

**Evaluation of an Employee Assistance Programme among
Secondary School educators in Mafikeng Area Project office.**

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DECLARATION

I hereby declare that this research report, entitled *The Evaluation of EAP among secondary school educators*, is my own work and that the report has not been previously submitted by me for a degree at another university. I have given full acknowledgement to the sources I have used in the research.

Signed.....

DATE: OCTOBER 2015

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I would like to give a word of gratitude to the following:

- My God for giving me strength and wisdom to complete this study. It is not by my power but by His grace that I managed to complete this study.
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LIST OF ACRONYMS

EAP – Employee Assistance Programme

EAPC – Employee Assistance Programme Coordinators

APO – Area Project Office

HRM – Human Resources Management

NWDoBE – North West Department of Basic Education

NWP – North West Province

PSC – Public Services Commission

SSE – Secondary School Educators

NNMD- Ngaka Modiri Molema District

ABSTRACT

Employee Assistance Programme (EAP) has been performing within organisations as a function within the Human Resources Management (HRM). Studies have been conducted in EAP dwelling into their functioning and efficacy of addressing the employee's problems within the various workplaces.

The aim of this research was to evaluate the functioning, efficacy, as well as the drivers of an efficient Employee Assistance Programme for secondary school educators in the Mafikeng Area Project Office, North West Province. The study also aimed at developing and providing recommendatory guidelines to encourage secondary school Employee Assistance Programme Coordinators (EAPC's) and the North West Department of Basic Education (NWDoBE) to establish EAP's where such do not exist.



The study also aimed at developing and providing recommendatory guidelines to encourage secondary school employee Assistance Programme Coordinators (EAPC's) and the North West Basic Education (NWDoBE) to establish EAP's where such do not exist. A questionnaire was administered to collect information from educators and school management teams. A total of 94 respondents returned questionnaires out of 144 distributed, who were randomly selected from each of 18 secondary schools in the Mafikeng APO, North – west Province.

The research found that not all secondary schools have an Employee Assistance Programme Coordinator, and a development and implementation policy on EAP. However, the aim of this research was not to analyse and critique the North West Department of Basic Education and the Mafikeng APO. The core aim was to assess the implementation and effectiveness of EAP's in the Mafikeng APO for secondary school educators. Some Secondary school educators in Mafikeng APO were generally satisfied with the services that are rendered by Employee Assistance Programmes, whereas other respondents indicated the low levels of satisfaction with the EAP in their various places of work.

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CHAPTER ONE: OVERVIEW

1.1. Introduction

Education and training are the only interventions that can enable a country's workforce to possess the necessary levels of knowledge, skills, behaviours and attributes to ensure national economic competitiveness (Chalofsky, 2010:33). Educators therefore play a vital role in the education of the country and also contribute to the economic growth and development of the country. According to the Families and Work Institute (2010:23), the future of every country depends largely on the tutelage it offers. Moreover, if the education offered by a country's educators is good, the quality of the workforce will be good.

Employee Assistance Programmes (EAPs) are preferably suited to provide counselling, support, awareness, creation and follow- ups to diminish the over encumbering of information about the workplace problems. Literature suggests that there is a need for more wide-ranging and wellness oriented EAPs in organisations. In instances where EAPs were effective in their functioning, their perceived success could to some extent be attributed to individuals or EAP coordinators liable for such programmes. It is said that some employees refer to EAP coordinators in capacities as opposed to the role they play within formal structures in workplaces (Public Service Commission, 2006:12).

According to the *Public Service Commission (2006:13)*, the following are the concerns impacting on the effectiveness of Employee Assistance Programme in various workplaces:

- Leadership and management commitment to EAPs;
- EAP resources in the system of finances and workforces;
- Dedication and passion of EAP coordinators;
- EAP's lack of communication;
- EAP's empathetic guidance; and
- Provision of information dissemination by EAPs.

The management's obligation to EAP's and governance thereof are the most crucial aspects influencing their successful functioning. The top and middle management's pledge and sustenance towards EAP differ greatly in such a way that some managers are committed to the course, moreover, to the strengthening within the workplace. However, other managers are not committed to EAP's functioning and worthy cause. EAPs that have the most impact are the ones actively involved in awareness and education programmes emphasising better and healthier lifestyles. EAPs similar to the ones mentioned earlier have media and information available for employees, for instance, about being more operational at work or how to overcome substance dependency or personal problems (PSC, 2006:14).

1.2. Background of the study



This study is undertaken to evaluate the EAP among secondary school educators in the Mafikeng Area Project office, which could help with the management of work stressors that educators are experiencing. The aim is to help to sustain the morale and productivity of educators, and to provide consistent and constructive guidelines to assist troubled educators through the provision of confidential and professional counselling services. This will facilitate the early identification of performance impaired educators for referral and treatment. The researcher wants to find out if educators have engaged in any Employment Assistance Programmes of the North West Department of Basic Education (NWDoBE) and to assess the effectiveness of the available EAP programmes.

One of the techniques to fortify EAPs within organisations is to improve the communication of EAPs to the affected employees and ensuring their confidentiality. In an extensive range the EAP programme coordinator should:

- Emphasize the overall wellness of educators;
- Communication of EAP services to the educators;
- Provide health and wellness education;
- Afford peer education training and counselling;
- Offer lifestyle and disease management and lastly; and

- Provide continuous monitoring and evaluation instruments to test the efficacy of EAPs within organisations (Kosseck et al., 2010: 11).

According to the Public Service Commission (2006:14), EAP Programme Coordinators require continuous re- skilling and re-tooling in order for them to deal with a broader range of challenges faced by educators. There is a need for an on-going process of evaluating and monitoring the efficacy of EAPs in dealing with secondary school educators' problems in the Mafikeng APO. There is a requirement because there will be an on-going improvement pertaining to EAPs in the North-west Department of Education, as well as for the strengthening of dealing with challenges effectively.

1.3. Problem statement

The study focuses on unique EAP deployment measures that could be undertaken by government in its EAP programmes to ensure the efficiency of teacher utility and productivity within a stressful workplace and context of national educational challenges. This study is undertaken in order to improve the quality of teaching in schools

With regard to this study, since the inception of EAP within the North- West Province Department of education, Mafikeng Area Project office does have an EAP but the awareness, promotion and its significance raise a concern. The study is conducted because of the observation that stress and burnout have escalated, while absenteeism and staff turnover are the order of the day for secondary school educators in the Mafikeng APO. If educators have available EAP programmes to assist in coping with job stress, their workplace performance is likely to improve. The improvement of educators' performance will bring about better performance by learners and ultimately better future leaders to support a competitive economy which will be in a position to compete globally.

1.4. Research questions

This study is concerned with identifying the EAP programmes that are available to assist educators with their problems, as well as finding out the effectiveness of these EAP programmes by addressing the following research questions:

- Are the educators in the Mafikeng APO aware of the existence of the EAP?
- What is the nature and functioning of EAPs within secondary schools in the Mafikeng APO?
- Is there personnel liable for EAP in secondary schools within the Mafikeng APO?
- Is there a programme model of the EAP secondary schools within the Mafikeng APO?

1.5. Research objectives

The objectives of this study are:-

- To determine whether educators are aware of the existence of the EAP in the Mafikeng APO.
- To establish the nature and functioning of EAPs within secondary school in the Mafikeng APO.
- To investigate whether there is personnel liable for EAP in secondary schools within the Mafikeng APO.
- To check the programme model of the EAP secondary schools within the Mafikeng APO.

