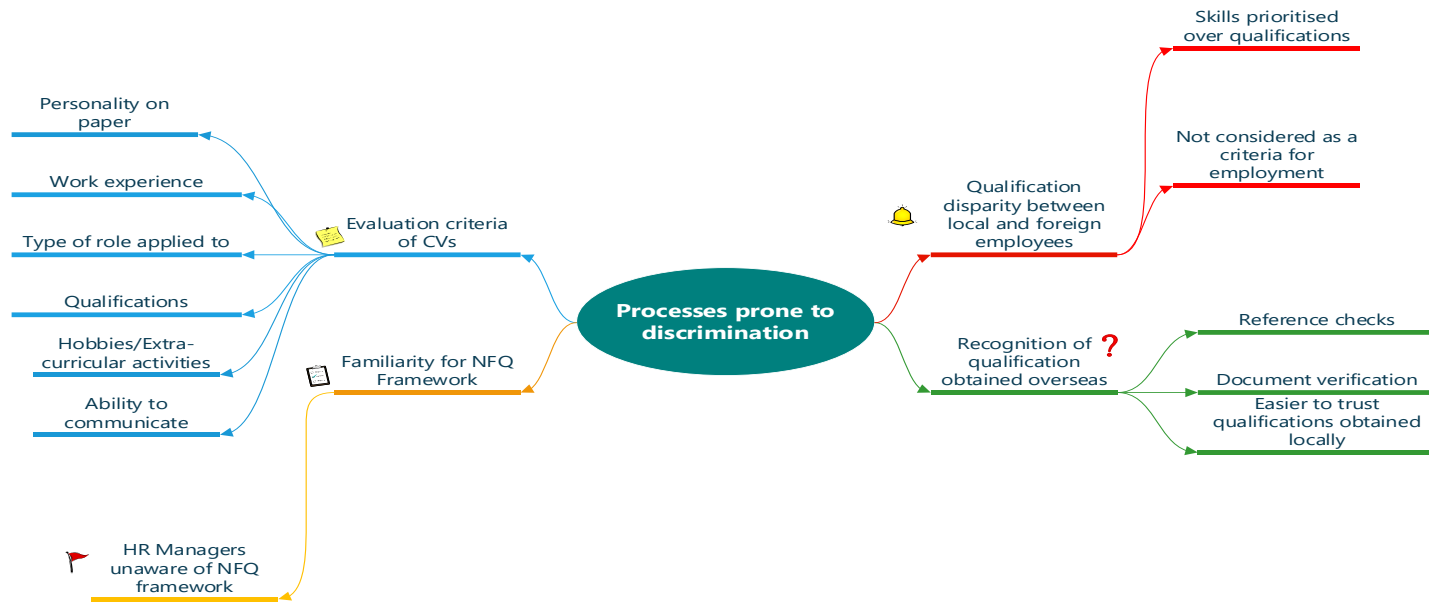
In order to prevent a one-sided view of the issue, the responses from managers who are engaged in the hiring process are also considered in the following section.

## **4.7 HR Manager's Perspective**

Under the header, the perspective of HR managers is explored and used to gain insights into their role in the hiring process and how ongoing trends can be mitigated. Two hiring managers were interviewed in this part of the study to understand how they actively engage in recruitment and the steps taken to ensure equity and fairness in recruitment.

### **4.7.1 Work Experience, Race-Based Identity and Discrimination**

The issues identified by the respondents as being critical to the possibility of discrimination are examined under this theme, and the findings are presented in figure 4.6 below:



**Figure 0.1 Recruitment processes and discrimination challenges**

Four key issues were identified under this theme, as presented by the respondents. First, the evaluation criteria in CV reviews and shortlisting are examined to check if there were any possibilities for discrimination present in that process. Next, the hiring managers are asked whether they considered a qualification disparity between Irish candidates and their foreign counterparts, followed by an exploration of the process employed by hiring managers to recognise foreign obtained qualifications. Lastly, the knowledge of the hiring managers about the National Framework of Qualifications and Visa Classification is tested.

Under the first sub-theme, i.e., evaluation criteria of CVs, it was found that Irish Hiring Managers employ international best practices in their recruitment processes, as they report using standard, widely accepted criteria when reviewing/shortlisting, such as work experience, qualifications etc.

The second subtheme, i.e., qualifications disparity, shows that is not much of an issue for HR managers when recruiting people. The responses of one of the HR Managers highlights this:

*"I don't think they're [i.e. Irish applicants] more qualified, definitely not. As I was saying before, it doesn't matter if you're Irish, French, Italian, English Canadian*

*whatever it doesn't really matter. I believe it depends on the personality that's everything regardless of where you're coming from."*

HRM1

Under these criteria, the hiring managers explain that they focus more on skills and competencies than qualifications; hence, it is unclear if discriminatory practices can be implemented here.

*"Well, that's a bit broad. To be honest with you because there's a whole range of skills and not all the skills are... It depends on the role, and it depends on who's applying. So, we have historically received more CV from people within Ireland, if you like and there's quite a quantity gets rejected from their CV, because they don't have the appropriate qualifications or skills"*

HRM2

The third sub-theme considered is the process involved in verifying overseas qualifications. Three key issues emerge from the responses, namely reference checks and document verification as a means of the document and qualification verification. At the same time, another hiring manager says that usually, they take the certificates at face value, especially those obtained within Ireland. This shows that Irish qualifications are automatically assumed genuine, while foreign obtained ones need to be verified/reference checked.

The final sub-theme in the study shows that hiring managers do not have much knowledge about the National Framework of Qualifications (NFQ) system. This level-based system was launched in Ireland in 2003, having ten (10) levels and is the singular educational assessment entity through which all learning achievements may be measured and relate to each other.