1.6. Justification for the study

Although the EAP is in existence and its functions have increased over the years, the researcher has observed that there are misconceptions still existing with regard to the EAP and its services in the Mafikeng APO. There is a need to evaluate the EAP and to investigate the programme model in order to rectify the misconceptions and improve the knowledge of the services rendered through the NWDoE.

There is a lack of knowledge by the school managers with regard to referral procedures of the EAP. The management would, for instance, request the EAP

personnel to contact employees who have been identified as having performance problems rather than to motivate employees to contact the EAP themselves or make supervisory formal referrals to the programme.

The study also focuses on unique EAP deployment measures that could be undertaken by government in its EAP programmes to ensure efficiency of teacher utility and productivity within a stressful workplace and context of national educational challenges. This study will inform the educators and the North West Provincial education department about the awareness and usage of the existing EAP by secondary school educators, and will also inform the NWDOE on the efficiency and recommended modifications to be made to its existing EAP programme delivery.

1.7. Chapter outline

Chapter 1 introduces the study universe as well as provides background information relating to the study. A discussion on the theoretical overview and conceptual framework for the study is discussed. **Chapter 2** entails a literature review exploring employee assistance Programme utilised by various employers. **Chapter 3** entails a discussion of the research methodology utilised. **Chapter 4** outlines the data collection, data analysis methods employed within the study. **Chapter 5** entails an analysis of the research findings, conclusions and recommendations.

1.8. Summary

In this introductory chapter, a brief orientation of the study was outlined. An outline of the problem to be investigated is given together with the objectives and research questions guiding the study. An EAP evaluation remains a debatable subject. Some professionals in the field see any appeal for evaluation as an attempt to impose doubt on the sincerity of an EAP concept and as a pretext to withhold management support unless evaluation results prove acceptable. In other instances, organizations merely accept their EAPs and rarely ask for operational assessment of any kind. Periodic evaluation can be used to record programme practices and measure their rate of improvement over time. Chapter 2 entails a literature review exploring the discussion of Employee Assistance Programmes utilised by various employers.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The thorough review of literature results in a discovery of how other scholars have studied the problem and approaches that one is researching. Within a theoretical framework, a proper literature interrogation assists in channelling the research interest and possible findings. It can also provide one with the data to compare with his own findings (Bhattacharya, 2006: 25). Analysing the already acquired knowledge about a question is a crucial first step in the research process.

Employee Assistance Programmes (EAPs) have been in existence since the early 1940s. Prior to this period, programmes focused on individuals whose alcohol use affected their job performance and thus were called, 'Occupational Alcohol Programmes'. The EAP movement began with an alcoholic worker recovering, and sharing his recovery with another (PSC, 2006: 8)

In order for EAP to function and for its continuous success, awareness and marketing should be active. Hence awareness and marketing are critical not only in promoting the EAP services to the workers, but also in forming the foundation of expectations of the programme's efficacy measurement. One is convinced that the above mentioned aspects are very true and are critical for the success of an EAP, reason being that an assumption that employees understand the services rendered cannot be on the basis that a more once off announcement was made regarding the existence of the EAP in the organisation.

The continuous promotion and visibility of the programme is of great importance. Chalofsky and Krishna (2009) maintain that up until a programme is marketed internally, then the programme cannot successfully be implemented. Therefore, effective awareness and marketing can address wrong expectations regarding the EAP in an organisation. The promotion and visibility of the EAP services are vital to guarantee its continued excellence. According to some scholars' experiences, every

time one of the awareness and marketing initiatives occur, requests for EAP service escalate. It is believed that without proper awareness and marketing of the EAP, the programme cannot be successfully implemented and utilised.

Chapter two's aim is to review the various views or opinions expressed by various scholars about the importance of awareness and marketing of the EAP and the importance of the stakeholders' (such programme coordinators) involvement in its services to the workforce. The exploration of the strategies, techniques and activities that are employed in creating awareness and marketing and the challenges of marketing those activities within work organisations and employees are critiqued. A developed review of checking the awareness for the programme and the promotion of EAP services on an on-going basis is tackled in this chapter.

Most of the comments focus on the marketing process and the imperativeness of creating awareness and marketing into the on-going activities and services of the EAP. The extinct role of the EAP programme coordinators in the awareness and marketing of the programme is also explored. The chapter concludes with a summary of the critical issues and concerns that must be considered during the development of an awareness and marketing strategy.

The Heuristic Model of Employee Assistance Programmes in South Africa, EAPs as shown in figure 2.1, differ both in (1) the level of comprehensiveness of the services they render and (2) their level of involvement in dealing with stressors in the workplace (PSC, 2006). On the basis of these two variables, the model shown in table 4 was created to structure the findings about EAPs.

Table 2.1.: Heuristic model of EAPs in the Public Service(PSC,2006)

EAPs absent or limited in scope	Quadrant 1: Limited EAPs, reactive	Quadrant 2: Comprehensive EAPs, reactive	Comprehensive EAPs
	Quadrant 3: Limited EAPs, proactive	Quadrant 4: Comprehensive EAPs, proactive	

Source :(PSC, 2006)

In **quadrant 1** EAPs are either absent or play a limited function in a department, while being reactive in the manner in which they operate in the workplace. Respondents who reported such EAPs in their departments indicated that:

- They only deal with a very limited number of issues, i.e. some counselling;
- They have limited capacity and are often budget-starved;
- There are no high-levels of visible management commitment to such units and they are often seen as a 'nice to have'; and
- They operate in a reactive fashion and only provide services upon request and therefore do not tackle work place problems or potential workplace programmes proactively.

In **quadrant 2** an EAP renders comprehensive services but on a reactive basis. EAPs in this mode of functioning work on a 'patient-doctor' model where employees with problems – usually very serious problems – approach EAPs that are able to provide comprehensive services to them. Due to the fact that such EAPs do not provide a broad range of employee wellness programmes proactively, their services are often not known throughout their departments.

In **quadrant 3** limited EAP services are available, but for various reasons the service providers in such EAPs act proactively when dealing with the workplace impacts of potential worker problems. One reason for their involvement could be that they were requested to do so by management or employees. A further reason was that a person (or persons) in the EAP office developed a passion for helping people with

specific problems, ie an EAP functionary could have a specific interest in conducting emotional trauma or substance programmes in the workplace.

In **quadrant 4** comprehensive EAPs are found that are proactive. It appears from respondents' views that due to their experience with employee counselling, support, awareness creation and follow-ups, such EAPs are very successful in their efforts to provide assistance proactively to employees and dealing with a wide range of problems. By making use of the quantitative data obtained in the surveys conducted for the purposes of this project, an assessment was made regarding the level at which EAPs function within Public Service workplaces and the level at which they are actually involved in employee stressors in the workplace, and the level at which they should be involved.

According to the PSC (2006), there is a Heuristic model pertaining to EAP, moreover, the 4 modes of operation of EAP's identified, namely:

- EAPs that are either non-existent or play a limited role in organisations while being reactive in the manner in which they operate in the workplace.
- EAPs that render wide-ranging services but only on a reactive basis. Such EAPs function on a patient-doctor model where employees with problems approach them and they are able to provide them with a variety of services.
- EAPs that provide limited services but for various reasons are pre-emptive when dealing with the workplace impact of possible problems of workers.
- Wide-ranging EAPs that is also pro- active. Such EAPs render various services to employees in order to can address their problems, furthermore, to proactively provide information and services in an attempt to mitigate the impact of the worker problems in their place of work.

2.2. The nature of assistance provided for by departmental policies of employee assistance programmes.

According to the PSC (2006), the departmental policies make provision for a range of issues in respect of which assistance can be provided to employees through EAP. These issues include but are not limited to obnoxious relationships; childcare and eldercare issues; emotional or behavioural disorders; family and marital inharmoniousness; family violence; HIV and AIDS counseling; legal problems; • marital, family and relationship problems; personal obligation and financial management problems; psychological problems; stress (family, social, job, etc.); substance abuse (alcohol, drugs, prescription medication) and other addictive behavior such as gambling; work-related problems; demise counseling; cultural diversity; internal conflict management and resolution; life skills development and management services; retirement preparation; stress management; substance abuse prevention management; trauma quizzing; • disappointing work performance; women in the workplace; and reasonable accommodation.

2.3. History of EAPs in South Africa

Employee assistance services in South African workplaces can be traced as far back as the 1930s with its roots in the field of occupational social work which developed within the context of the welfare system and the apartheid system of Government. According to Du Plessis (2008), "EAP's were established in South Africa for several reasons. Some were formed to seek alternative ways of managing poor performance; they emphasize program cost effectiveness. Others were set up to express the concept of internal" social responsibility."

Harper (2008) suggests that South African EAP's evolved from changing social and legislative conditions within the workplace environment and that the current drivers of EAP's is the recognition that the EAP system can play a key role in supporting employees and managers in the management of their work – life stressors, behavioral health and physical health risks arising out of the transformation process taking place within organizations and government bodies.

According to Du Plessis (2008), the welfare system was born out of a concern for the “poor white problem” of the 1930s where the Nationalist Party government tried to protect the position of skilled whites and provided jobs for them in State run organizations like the Railway Service. According to Du Plessis (2008:98), the employment of EAP practitioners (social workers) in the workplace began as early as 1935 with the state-run Railway Service and later within South African Synthetic Oils Limited (SASOL) in 1954 and Iron and Steel Corporation (ISCOR) in 1957. The first black social worker was employed by ISCOR only in 1969 prior to which services were rendered specifically to white employees. EAP services were structurally separated along racial lines and only became accessible to all employees from the 1980s.

Du Plessis (2008) suggests that occupational social work services focused heavily on providing therapeutic services and for many decades neglected the prevention, development and education aspects of employee assistance. The service of providing occupational social work did however provide opportunities for representation to management on issues relating to worker well-being. The EAP movement grew and established itself in SA with companies like FORD and AECI which had as part of their corporate strategy alcohol policies and programmes which they inherited from their parent companies in the United States of America.

The South African National Council on Alcoholism (SANCA) has since the 1980's played an important role in rendering industrial consultative services and contracting to run EAPs within workplaces as part of their social responsibility agenda. Some SANCA societies offered workplace assistance in dealing with alcoholic employees and extended their services to assist companies to develop substance abuse policies and EAP services, as well as prevention and education programmes.

2.3.1. The Mining Industry

According to Terblanche (2009:18), the Chamber of Mines, played a significant role in the development of EAP in its “traditional structured format”. Post World War 2, many of the returning soldiers were compelled to find employment in the mines

under very undesirable conditions which resulted in serious health and mental health problems. In 1983 the Chamber of Mines appointed a consultant to study the feasibility of EAP for the mining industry. Terblanche (2009) claimed that this study represent a milestone in the historical development of EAP's in South Africa. Whilst the concept of EAP was accepted in principle, the Chamber of Mines thereafter introduced the first counseling centers, providing a precursor of services that have since developed significantly and the roots of which are still in existence today.

2.3.2. The Human Resource Management Profession

The human resource management profession as a whole has made significant contributions to the development of EAP's and was the line of work where practitioners became involved in looking at EAP's as a profession.

Du Plessis (2008) asserts that the Human Resource Management (HRM) field contributed to the development of EAP's. According to Du Plessis (2008: 100 -102), the following factors have contributed to the development of EAP's within the realm of Human Resource Management:

- Individual human resource managers championed the widespread usage of EAP's due to personal commitment to the issue of employee care or more specifically to provide employees with a positive experience of social work intervention.
- Industrial relations procedures highlighted the correlation between personal problems and disciplinary problems resulting in social workers being called on to intervene in employees' personal problems.
- In the 1970s, lobby organisations such as SANCA encouraged human resource personnel to employ social workers to counsel alcoholic employees about the hidden costs of alcohol abuse relative to their productivity and resultant loss of revenue for the employer as well as to educate employees that addiction is an illness not a self-imposed condition.

- Demands made by labour unions coupled with socio-political changes in the 1980's indirectly encouraged management to become more proactive in health and safety issues.

2.3.3. Employee Assistance Programme Co-coordinator

According to the Families and Work Institute (2010), EAP policies define the responsibilities and rights of role players. In this regard, the following role players and their responsibilities are articulated. The departmental policies provide for the appointment of an Employee Assistance Programme Co-coordinator, who is liable for the following:

- To formulate policies and strategies of the EAP.
- To advise on the implementation of the EAP.
- To assist EAP service providers to correctly position the EAP within departments in order to optimize benefits.
- Ensure continued promotion and awareness of the EAP within departments in close collaboration with EAP service providers.
- Develop action plans in conjunction with all the relevant stakeholders.
- Co-ordinate and maintain a strong working alliance between supervisors, employee representatives, employees and EAP service providers.
- Continuously conduct monitoring and evaluation of the EAPs' implementation to assess whether these policies are still relevant by being weary of the ever changing environment in organizations.

2.3.4. Employee's Rights and Responsibilities

The following are employees' rights and responsibilities pertaining to EAPs:

- Personal information concerning participation in the EAP is maintained in a confidential manner.
- Participation in the EAP shall not jeopardize an employee's job nor prejudice any opportunity for promotion or advancement.
- Leave and time-off shall be granted in accordance with departments' standard policies and procedures for professional assessment, counseling and treatment.
- Employees must take full responsibility for their own health and fully participate in the programme.
- It is the responsibility of the employee to maintain satisfactory job performance.
- Policies define criteria for 'additional' treatment emanating from the application of EAPs. These criteria take into consideration whether an employee has medical aid or not and the affordability of additional treatment (PSC 2006).

2.3.5. Managers' and Supervisors' Responsibilities

The following are the responsibilities of managers and supervisors with regard to EAPs:

- Address work performance problems through normal supervisory procedures.
- Be consistent and treat all employees fairly and equally.
- Make employees aware of the agreed job performance standards, disciplinary code and/or EAP procedures in instances where job performance is declining to unacceptable levels (PSC, 2006).

2.4. Common standards for EAP programmes

The Standards for Employee Assistance Programmes in South Africa were developed in 1999 by the Employee Assistance Professionals Association – South African Chapter (hereafter known as EAPA-SA) and revised in 2005 as guidelines for the implementation of EAPs. The 27 standards represent not only the national agreed level of professional best practice for EAPs and also outlines the basic principles and key elements that these programmes should contain.

According to the EAPA-SA (2005:7), "Adherence to professional standards and guidelines ensures viable EAP programmes. The purpose of the non-regulatory guidelines is to assist all relevant stakeholders in establishing quality EAPs in accordance with international best practices and enhancing existing EAPs."