Some of the responses of the managers are shown below:

*"No. I think I'm not. I believe, as far as I know the company didn't train me on that, to be honest, but I believe they should. They should be aware of that, they should know what it is, but honestly, I will look into it, because now it's like 'ooh what's that?'"*

HRM1

*"Well to be honest with you, the actual wording of that I had to look it up when you sent the questions. We know, we know about the structure. I just didn't know it"*

*was called the Irish national framework. But yes, we know of the eight points variants for the different qualifications."*

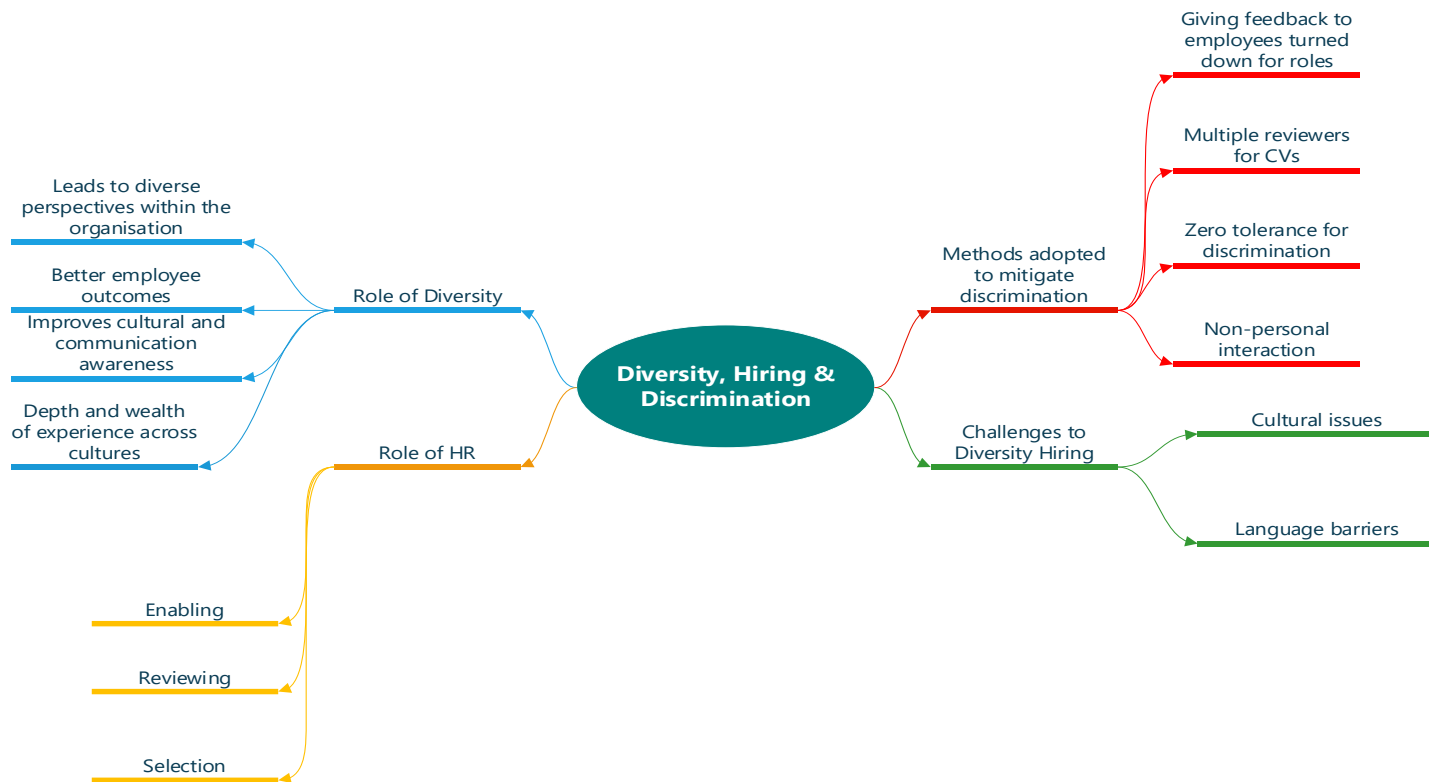
## HRM2

The data suggests that lack of knowledge and understanding of the NFQ framework may hinder the hiring managers in differentiating between an immigrant who obtained a level 10 qualification abroad and a native candidate with a level 7 degree.

In the next section, the role of the HR managers in plugging loopholes of discrimination, diversity hiring, and other related issues are examined.

### **4.7.2 Diversity Hiring and the Role of the Hiring Manager in Combating Discrimination**

It is pertinent that companies in Ireland have diversity hiring targets and plan to combat discrimination on the basis of race or ethnicity. The role that HR managers play in this is explored in detail below:



**Figure 0.1 Diversity, Hiring and Discrimination**

In figure 4.7, the issues of diversity in the hiring process are outlined, with some of the roles of the hiring managers in the hiring process outlined and the benefits of diversity in the workforce presented. However, some challenges are presented to hiring a diverse workforce and some of these issues are shown in the figure. For context, one of the responses is presented below:

*"The challenge [of diversity hiring] is a good one. Well, mainly would be, as we were already saying the language, and some cultural differences...But like I said previously, language barrier is a big challenge."*

HRM1

However, one of the hiring managers was not wholly convinced that organisations should actively pursue diversity in their workforce. The response is outlined below:

*"Well, I'm not sure that you would automatically deliberately try and set up a diverse workforce. I think if the opportunity arises, then that's something that it can organically grow into one. But I don't think, unless you have a particular*

*market that you want to address that you're going to deliberately go out of your way to look for a diverse workforce."*

HRM2

This might defeat the purpose of diversity and inclusion. Without deliberate diversity focus in organisations, there is a risk of becoming ethnically homogenous, i.e., having people from only one ethnic group. McGinnity *et al.* (2018) highlights the need for Irish organisations to promote and raise awareness of cultural diversity within their hiring process and support staff from diverse backgrounds. This is critical as it will inform service delivery to the increasingly diverse Irish populace. Not considering diversity hiring processes may be detrimental to black people's employment opportunities, who already have been marginalised in the hiring process from the data presented in the study.