While the application of the EAPA-SA standards were aimed at ensuring the implementation of quality EAP programmes by employers, the EAPA-SA guidelines were also not aimed at inhibiting employer organizations to develop customized employee assistance models which were uniquely tailored to meet the unique demands of their workplaces. The utilization of the services of EAP may help educators to deal with the challenges they are facing.

2.5. Core components of EAP programmes

There are various types of EAP models being utilized by employers. Core technology of an EAP programme refers to the essential components at the heart of an EAP programme in the form of its core functions that makes an EAP programme proactive

and unique for a specific workplace. Hoffman and Cowan (2008) highlighted that most EAP programmes consist of the following components:-

2.5.1 Consultation and training

Consultation combined with training and support to organizational leadership (managers, supervisors, and unions) seeking to manage the troubled employee, enhance the work environment and improve employee job performance; as well as to provide an outreach service to educate employees and their family members about availability and guarantees (i.e. confidentiality) of an employee assistance programme and motivate them to utilize the services.

2.5.2 Problem identification and assessment

This refers to confidential and timely problem identification/assessment services for employee clients with personal concerns that may affect job performance.

2.5.3 Constructive confrontation

This refers to the use of constructive confrontation, motivation and short-term intervention when counseling employee- clients to address problems that affect job performance.

2.5.4 Referral for diagnosis, treatment and assistance

This includes referral of employee-clients for diagnosis, treatment and assistance plus case-monitoring, follow-up and aftercare service.

2.5.5 Consultation to work organization

Consultation to work organization involves establishing and maintaining effective relations with treatment and other service providers and managing provider contracts.

2.5.6 Consultation with work organization for health

Consultation to work organization to encourage availability of and employee access to employee health benefits covering medical and behavioral problems, including but not limited to alcoholism, drug abuse and mental and emotional disorders.



2.5.7 Evaluation

Identification of the effects of EAP services on the work organization and individual job performance.

Bennet and Attridge (2008: 5) conducted a survey of 200 respondents from the EAP field and found that the majority the respondents:-

- Indicated that prevention is a significant part of their work;
- Rate it as important as some components of the core technology, and
- Reported that prevention is not given enough focus by the EAP practitioners.

Empirical studies by Herlihy (2009) however, found that prevention is inherent in most of the EAP core components because prevention is a stage of EAP intervention rather than a type of treatment, so adding a separate prevention component is both unnecessary and confusing. In his criticism of most organizational EAP programmes, Herlihy (2009) found that most EAP's still seem to be primarily focused on managing the troubled employee rather than focusing on employee health and wellness.

In light of their findings, Bennet and Attridge (2008) proposed the addition of a new core component that focuses on direct delivery of prevention services within the workplace which would include outreach, screening, assessment, awareness education and skills training for individuals and workplace cultures.

It is the researcher's view that by including prevention as a new core component and developing standards to benchmark practice and provide guidelines, in the same way as it does for the reactive direct services, would encourage EAP practice to consciously and purposefully implement proactive strategies, interventions and tools.

2.6. Challenges faced by educators.

A teacher fulfils a cornerstone role in helping learners to develop their potentials, skills, competencies and to help them to attain new knowledge. These duties however, need to be fulfilled by educators who fulfil their duties with a sound mind.

A teacher who is satisfied with his /her job can perform his duties effectively and efficiently, but a teacher who is under stress cannot perform to the best of his ability. Teacher stress is a serious concern because it is associated with increased absenteeism, ill health, and this may have a serious impact on the academic achievement of learners.

Educators in particular bear the responsibility of providing education to many learners, so if their stress is not taken into consideration, it could have a very serious negative impact implication in the future of the coming generation, hence a negative impact in the country as a whole. It is therefore very crucial to ensure that educator's health due to stress and other diseases, does not affect their performance (McMillian, Morris & Atchiley, 2011).

Educators are more exposed to stress because of working with students on a daily basis. This involves having to contend with student absenteeism, students with special needs and poor workplace teacher support systems demands daily improvement in teacher work performance and results in stress. Stress is currently a phenomenon that must be recognised and addressed in various professions, because of the complexity of present day society and teaching is no exception (McMillian et al., 2011).

Although stress is a common phenomenon in any profession, the transformation of education has caused great influence on the stress level of educators in South Africa. Apart from the pressures of a changing country, teaching is in itself a demanding occupation and over the years these demands have increased. Educators are faced with various tasks to complete, pupils to attend to, furthermore as a result of policy changes and transformation in education sector, other stressors

exist in the teaching profession such as lack of discipline in schools, an increasing work load, low pay and various other conditions (Seefeldt, 2008).

The lack of discipline in schools, abolishment of corporal punishment, unmotivated learners, redeployment, retrenchment and retirement packages for educators, large pupils-teacher ratios and new curriculum approaches all contribute to raising the stress levels of educators. Many educators nowadays complain about low morale, illness such as hypertension, diabetes, ulcers and heart attacks, while others plan to leave the profession and go to early retirement. Burnout leads to feelings of frustration, lack of accomplishment, poor performance, less motivation and ultimately leads to educators planning to leave the profession. The increasing number of educators suffering from burnout symptoms can lead to a decline in the quality levels of education in South Africa, in turn affecting the future of the country (Hoffman & Cowan, 2008).

It was confirmed that at the organisational level, burnout has been linked to job withdrawal behaviours such as turnover intention, absenteeism, reduced organisational commitment and a decrease in job performance. A study about burnout in primary school educators, found that a lack of rewards, overload and lack of resources causes high level of burnout in educators. The same study found that lack of participative management, unclear task characteristics and lack of social support lead to burnout in primary school educators (Galinsky, 2009).

When a person experiences high levels of burnout, this leads to high level of strain both physical such as heart disease, ulcers, headaches and sleeping disorders and psychological such as depression, anxiety and job dissatisfaction which occur. Workers who offer services, such as educators, are very prone to burnout which results in a significant reduction in the quality of inter-personal work related relationships. Service workers suffering from feelings of emotional exhaustion are prone to treat clients, co-workers and supervisors with cynicism and negativity resulting in challenging interpersonal and client relations (Galinsky, 2009).

Teacher stress and burnout are important issues that should warrant serious attention in teacher programs, because of the negative effect they impose on

teaching. It is therefore very essential for educators entering the profession to be aware of the sources of stress and burnout, and their impacts on the well-being.

Schools as organisations in general are critically dependent on educators as their key employees. If the well-being of educators is not good, organisational productivity will decrease. An estimated 20 000 educators in South Africa leave the profession each year, but only 6 000 newly trained educators enter the profession. This confirms the stress and fear new educators as well as current educators experience in South Africa. The utilisation of EAP services may help educators alleviate the stress and burnout they experience, so it is very crucial that they receive information on EAP in their area, so that they can utilise its services.

2.7. Employee assistance programmes in the North West Department of Education (NWDOE)

According to the Employee Assistance Professionals Association South Africa (EAPA-SA, 2005:7) *“an EAP is a worksite-based program designed to assist in the identification and resolution of productivity problems associated with employees impaired by personal concerns including but not limited to: health, marital, family, financial, alcohol, drug, legal, emotional, stress or other personal concerns which may adversely affect employee job performance”*.

An employee wellness programme is an effective, efficient and sustainable intervention for the enhancement of employee well-being and commensurate job performance in the company. Internationally and nationally, employers continually look at ways of making sure that their employees' well-being is taken care of in a holistic manner, i.e. physically, spiritually, socially and emotionally.