In the next section, the final sets of questions related to Equal Opportunities, Diversity promotion & Culture, hiring adaptation for immigrant workers and contracts are discussed.

### **4.7.3 Equal Opportunities, Hiring Adaptation, Contracts and Culture**

Under this sub-theme, the perception of hiring managers regarding equal opportunities and hiring adaptation for immigrant workers and culture are explored. This is to understand further how hiring managers and HR firms prepare for applicants from diverse background, and the information from this sub-theme is presented in figure 4.8.

This sub-theme delves deeper into the practicality of how diversity is implemented and encouraged as part of the recruitment process. The first thing to be considered is diversity and culture and how hiring managers adapt their processes to accommodate a diverse workforce. When asked about whether or not they consider the applicant's race, nationality or ethnicity, the respondents have this to say:

*"Well, I'm struggling with that one because I don't see where the relevance is to a role in the job as to ethnicity, excuse me, and certainly not your race, but why would that have a relevance to a job"*

HRM2



**Figure 0.1 Exploring diversity in practice**

Clearly, Irish HR firms do not focus on the issues around nationality, ethnicity or race as part of the hiring process. Recruiters are cognisant of the law regarding discrimination (Citizensinformation. i.e., 2021) but then it begs the question of why then do so many black people face high levels of discrimination? The challenge might be to explore diversity promotion within the recruitment process.

*"Oh, yeah, we definitely have at least four or five if no more different nationalities in our company, we don't really care where you're coming from. It's just everything about you, how you are and not where you're coming from and definitely, we have diversity promoted in our in our workplace."*

HRM1

*"Well, we have very small organisation to be honest with you. There's currently only six people employed in the organisation; we were up at 23 at one stage. And even then, to be honest, the vast majority were indigenous, so to speak. I suppose the biggest concentration, of thought process in diversity has been between genders and certainly we have tried to make that as balanced as possible from that so but it really depends on the role as to who applies for it and, and their own*

*capability, we're not deliberately going out to try and reach quotas, in any shape or form. We just want the best people who apply fill the role."* HRM1

The response above shows that while this manager believes that diversity, especially gender diversity is important, ethnic or racial diversity is not as much. This is the challenge faced by black people and other minorities, where other diversity initiatives have crowded out this critical aspect of diversity. There needs to be more academic enquiry and focus on this area, specifically within the human resources management field in Ireland. Still drawing on the representation in figure 4.8, we see that the respondents outline that equal opportunities statements exist within their organisations either implicitly or expressly written.

The next factor to be considered under the sub-theme "diversity in practice" is the adaptation of the hiring process to diversity goals. When trying to get employment in Ireland, the two key issues that face black people are analysed: visas issues and verification of work experience acquired abroad.

Regarding the visa process, the hiring managers had this to say:

*"Yes, we were familiar before, but not anymore because the employees now all have visas...I personally don't know every single detail of the different visas or any of the visas I know just in general. if there will be a case that I will need to hire somebody in that case, I will do my search, I will do all the things that I need to do".*

HRM1

The above statement might hinder black immigrants who would require visa sponsorship from being recruited by the hiring managers as it might be stressful to them. The same response was obtained from the second respondent, suggesting that they do not understand the process, which happens to be very critical access to the Irish labour market by black people.

*"Well, I'm not sure we'd be able to quote them verbatim, but we know enough to know which ones, and it's not hard to Google if we have a question mark but we have, definitely had people who have had limited allowable timeframes that they can work within because of their visa classification. So, and we've looked it up, if somebody has highlighters, they have a basic classification."*

The statements above show concerns about hiring workers who need visas, which most black people fall under. This might be a contributory factor to the low uptake of black people and other migrants within Irish organisations.

In verifying foreign work experience, the respondents reported that they do not have a very rigorous process; however, they sometimes take the claims at face value or put the employee through work tests. Another means of employment verification is via work references, calls or emails to former companies. This means of verification is a positive one for black workers, especially as it grants authenticity and legitimacy to their previous work experience.

Additionally, the respondents were asked whether there are differences between contracts issued to locals and foreigners. Both HR Managers state that there is no difference between contracts issued to locals and foreigners, and all employees are issued the same contract with the same wordings, except for when the person needs a visa, which will require some additional information on the contract. Here is what one of the respondents has to say about contract parity:

*"It does not really matter if they are Irish or not. It depends on the experience; I have people that is above me that are Irish, and I also have people below me that are Irish as well. It doesn't really matter at least not in this company. It doesn't matter if you're Irish or not. For the contract, if somebody requires a visa, it would be a different kind of contract, it will be mainly temporarily but with maybe Irish citizens you have more permanent or long-term contract but that's not really big differences."*

HRM1

Lastly, the importance of employee's knowledge of Irish norms and customs was explored in the study. The respondents outline that while it is not compulsory to know everything about the Irish culture, it is critical for employees to have some form of knowledge about the language spoken in the workplace and also the work methods adopted, e.g. the number of breaks that can be taken at work, religious breaks to pray. However, both managers agree that there has been no record of any cultural clash between employees and the Irish culture; rather, both the employer and the employees must compromise on these issues.

## **4.8 Summary of Findings**

Having fully analysed the data, thirteen key takeaway points emerge from the data analysis and discussion section. These takeaway points are summarised below:

- Black immigrants experience a higher level of employment discrimination when compared with their white Irish native colleagues.