Initially employee assistance programmes (EAPs) aimed at addressing drug and alcohol problems in the workplace. As time went by the focus of EAP programmes changed and widened to focus on physical and emotional health, marital, financial and other personal concerns that affect employees (Steyn, 2010). The development of EAPs in South Africa, influenced by various professions, has evolved as a result

of different organizational needs which occur in varying forms and levels of sophistication depending on staffing, availability of resources and capacity within organizations.

In South Africa EAP's evolved from social welfare – occupational social work, human resource management, occupational health and the mental and medical health fields. This is acknowledged by Du Plessis (2008: 103) in her statement that “while social workers appear to be the preferred profession in staffing EAPs, they are certainly not the only ones as nurses, psychologists and human resource personnel all play a role as well.”

In the South African public sector, the Constitution Act 106 of 1996 stipulates that an employee has a basic right to access healthcare and appropriate services. The Department of Public Service and Administration (DPSA) introduced the Public Service Act 103 of 1994 as well as Labour Relations Act 66 of 1995 which stipulate that an employee cannot be dismissed for unsatisfactory performance unless the employer has given the affected employee appropriate evaluation, instruction, training, guidance and counseling.

The Occupational Safety Act 85 of 1993 also places an obligation on the employer to provide a healthy and safe environment for all employees. Personal problems such as alcohol and drug abuse are viewed as a health and safety risk and the employer has the responsibility to communicate with the employee and offer counseling.

The employer, therefore, has the right to intervene when an employee's behavior is such that health and safety in the workplace may be compromised. Paragraph 3(10) of the Employment of Educators Act 76 of 1998 indicates steps that can be taken in the case where an educator fails to follow rehabilitation as a result of alcohol or drug abuse. One of the steps to be taken in this regard involve providing counseling, inviting an employee to attend rehabilitation, recommending rehabilitation at an employee's own costs or terminating the services of the employee. The above-mentioned process may however only be undertaken when the underperforming

employee has been supported by the employer in understanding the expected performance standards, evaluated and given feedback on the underperformance.

During performance management the employer is expected to listen to the employee's reasons for underperformance and initiate development programmes and counseling prior to considering termination of employment.

In the South African public sector, EAP's have been deployed to assist with socio-political workplace issues that were not traditionally addressed through EAP's such as the prevention of unfair dismissal, prevention of conflict as well as change management during the integration of employees when the old apartheid Homeland States (Transkei, Bophuthatswana, Venda, Lebowa and Ciskei) were integrated into South Africa. There are various types of EAP programmes that can be utilized by an employer such as in-house and external EAP programmes. An in-house EAP model is where the employer provides services whereas the external model is where EAP services are outsourced to an external service provider.

In selecting the appropriate model for internal utilization, an employer has to consider a series of factors in the form of written organizational policy, organizational structure, number of employees, geographical location, management and union endorsement, internal staffing, marketing and budgeting. As a result of the size of the North West Department of Education which comprises of a total of 40 000 employees, which is also spread across geographic locations and offices across the province ranging from Hammanskraal, Tlhabane and all the way to Mafikeng, the North West Department of Education adopted an in-house EAP model within its head office in Mafikeng with an EAP unit which was established in 2003 within the human resource management directorate.

The EAP unit is staffed by fifteen employees in the form of two Deputy Directors, four Assistant Directors, three Counselors, four EAP Practitioners and two Occupational Health and Safety practitioners.

The strategic objectives of the North West Education Department's EAP unit is to:-

- To sustain morale and productivity of employees in the department;

- To provide consistent and constructive guidelines to assist troubled employees through provision of confidential and professional counselling services;
- To address HIV/ AIDS in a positive non-discriminatory manner and to assist by means of an effective system; and
- To facilitate the early identification of performance impaired employees for referral and treatments.

The following table charts the statistics of EAP cases dealt between 2012 - 2013.

Table 2.2.: Statistics of EAP cases dealt between 2012 –2013

No of Cases	Referral System	Intervention Mode	Problem Addressed	Number of Sessions
18	Supervisor/ Self	Family Therapy	Financial Management	22
19	Self	Family Therapy	Family Relationship	26
7	Supervisory	Supportive Therapy	Dismissal	15
4	Self	Motivate and Referred	Transfer	4
8	Supervisor/ Self	Therapy and Referral to Rehabilitation	Alcohol	16
9	Self	Therapy and Referral to Psychiatrist	Depression	9

Source: Employee Assistance Professionals Association South Africa (2005)

2.8. Summary

The objective of this chapter was to present a literature review exploring the origins of EAP and how other departments in the Public Service have resorted to adopting the heuristic model of EAP in tackling various challenges leading to the usage of EAP. The phenomenon of EAP has been functioning within organisations as an HRM wing due to a number of stressors directly affecting the educators.

This chapter makes a valuable offering to the education system to be able to value employees as assets who bring prosperity to future leaders.Chapter 3 entails the research methodology followed in operationalizing the study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This study was undertaken to investigate the functioning, efficacy as well as the drivers of an efficient EAP programme for secondary school educators in the Mafikeng APO, North West Province, and the experience of educators in utilising the services of EAP's of the NWDOE as well as explore possible human resource developmental (HRD) measures that can be implemented by the NWDOE to positively enhance the current EAP's implemented. The study focused on unique interventional measures that could be undertaken by public sector employers in their EAP programmes to ensure efficiency utility and productivity of educators within a stressful workplace and context of national educational challenges.

The aim of this chapter is to analyse various methods of research that the researcher managed to interrogate, furthermore, to substantiate the reasons for choosing the opted methodology which one preferred. It is said that the applicability of the research method chosen determines the success and validity of any research. An EAP is one human resource strategy which may help to battle the now well recognized human and organizational costs of workplace stress and counselling in workplaces. There was an increasing demand for information on the usefulness of EAP. However, the way in which organizations evaluate their EAP, and what they call success, may be related to their explanations for embarking on it in the first place. In order for an EAP to have a fortuitous to succeed, it is to be designed to include specific evaluation plans wherein the progress of the programme will be monitored.

3.2. Research design

The chapter entails how data was collected in order to investigate the research questions and hypothesis. The research design includes all practical details followed, for instance, the methods used for data collection, how many respondents took part and how they were chosen, which tool was utilised for the collection of the data and how data was analysed.

A research design is guided by what the researcher wants to know and how data will be collected. Bhattacharya(2006) defines a research design as a plan or a blue print of how one intends conducting the research. Research design is explained as a specification of the most adequate operations to be performed in order to test a specific hypothesis. According to Dalgaard (2008), a quantitative survey design requires questionnaires as a data collection method and respondents are ideally selected by means of randomised methods.

Saunders, Lewis and Thornhill (2003) state that if the researcher intends to undertake quantitative analysis , it is recommended that the following be considered:

- Type of data.
- Format in which data will be put to the analysis software.
- Impact of data coding on subsequent analysis.
- Need to weigh cases.
- Methods that is intended to be used to check errors.

Saunders et al.(2003) further state that if data is going to be analysed quantitatively, the researcher needs to examine the techniques that are proposed for data collection to answer the research questions. A decision needs to be made if data collected will be useful if analysed quantitatively.

If the researcher decides that data should be analysed quantitatively it must be ensured that the data collection methods intended for use have been designed to make any analysis by a computer as straightforward as possible. In particular, one needs to pay attention to the coding scheme for each variable and layout of data matrix.(Saunders et al , (2003).

3.3. Research methodology

3.3.1. Research approach

Saunders et al. (2003) state that quantitative data can range from simple counts such as frequency of occurrences to complex issues such as test scores. For this data to be useful it needs to be analysed and interpreted. Quantitative analysis technique assists this process and it ranges from creating simple tables or diagrams that show

the frequency of occurrence through establishing statistical relationships between variables to complex statistical modelling. This study is aimed at evaluating Employee Assistance Programme among secondary school educators in the Mafikeng area Project Office. In the light of the background given above; the researcher used a quantitative research method as an approach to research in this study. A quantitative approach was preferred in this study because it was more relevant, and a more structured method for data collection in order to answer questions posed in chapter two.

3.4. Research procedure and strategy

The following subsection deals with the method used for collecting data and data analysis.

3.4.1. Data collection method

A questionnaire was utilised as a method of data collection in this study. In this context, a self- developed questionnaire was utilised as a data collection instrument and distributed to the participants by using e-mails and checking the respondents who were given the questionnaires regularly to enhance the response rate, and by visiting schools to deliver the questionnaire. The researcher arranged for questionnaires to be administered to these respondent groups immediately after the respective meetings.

The questionnaire leaflet was divided into two parts. The first part consisted of the personal information which is the biographical data of the respondents and the second part consisted of questions related to awareness of EAP in the working environment and utilization thereof. This method of data collection was the most suitable for this study because it succeeded in ensuring a good response rate, correct interpretation of the questions and completion of the questionnaire. Since many of the respondents were expected to attend school staff meetings.

3.4.2. Data Analysis

Identifying the sampling strategies and the approaches used to establish the validity of the data is the best option for a successful research. In the mixed method (qualitative and quantitative) there is a variance with regard to having an open-ended versus close ended responses. Some of the data such as interviews and observations can either be qualitative or quantitative (Wegner, 2007). For this study in particular, a quantitative data involved a random sampling so that each individual has an equal probability of being selected and the sample can be generalised to a larger population (Wegner, 2007). Wegner(2007) states that data analysis examines the body of data that has been gathered. This is where answers to the research questions are discovered. In this research, quantitative research findings were presented in a statistical form by applying the statistical techniques. Data analysis in this study focused on evaluating and determining the relationship, which is, establishing frequencies and percentages of responses. A statistician assisted with the analyses and interpretation of the data.

3.4.3. Population and Sample.

The population of a study entail people about whom conclusions are drawn (Longnecker, 2010). The population is also described as all possible units of elements that can be included in a study or a research report (Longnecker, 2010). However, as shown in table 3.1, it is not possible to study all the members of the population of interest or make every possible observation of them. Hence, a sample is selected from data which might be collected and studied. The research focused on a sample of 144 educators of secondary schools at the different post levels which were randomly selected. Table 3.1 below indicates the total number of educators in each school, and the sample of educators at each particular school.

Table 3.1. The Population and Sample size

Names of the secondary schools	Population of educators per school	Sample of educators per school
1. Batloun Junior Secondary School	15	6
2. Danville Secondary School	17	7
3. Kebonang Secondary School	14	9
4. Lapologang Secondary School	19	9
5. Letsatsing High School	19	10
6. Maano Secondary School	12	5
7. Madiba High School	12	6
8. Mafikeng High School	18	9
9. Mmabatho High School	22	13
10. Z.M Seatlholo High School	16	8
11. Motuba High School	12	5
12. S. C. Kgobokoe High School	12	5
13. Sejangabo High School	15	6
14. Setlopo Science and Commercial School	14	9
15. Setumo High School	15	8
16. Sol Plaatjie Secondary School	19	9
17. St Mary's Secondary School	18	12
18. Onkgopotse Tiro Comprehensive School	15	8
Total	284	144

Source : Own compilation

3.4.4. The sample and size



According to (Longnecker, 2010), the researcher must determine the size of the sample that will provide sufficient data to answer the research questions. Tanner, (2012) further explains that the general role of determining the sample size is to use the largest sample possible. According to Dalgaard, (2008), 10% of the sample should be sufficient for controlling the sampling errors. Bhattacharya(2006) defines a sample as a special subset of a population observed for a purpose of making inferences about the nature of the total population itself. The researcher's understanding of a sample is that it should be a representative of the population from which the sample is selected. The size of this sample was 144, consisting of educators who were randomly selected, from all 18 secondary schools in the Mafikeng APO in NMMD.

3.4.5. Sampling Method

The researcher used the simple random sampling method to select respondents for the study so that each member of the population had an equal chance of being selected. Wegner(2007) states that the use of a systematic sample provides a convenient way to draw a sample from a large identified population when a printed list (sampling frame) of that population is available. In systematic sampling, every *n*th name is selected from the list. The interval between names on the list is usually determined by dividing the number of persons desired in the sample from the entire population. For the purposes of this study, the researcher randomly selected 144 educators. The sample was drawn from all the 18 secondary schools in the Mafikeng APO within the Ngaka Modiri Molema District.

3.5. Ethical considerations

In this study, ethical considerations were followed by obtaining permission to conduct the research from the NWDOE in the Ngaka Modiri Molema district.

Ethical considerations in the research study were followed through respect for the respondents' confidentiality, convenience of survey times through the prior request for appointments to conduct the survey, clear explanations of the purpose of the research, the research process and questionnaire contents as well as the respect for the respondent's right to decline or withdraw participation in the study.

For confidentiality of the respondents, the real names of the respondents were withheld. Ethical aspects regarding the research were discussed with the participants.

3.5.1. Informed Consent

According to Nakkiran and Ramesh (2009), informed consent entails making the subject fully aware of the purpose of the study, in order to induce the potential respondent to participate in the study. This information was outlined in a cover letter to the School Principal as well as explained to the respondent during the first contact.

3.5.2. Deception of Respondents

According to Nakkiran and Ramesh (2009), deception involves studying respondents without informing them of the fact or securing their permission, or informing them of their contribution to the study but failing to elaborate on the true nature of the study. In this study the researcher provided a full explanation of the purpose and methodology of the study in a letter to the respondents' organization requesting permission to conduct the study and communicate with the select respondents. Respondents were also informed that their participation in the study was purely voluntary and that the results of the analysis would be made available to them if required.

3.5.3. Violation of Privacy/ Anonymity/ Confidentiality

It is normal practice for work organizations to demand all of these assurances to protect the organization's reputation and public image. For this reason, care was taken to avoid being publicly comparing the NWDOE with other organizations in terms of how the organization meets its corporate social responsibilities to its employees. In this study all the respondents were guaranteed complete confidentiality by submitting the questionnaire anonymously.

3.5.4. Release of information

An ethical obligation rests on the researcher to ensure that at all times the investigation proceeds correctly and that no one is deceived by the findings. The information must be formulated and conveyed clearly and unambiguously to avoid or minimize misappropriation by subjects, the general public and even colleagues (Nakkiran & Ramesh 2009). In this study the researcher ensured that the final report was carefully prepared and written to accurately, objectively and clearly describe the experiences of Secondary school educators with regard to EAPs in the Mafikeng Area Office. All sources were recognized and acknowledged; shortcomings were admitted and the final research report would be made available to respondents who wish to peruse the results.

3.6. Summary

The objective of this chapter was to chart the research design and methodology employed in the operationalization of the study. Further, it highlighted instruments, population, sampling method and data collection from a theoretical perspective. A discussion of how these were applied in the study was presented. Justifications for the choices were also given.