- Despite being Irish citizens, black Irish employees experienced similar levels of employment discrimination to their black immigrant colleagues.
- Black employees are disproportionately not employed in roles corresponding to their qualifications, i.e., most black respondents claimed to be employed in a role, lesser than their educational qualifications.
- Despite being highly educated (with most having bachelor and master's degrees), black people suffer employment discrimination.
- Being educated outside of Ireland as a black person increases the risk of employment discrimination and recognition of qualifications.
- Black people suffer occupational disadvantaged as they are less likely to hold top positions. (Irrespective of whether Irish born or immigrants)
- The recruitment experience is largely positive for native workers, while black immigrants had a predominantly negative outlook.
- Black people face greater difficulty in getting their work experience recognised and are at risk of being discriminated against more than the native workers in the Irish labor market.
- Black employees are frequently discriminated against based on their native names.
- The hiring managers do not understand the National Framework of qualifications, which essentially is what immigrants can use to prove their qualifications for roles they apply to.
- Hiring managers do not find it very easy to verify the work experiences of the black immigrants obtained in their home country.
- Some hiring managers preferred promoting other forms of diversity hiring initiatives e.g. gender diversity, as opposed to ethnic diversity. This places immigrants at a disadvantage, in addition to the numerous barriers to entry that they face in the job market.
- Hiring managers' knowledge of visas & immigration policies is very basic, which may potentially contribute to employment discrimination, as immigrants usually would need this know-how in order to obtain a permit to work.

Having outlined these thirteen points, their implications in relation to the objectives of the study will be discussed in the next chapter, with conclusions drawn and recommendations made.

## **Chapter Five**

### **Conclusion and Recommendation**

#### **5.1 Introduction**

This study looks into the employment discrimination that black immigrants and native workers face in the Irish labor market, based on their personal experiences. The investigation began with a brief history of immigration in Ireland, followed by a re-examination and outline of the research questions, objectives, and data analysis process.

The outcomes of this study were presented in the form of conclusions drawn from the preceding section's research analysis. The findings are compared to the themes that emerged during phase 1 of the data analysis:

Theme 1: Educational Discrimination

Theme 2: Country of origin/name-based discrimination

Theme 3: Structural discrimination

Theme 4: Anti-discrimination policies/practices

Theme 5: Hiring managerial issues.

The chapter concludes with a set of recommendations to policymakers to ensure adequate laws are passed in the interest of both the black immigrants and the native workers. In addition, recommendations were given to HR managers.

#### **5.2 Research Objectives and Research Question**

The objectives that guided this research are in two folds. The first objective is to investigate employment discrimination among immigrants and native workers. The second objective is to examine the factors associated with employment discrimination among black immigrants and native workers: Credentials, Occupational sector, Recruitment Selection and Nationality. These two objectives guide the research analysis, which leads to the following research questions.

1. Do black immigrants experience employment discrimination than native workers in the Irish labour market.
2. Do Credentials, Occupational sector, recruitment selection, and nationality impact employment discrimination between black Immigrants and native workers in the Irish labour market?

### **5.3 Research Data Gathering and Analysis**

The data for this research was collected and analysed in two phases. First, emergent topics were examined and subcategorised once the research material was coded and categorised.

**Phase one;** Here, data collected from the research participants were grouped and analysed. The data gathering instrument used was semi-structured interviews; the interviews were conducted via zoom due to the lockdown caused by the Covid-19 pandemic. The interviews were recorded, transcribed, and analysed using the Constant Comparative Data Analysis technique. (Glaser and Strauss 1967). Nvivo software is utilised in the documentation and coding process to help make the analysis rigorous. The analysis shows the differing experiences of the research participants in the Irish labour market.

**Phase two:** Involves three cycles of coding/analysis: Open Coding, axial coding, and constant comparison.

The open coding phase involved analysing text in order to find answers within the responses provided. In this phase, the author aimed to identify and develop various themes around employment discrimination – the key concepts of the study. The study's core concepts and themes were selected and developed in terms of their properties and dimensions during the open coding phase. (Blair, 2015). The open coding technique entailed coding for an incident or node, which was then compared to earlier incidents in the same and distinct groups that were tagged into similar categories. (Glaser & Strauss, 1967). As new themes emerge, new nodes are created to accommodate the classification of the data.

The axial coding phase involved organising the data back together in new ways after open coding by making connections between a category (node) and its subcategories (child nodes) (Strauss & Corbin 1998). The main themes identified from the literature review are maintained

as headers, while the sub-themes that emerged from the data were organised together based on similarities/differences and relevance to the themes. This phase involved merging and moving child nodes/subcategories from one main category to another. The naming process for subcategories was such that every case would easily fit into the broad subcategories.

The last phase of the study is the constant comparative analysis, which involved analysing articulated perspectives from the axial coding phase, for integration into a format that can easily explain the studied social processes (Bernard *et al.*, 2016).

## **5.4 Implications of the Research findings on the Research Objectives**

**Research Objective One:** To Assess the Level of Employment Discrimination Among Immigrants and Native Workers

This study's findings show that black immigrants experience a higher level of employment discrimination than their white Irish native colleagues. In addition, respondents indicated several factors that evidence them being discriminated against in the Irish labour market.

Firstly, the findings revealed that the difficulties that prevented them from getting employed is their lack of EU work experiences. This is because many employers do not recognise the work experiences gotten from the home countries. The respondents in this study demonstrated that their home working experiences were insufficient and undervalued in the Irish labour market.

Secondly, most respondents revealed that lack of connection is a significant difficulty that prevents them from finding jobs. They explained that most employer's employ candidates based on the social network.

The black respondents see this as a big obstacle because they do not have adequate native Irish friends who would recommend them for qualified jobs. They believe that having Irish friends would help them to access the Irish labour market.

Thirdly, Black respondents stated that their native names are a source of discrimination. They revealed that some employers disqualify them using the CV software system based on their names and origin. Lastly, most respondents indicated that the employers did not value the educational qualifications obtained in their home country in the Irish labour market.