From the above-mentioned, it became clear that the research design employed in the study was cross sectional, descriptive, evaluative and interpretative. A questionnaire was the main instrument used for data collection, and a random sampling was done from the population which consisted of educators and school management teams. Chapter 4 entails the data collection and analysis methods followed, in arriving at the research results.

CHAPTER FOUR: RESEARCH RESULTS.

4.1. Introduction

This chapter focuses on the presentation, analysis and interpretation of the findings of the study. The research methodology is briefly described, followed by the discussion of the research findings which are presented according to the sections of the questionnaire. The aim of the research was to evaluate the Employee Assistance Programme among secondary school educators in the Mafikeng APO, NMMD, specifically focusing on employees' awareness and marketing of the EAPs, utilization and programme adequacy. The research was evaluative in nature. The researcher developed a questionnaire as a data collection instrument from literature on evaluation of EAPs.

In order to facilitate understanding by respondents, the aim of the research was highlighted on the front page of the questionnaire. The questionnaires were administered over a period of seven days. One Hundred and forty four (144) questionnaires were distributed to the respondents and Ninety Four (94) questionnaires were returned and thus representing a 65% response rate. The data were analysed by the statistician using the Statistical Package for Social Sciences (SPSS). The research findings will be presented following the sequence of the sections within the questionnaire.

4.2. Biographical information

This is a part where the respondents answer their personal details i. e. age, and gender among others.

4.2.1. Age Of respondents

Table 4.1: Age of respondents

Age of Respondent				
	Frequency	Percent	Valid Percent	Cumulative Percent
20 - 30	14	14.9	14.9	14.9
31 - 40	28	29.8	29.8	44.7
Valid 41 - 50	39	41.5	41.5	86.2
50 +	13	13.8	13.8	100.0
Total	94	100.0	100.0	

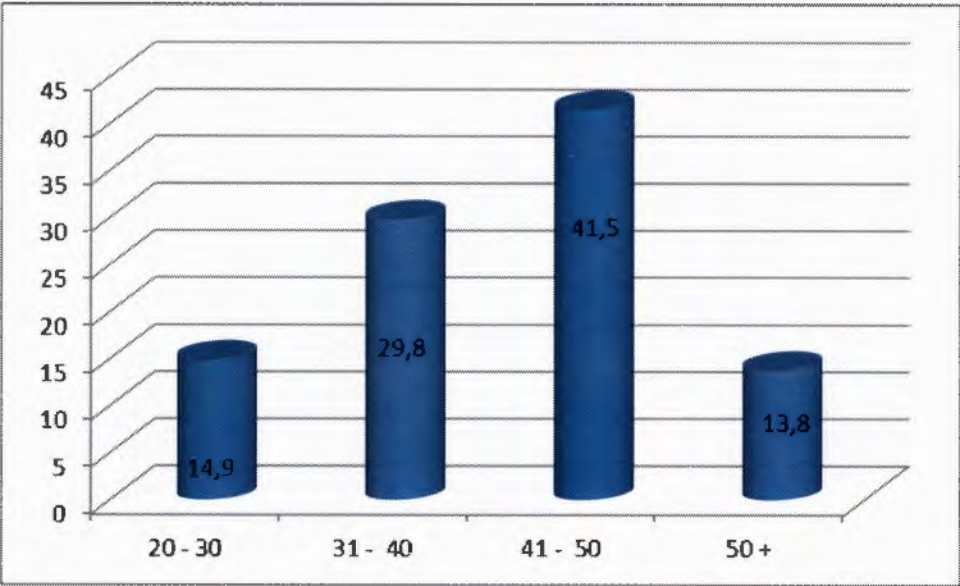


Figure 4.1. Age of the respondents

As shown in Figure 4.1, the findings suggest that the teachers between the ages of 20-30 years that have responded to the survey are 14(14.9%) and between the ages of 31-40 years are 28(29.8%), from 50 years and above are 13(13.8%) and the majority between the ages of 41-50 years are 39(41.5%), which is constituted mainly by adult employees. Older employees include not only the elders but also persons in their 40s and 50s. According to Chalofsky (2010: 15), employees within the age group of 31-40 were more willing to utilize EAP than older ones. The researcher is, however, of the opinion that older employees would utilize an EAP more readily than

younger ones since they are faced with more challenges. In contrast, problems which individuals come across does not necessarily choose an age preference.

4.2.2. Gender of respondents

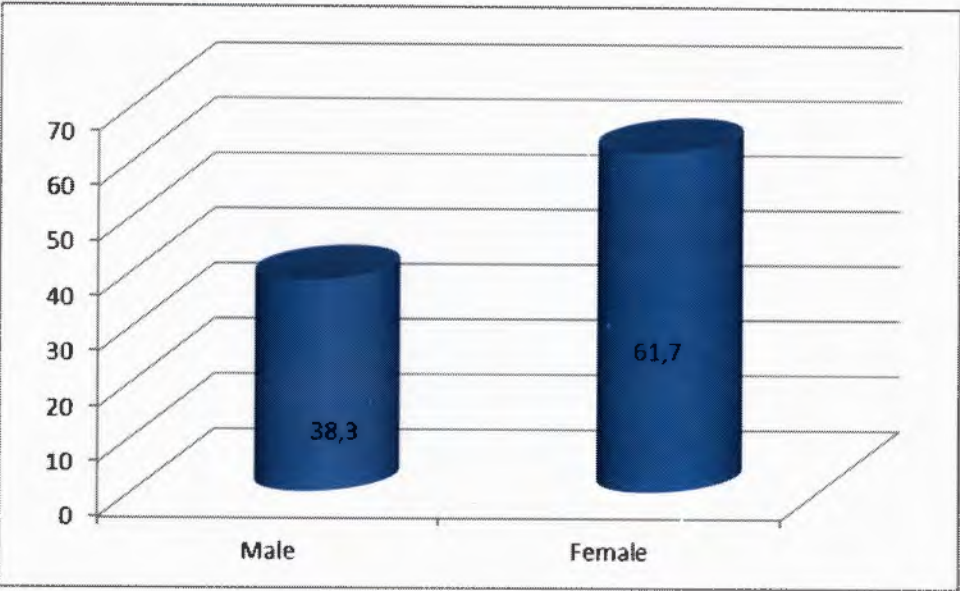


Figure 4.2. Gender of the respondents

According to Seefeldt (2008: 25), women are likely to utilize EAP more readily than males. From the research findings, EAP within the secondary school educators in the Mafikeng APO was mainly utilized by majority of female teachers that have responded effectively to the survey. The findings in Figure 4.2 show that 58(61.7%) as compared to male teachers who have also effectively participated in the survey stand at 36(38.3%). Steyn (2010:120) is of the opinion that due to the evolution of workplaces, gone are the days when women were to be underutilized in the departments. This can be as a result of the legislative framework in South Africa such as the Employment Equity Act, No 55 which aims at ensuring equality and non-discrimination in the workplace.