**Research Objective Two:** To Examine the Factors Associated With Employment Discrimination Among Immigrants And Native Workers: Credentials, Occupational Sector, Recruitment Selection And Nationality

In terms of credentials, the outcomes of this study revealed that the black immigrant respondents' educational credentials and academic experience are not recognized in the Irish labor market. As a result, they are unable to obtain occupations that are appropriate for their educational background.

During the interviews, they revealed that they had jobs matching their educational qualification in their home country, which means that their credentials were valuable in their home country. However, respondents reveal that their educational credentials are not acknowledged based on their experience in the Irish labour market, making it difficult for them to find appropriate positions that match their educational skills. They see this as a form of discrimination as they found that native workers who have the same qualifications do not face such a challenge. Despite getting their credentials evaluated, they found difficulty getting them accepted by employers. Interestingly, the hiring manager respondents conceded that they do not have adequate knowledge of the Irish National Framework of Qualifications in recognising foreign qualifications or how to implement it. Inadequate information about the process hinders them from recognising the qualifications held by black immigrants.

Also, findings from the study revealed that due to the lack of recognition of the black respondent's educational qualification, they are mainly able to get employed in the lower sector of the industry. The hiring manager respondents confirm this as they indicate difficulty verifying immigrants' educational work experiences and qualifications. Denying access to employments leads to marginalization and isolation of black immigrants. This is a serious implication for black immigrants.

Another important finding revealed by the respondents is the importance of networking connection in getting jobs in the upper sector of the industry. They showed that the lack of recommendation by the native workers hinders them in getting jobs within their educational qualification. In the case where the migrants' groups are being marginalized, it might result to disharmony, social unrest and future conflict. (Michael, 2020)

Furthermore, the findings from this study revealed by some of the respondents highlight that they feel discriminated against at the recruitment stage due to their visa classification as most employers see this as a burden. In agreement, the hiring managers respondents agree that they are not very familiar with the visa classification, hindering immigrants from getting recruited. However, they imply that they have no issues in helping immigrants acquire one if need be.

In conclusion, findings from the study revealed that due to their nationality, black immigrants experienced a higher level of employment discrimination when compared with the native workers. It was also found that Black Irish employees also faced discrimination just as the black immigrants. This shows that despite being Irish citizens, black Irish employees still experienced similar levels of employment discrimination as their black immigrant colleagues.

## **5.6 Research Contributions**

Every research project aims to contribute to knowledge and practice and study employment discrimination in the Irish labour market. This research has secured in-depths insights on employment differentials between the black immigrants and native workers in the Irish labour market.

Employment equality is a topic that continues to be relevant in Ireland and around the world. Discrimination is a particularly pressing issue currently, given the world's huge and expanding immigrant populations and the aftermath of the global economic crisis, which left many immigrants jobless and vulnerable to potential discrimination throughout the employment process. (OECD, 2013). Therefore, it is pertinent to consider the black immigrants' experiences of employment differentials in the Irish labour market. The key contributions of the study are as follows:

To begin with, this research has aided in a better understanding of Irish labor market integration.. A major strength of this study is that it sheds light on the experiences as it compares black immigrants, black Irish, and white Irish to detect if there are differences in their experiences on labour market discrimination and the inclusion of the hiring managers helps to understand why

black immigrants have difficulty in getting employed in the Irish labour market, complementing previous research on subjective indicators of immigrants' experiences in the Irish labour market.

In addition, this study also adds to the growing literature on employment discrimination in the Irish labour market. Research that focuses on controlling factors such as credential sectors, occupational sectors, recruitment selection and nationality between the black immigrants and native workers are not common in Ireland. This study has compared all these factors between the black immigrants, black Irish, white Irish and HR managers, thus looking at the key players of the labour market.

Furthermore, this study contributes to policymakers as it confirms the need for the enforcement of equality legislation.

Lastly, the study also contributes to academia as it stresses the importance of recognising qualifications acquired by immigrants in their home country.

## **5.7 Research Limitations**

Few limitations arise in this study, and they are listed below:

First, the study is limited by the small sample size of the research participants. It is, therefore, difficult to generalise the findings on the entire Irish labour market participants.

Secondly, the timeframe for which the study was carried out was short. I would have loved to carry out a longitudinal study rather than a cross-sectional study as this would allow me to detect changes over a particular period to indicate if the discrimination had reduced or increased over a period.

Thirdly, a field experiment and focus group would have been the best research method instead of the semi-structured interviews; this was not possible due to the lockdown rules caused by the Covid-19 pandemic.

Also, due to the lockdown rules, the use of zoom in conducting the interviews was used instead of a physical meeting, which created an absence of greater access to the research participants, allowing me to capture more responses in terms of convenience and body language. The zoom method limited the participants in freely expressing themselves. This study could not control for

an unstable economy which may have further exacerbated how participants experienced accessing employment opportunities.

Lastly, based on the experiences of the research participants, the subject of employment discrimination analysing other controlling factors could have been investigated in greater detail.

## **5.8 Recommendations**

Various methods might be taken to help prevent discrimination in the recruitment process and encourage strong equity practices. Based on the findings of this study, the following recommendation is given:

Policymakers should raise awareness of the importance of anti-discrimination. Due to a lack of understanding of rights among immigrant groups, efforts to raise awareness should be accompanied with information to immigrant populations about equality legislation. Awareness should also be made to the people on the damaging effects of discrimination and the positive impact of diversity. Campaigns can be used in raising awareness concerning the bad effects of discrimination.

Also, the government should ensure that anti-discrimination legislation is effectively enforced. The fact that black immigrants encounter significantly higher rates of discrimination in the labor market highlights the importance of government and employer-led measures to prevent discrimination in recruitment and the workplace.

In addition, there should be an awareness of the recognition of the foreign qualifications. Based on the findings, most black respondents faced higher rates of overqualification than the native; this is because their credentials and work experience are not recognized in the host country. Therefore, to avoid underutilization of skills and ease professional mobility, officials must enhance awareness of this system among immigrants and employers.

Furthermore, employers and job seekers need to be informed of the situations that indicate discrimination and what equality laws allow and prohibit. All employers should adopt guidelines to ensure that their hiring processes are not discriminatory. They should make available to persons who have immigrated to Ireland easily accessible information and educational materials about the Irish employment market and administrative procedures.

Audits of hiring practices should be carried out over a specific period. e.g., 12 months. This will probe employers in justifying the decision on the criteria used in shortlisting the candidates and their final choice of candidate. Thus, the introduction of audits on the hiring practices will strengthen the need for the right procedures to ensure legal protections against discrimination.

Finally, policymakers should make it illegal to sell bespoke recruitment and selection software that facilitates employment law breaches that promote discrimination (The Employment Equality Acts 1998-2005 and the Equal Status Acts 2000-2015)<sup>18</sup>. They should establish a formal recognized process for systematic discrimination evaluation and documentation of work experience, education, and talents earned in a foreign country, allowing for more accessible transfer credentials for domestic work equivalents if necessary.

## **5.5 Considerations for Future Research**

Firstly, future research should include immigrants from other nationalities to investigate the Irish labour market situation as a continuation of this study.

Secondly, future research should examine developed countries such as the United Kingdom, the United States, and others to see if their educational qualifications are valued in the Irish labor market. Other immigrants from underdeveloped countries will be able to see if they are discriminated against in the Irish labor market because of their nationality.

Lastly, further research should include other potential controlling factors such as gender, earnings differential or language.

## **5.6 Conclusion**

In conclusion, this study offers a new perspective on how immigrants fare Irish labor market as well as a detailed assessment of the factors that influence black immigrants' employment discrimination.

Despite the fact that no single study can cover all of the possible effects on Irish migrant labor market outcomes, this study made a substantial contribution. The study examined issues that

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<sup>18</sup> CitizensInformation.ie

have received little attention in Ireland, and by doing so, it fills in important gaps in the literature on black immigrants' labor market integration in Ireland.

Notably, the study emphasises the need to investigate the factors that affect employment discrimination. The extent to which discrimination varies between black immigrant, black Irish and white Irish was examined while understanding the hiring managers perspectives on the labour market discrimination. The findings demonstrate that credentials, occupational sectors, recruitment selection and nationality have great are influences on black immigrant's labour market discrimination in Irish and the experiences of discrimination between national groups.

The studies found that both black immigrants and black Irish do experience higher rates of discrimination when looking for a job and in the workplace than the white Irish. The finding that immigrants face more discrimination than natives is in line with prior research on discrimination faced by immigrants in Ireland. (McGinnity et al., 2006; McGinnity and Lunn, 2011; O'Connell and McGinnity, 2008).

It's critical to identify and acknowledge challenges to black immigrants' integration in the Irish labour market so that efforts can be made to overcome them and discrimination against black immigration can be avoided.

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# APPENDIX A

Change/Replace Items highlighted in Yellow

## PLAIN LANGUAGE STATEMENT

### **Introduction to the Research Study**

Research Study Title: Employment Discrimination Between Black Immigrants and Native Workers in the Irish Labor Market: An Empirical Analysis

University: Griffith College, Graduate Business School.

Principal Investigator: Dr Garrett Ryan.

Researcher Name: Taiwo Christianah Ogunjemilusi

Email: ogunjet@gmail.com

### **II. Details of what involvement in the Research Study will require**

This project involves taking part in (semi-structured interviews and or completion of a survey. The interviews/survey responses will be recorded, and seek to gather information on your experience of the Irish Labour Market. Questions are directed towards your thoughts on (Employment discrimination between black immigrants and native workers in the Irish Labor Market, looking at factors such as Credentials, Occupational Sectors, Recruitment Selection and Nationality). I estimate the interviews/survey will take no longer than 10 minutes to complete.

**III. Potential risks to participants from involvement in the Research Study (if greater than that encountered in everyday life)** I do not anticipate any risk to participants as a result of participation in this Research Study.

### **IV. Benefits (direct or indirect) to participants from involvement in the Research Study**

The objective of this Research Study is to gain new knowledge that will enable (you understand how potential factors such as Credentials, recruitment selection and Nationality has an impact on employment selection of immigrants when compared to native workers and to detect the contextual effects of employment discrimination on immigrant's labor market experience)

This study may, therefore, be of benefit to you by providing you with the opportunity to contribute to body of knowledge on (Employment Discrimination) so that you and or society may benefit.

**V. Advice as to arrangements to be made to protect the confidentiality of data, including that confidentiality of information provided is subject to legal limitations**

Every effort is made to ensure the confidentiality of the Participant. Participant names will not be recorded, as all participants will be assigned a code. Where used, recorded interviews/survey data will be downloaded to a password-controlled computer, typed transcripts/survey results are held within password-controlled documents. Participant biographical details and or mention of other persons will be omitted in the final report. Confidentiality of information provided is subject to legal limitations.

**VI. Advice as to whether or not data is to be destroyed after a minimum period**

Audio tapes/Survey data will be destroyed on the successful completion of this master's degree in full compliance with GDPR regulations.

**VII. Statement that involvement in the Research Study is voluntary**

Involvement in this Research Study is voluntary. Participants who decide to take part may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research Study are complete..

**If participants have concerns about this study and wish to contact an independent person, please contact:**

Dr. Garrett Ryan

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Graduate Business School  
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## Appendix B

Change/Replace Items highlighted in Yellow and remove the brackets

### INFORMED CONSENT FORM

**I. Research Study Title:** Employment Discrimination Between Black Immigrants and Native Workers in the Irish Labor Market: An Empirical Analysis

University: Griffith College, Graduate Business School.

Principal Investigator: Dr Garrett Ryan.

Researcher Name: Taiwo Christianah Ogunjemilusi

Email: ogunjet@gmail.com

### II. Clarification of the purpose of the research

The aim of this research is to investigate how potential factors such as credentials, recruitment selection process and nationality has an impact on employment discrimination of immigrants when compared to native workers and to detect the contextual effects of employment discrimination on immigrant's labor market experience. Furthermore, through a combination your participation and the latest research into employment discrimination between black immigrants and native workers in the Irish Labour Market, this research will add to body of academic understanding of employment discrimination between black immigrants and native workers in the Irish Labour Market.

### III. Confirmation of particular requirements as highlighted in the Plain Language Statement

This project involves taking part in semi-structured interviews and or completion of a survey. The interviews/survey responses will be recorded, and seek to gather information on your experience of the Irish Labour Market. Questions are directed towards your thoughts on Employment discrimination between black immigrants and native workers in the Irish Labor Market, looking at factors such as Credentials, Recruitment Selection and Nationality. I estimate the interviews/survey will take no longer than 10 minutes to complete.

#### **Participant – please complete the following (Circle Yes or No for each question)**

Have you read or had read to you the Plain Language Statement Yes/No

Do you understand the information provided? Yes/No

Have you had an opportunity to ask questions and discuss this study? Yes/No  
Have you received satisfactory answers to all your questions? Yes/No  
Are you aware that interviews will be audiotaped? Yes/No

**IV. Confirmation that involvement in the Research Study is voluntary**

Involvement in this Research Study is voluntary. Participants who decide to take part may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research Study are complete..

**V. Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations**

Every effort is made to ensure the confidentiality of the Participant. Participant names will not be recorded, as all participants will be assigned a code. Where used, recorded interviews/survey data will be downloaded to a password-controlled computer, typed transcripts/survey results are held within password-controlled documents. Participant biographical details and or mention of other persons will be omitted in the final report. Confidentiality of information provided is subject to legal limitations.

**VI. Participant Signature:**

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project

**Participants Signature:** \_\_\_\_\_

**Name in Block Capitals:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix C**

### **Interview Schedule**

#### **Group A (Black Immigrants/Irish citizen)**

**Objective 1:** Investigate the level of employment discrimination between black immigrants and native workers

#### **Interview Questions**

1. What is the Job experience in your home country? (**ONLY APPLICABLE FOR IMMIGRANTS**)

**Follow up question:** How long does it take to enter your home country's labour market?

2. What's your job experience In the Irish Labor Market?

**Follow up question:** Do you have a job currently? Are you employed permanently or temporarily?

3. How many employments have you had?

**Follow up question:** a. How long does it take to enter Irish labour market? b. How did you find them?

4. Have you experienced any difficulties while applying for jobs in Ireland?

If yes, what difficulties have you experienced in Ireland? (while getting your job(s))

5. If employed/or during job search, have you experienced discrimination in your workplace?

#### **Concluding Question**

6. Is there anything that I haven't asked that you would like to contribute?

**Objective 2:** To investigate if Credentials, Occupational sector, and Nationality impact employment discrimination between Black Immigrants and native workers in the Irish labour market

#### **Interview Questions**

##### **Questions Relating to Recognition of Educational Credential and Academic Experience**

1. What is your educational qualification and area of study?
2. What job(s) did you have in your home country or any other countries?

**Follow up question:** a. Was it corresponding to your education qualification?

- b. Were you satisfied with it?

- 3 Does your current job correspond to your educational qualification? a. If yes, tell me how? b. If not, why have you chosen it?
4. Have you had problems to get your academic experience(Credentials) accepted by employers?

**Follow up question:** If yes, what were reasons behind this?

- 5 Has the lack of recognition of your education qualification affected in finding a job that corresponds to your education qualification?

#### **Concluding Question**

6. Is there anything that I haven't asked that you would like to contribute?

#### **Questions Relating to Recruitment Selection and Occupational Sectors**

1. Are you satisfied with your current job?
  - a. Yes, how
  - b. No, why
2. Do you feel you are overqualified for this job?
 

If yes, why do you think this is the case?

**Follow up question:** In your opinion, what are the main factors that you believe have prevented you from getting a job within your educational field?

#### **Concluding Question**

3. Is there anything that I haven't asked that you would like to contribute?

#### **Questions Relating to Nationality**

1. How do you identify yourself? Follow-up question: As (e.g. country of origin), a mix of both, or none
2. Do you believe that your nationality plays a role when it comes to the labour market?
3. Do you think you have ever been turned down for a job you applied for, and for which you were qualified for, because of your national origin?
4. In your viewpoint, has having foreign name limited you in finding a job?

#### **Concluding Question**

5. Is there anything that I haven't asked that you would like to contribute?

## **Appendix D**

### **Interview Schedule**

#### **Group B (Recruiters/Hiring Managers)**

**Objective 1:** Investigate the level of employment discrimination among black immigrants and native workers

#### **Interview Questions**

1. What are your roles in human resource?
2. What are the advantages that having a diverse workforce bring to an organisation? And what are the disadvantages?
3. What are the challenges of setting up a diverse workforce? Can you think of any real case?
4. Has your organisation experienced or acknowledged a scenario where an applicant alleges hiring discrimination? If yes, can you give a brief account?
5. What has your organisation/firm done or doing to avoid hiring discrimination?
6. All things being equal does your organization have a preference for hiring native workers?

#### **Concluding Question**

7. Is there anything that I haven't asked that you would like to contribute?

**Objective 2:** To investigate if Credentials, Occupational sector, Recruitment selection and Nationality impact employment experiences between Black Immigrants and native workers in the Irish labour market

#### **Interview Questions**

##### **Questions Relating to Recognition of Educational Credential and Academic Experience**

1. Selection of applicants by using CV is one of the steps in hiring process, what are the main things you look for while evaluating CVs?
2. From your experience, do you think that Irish people are generally qualified enough to fulfil the needs of the Irish labour market?
3. Are you familiar with the Irish National Framework of Qualifications?
4. How does your company ensure that qualifications gained overseas are valued?

#### **5. Concluding Question**

6. Is there anything that I haven't asked that you would like to contribute?

### **Questions Relating to Recruitment Selection / Occupational Sectors**

1. How important are work experiences a determinant in your company's decision to hire employees?
2. Do you find it difficult verifying job experiences of immigrants? How does your company ensure that work experiences gained overseas are valued?
3. Of the Irish citizens you've recruited, what type of labor market contract were they recruited onto?
4. Of the immigrants you've recruited, what type of labor market contract were they recruited onto?
5. Does your company have written equal opportunities policies and procedures for employees?

#### **Concluding Question**

6. Is there anything that I haven't asked that you would like to contribute?

### **Questions Relating to Nationality**

1. How important is it to you that job applicants know the Irish culture and norms?
2. During background checking, is an applicant's race or ethnicity a concern? If YES why and if NO why?
3. Is your organization familiar with the differing visa classifications?
4. Is diversity promoted in your organization? How?

#### **Concluding Question**

- Is there anything that I haven't asked that you would like to contribute?

## **Appendix E**

### **Interview Information Sheet**

Dear Participant,

Please read below carefully as it outlines the details of your interview and involvement in the research

Please be aware that our interview will be audio-recorded for transcription and further analysis purpose. I will keep your information safe, and I will delete any data as soon as the results are available, which should be by the end of July. Since confidentiality is crucial, please be rest assured that the interview transcript will only be used for scholarly purposes.

The report is fully confidential. I will not reveal your name or any other personal information. Participation is also entirely voluntary; please do not feel obligated to do so. You have the right to withdraw your participation in the study at any time (if this is before the publication of the dissertation). To withdraw from the procedure, no explanation is needed.

I won't take up too much of your time; our interview should last about approx 30 minutes (or longer if you want to say more), and I am happy to set up a Zoom meeting with you at any time convenient for you.

The interview will be semi-structured, which means I have a list of questions prepared for you and you will be able to choose how much you want to talk about each subject.

I'd like you to sign the consent form attached before participating in this report. The consent form essentially states that you have been provided with further details and that your rights to confidentiality, anonymity, and voluntary engagement were explained to you.

Please do not hesitate to email me if you have any more questions.

Many thanks

Taiwo Christianah Ogunjemilusi  
MSc student at Griffith College

# APPENDIX F

Taiwo Ogunjimi.kzi.mp - NVivo 12 Pro

File Home Import Create Explore Share

Memo Framework Relationship Node Document External Case Case File Set Search Folder NVivo  
Notes Matrix Codes Data Classification Classification Search Folder Transcription Transcription

Quick Access

- Files
- Memos
- Nodes

Data

- File Classifications
- Employees
- Managers
- Externals

Codes

- Nodes
- Relationships
- Relationship Types

Cases

Notes

Search

Maps

Output

Files

Name	Codes	References	Modified On	Modified By	Classification
Black Irish 1		45	107 25/05/2021 14:23	0	Employees
Black Irish 2		45	88 25/05/2021 14:21	0	Employees
Black Irish 3		47	98 25/05/2021 14:21	0	Employees
Black Immigrant 2		43	102 25/05/2021 14:21	0	Employees
White Irish 1		42	75 25/05/2021 14:21	0	Employees
White Irish 2		39	69 25/05/2021 14:21	0	Employees
White Irish 3		36	81 25/05/2021 14:21	0	Employees
Black Immigrant 1		46	95 25/05/2021 14:21	0	Employees
Black Immigrant 3		46	102 25/05/2021 14:21	0	Employees
Hiring Manager 2		24	57 25/05/2021 14:23	0	Managers
Hiring Manager 1		24	57 25/05/2021 14:23	0	Managers

11 Items

# APPENDIX G

Taiwo Ogunjemilusi.mp - NVivo 12 Pro

File Home Import Create Explore Share

Memo Framework Relationship Node Document External Case Case File Set Search Folder Nvivo  
Notes Matrix Notes Data Classifications Classifications Search Folder Folder Transcription Transcription

Quick Access

- Files
- Memos
- Nodes

Data

- File Classifications
- Employees
- Managers
- Externals

Codes

- Nodes
- Relationships
- Relationship Types

Cases

Notes

Search

Maps

Output

Nodes

Name	Files	References	Created By	Created On	Modified By	Modified On
Employees		9	208	25/05/2021 14:24	O	25/05/2021 14:24
Additional information		3	5	25/05/2021 07:44	O	25/05/2021 13:14
Factors impacting employment d		9	59	24/05/2021 00:29	O	25/05/2021 01:10
Level of Discrimination		9	65	24/05/2021 00:41	O	25/05/2021 01:10
Nationality		9	48	24/05/2021 00:42	O	25/05/2021 01:10
Work Experience and Occupation		9	31	24/05/2021 00:40	O	25/05/2021 01:10
Managers		2	38	25/05/2021 14:24	O	25/05/2021 21:14
Factors impacting employment d		2	8	25/05/2021 14:27	O	25/05/2021 21:14
Level of Employment Discriminati		2	12	25/05/2021 14:26	O	25/05/2021 21:14
Nationality		2	8	25/05/2021 14:27	O	25/05/2021 21:14
Work experience and Occupation		2	10	25/05/2021 14:27	O	25/05/2021 21:14

113 items