4.2.3. The ability or disability respondents

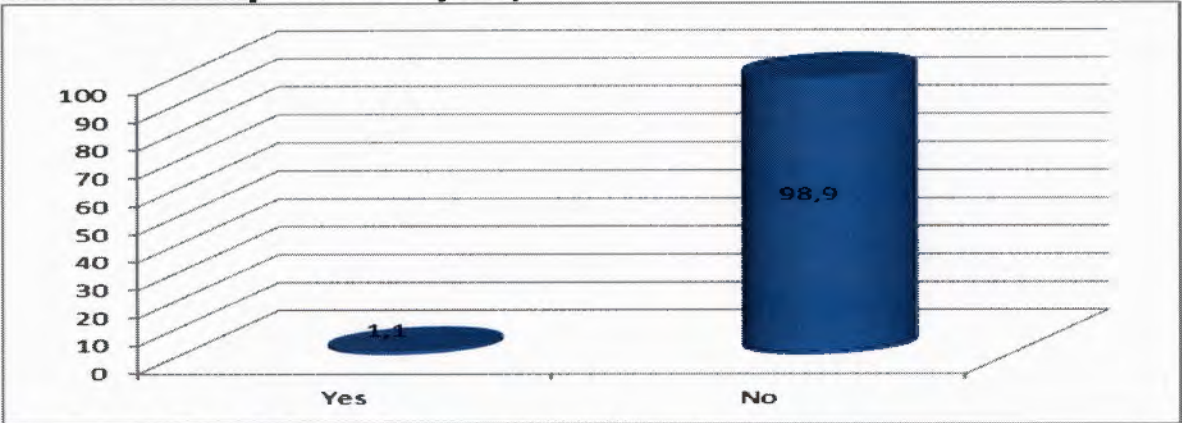


Figure 4.3. The ability or Disability of the respondents

According to the survey as shown in Figure 4.3, the teachers participated into only 1(1.1%) have a disability and the majority of the respondents (teachers) who do not have a disability is 93(98.9%). The Promotion of Equality and the Prevention of Unfair Discrimination Act, No 4 of 2000 is a means of setting out measures for dealing with various forms of unfair discrimination and inequality while the South African Constitution Act, No 108 of 1996 outlines human rights such as the right to equality and non-discrimination, inclusive of people with disability.

4.2.4. Current academic qualifications of respondents

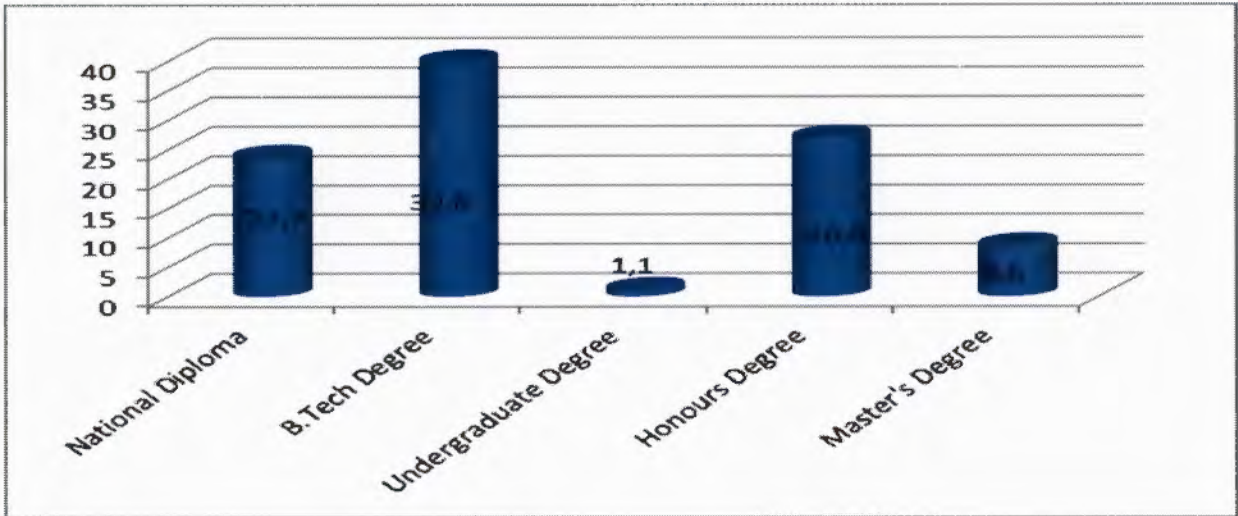


Figure 4.4. Academic qualifications of the respondents

According to the survey, the current academic qualifications of the respondents from the lowest to the highest qualification are as follows: Undergraduate Degree 1(1.1%), National Diploma 22(23.7%), B Tech Degree 37(39.8%), Honours Degree 25(26.9%) and the highest qualification is the Master's Degree which is 8(8.6%). Figure 4.4 shows that the majority of respondents possess a B.Tech Degree and this could be attributed to the fact that most respondents probably are in the profession due to unemployment and not about the passion for teaching.

The economy of South Africa expands greatly in this professional area. The other reason for employees to stay in the Department of education for long might be the fact that their career paths were limited due to the nature of work which is mainly teaching (Schaufeli and Enzmann, 2008:54). The demand for teachers by other departments is limited compared to other professions. The researcher is of the opinion that irrespective of the fact that most employees were in the Department of Education for years, furthermore, the existence of the EAP should continually be communicated to all employees in order to augment the use and infiltration rate of the programme.

4.2.5. The race of the respondents

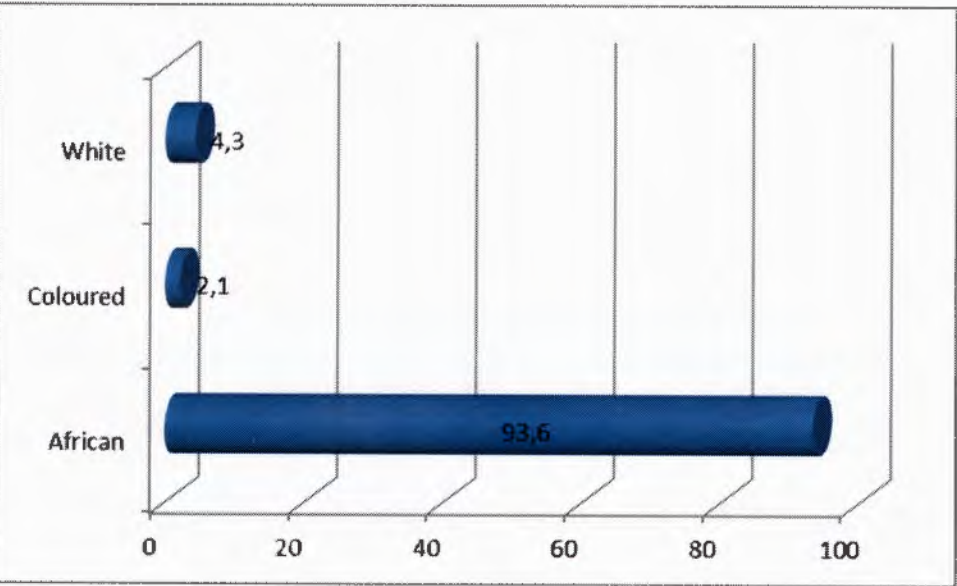


Figure 4.5. The race of the respondents

The majority of the respondents which stands at 88(93.6%) are Africans followed by Whites which stands at 4(4.3%) and Coloured respondents are the lowest race group at 2(2.1%) that have participated in the survey (Figure 4.5). The Labour Relations Act, No 66 of 1995 intends at regulating the resolution of disputes between workers and employers and sets out the rights of employees while the Affirmative Action policy described as the White Paper on Transformation of 1995 aims at restructuring the public service by frequently improving the lives of the previously disadvantaged people of South Africa including women through a transformed public service which is representative, coherent, transparent, efficient, effective, accountable and responsive to the needs of all.

4.2.6. Marital status of the respondents

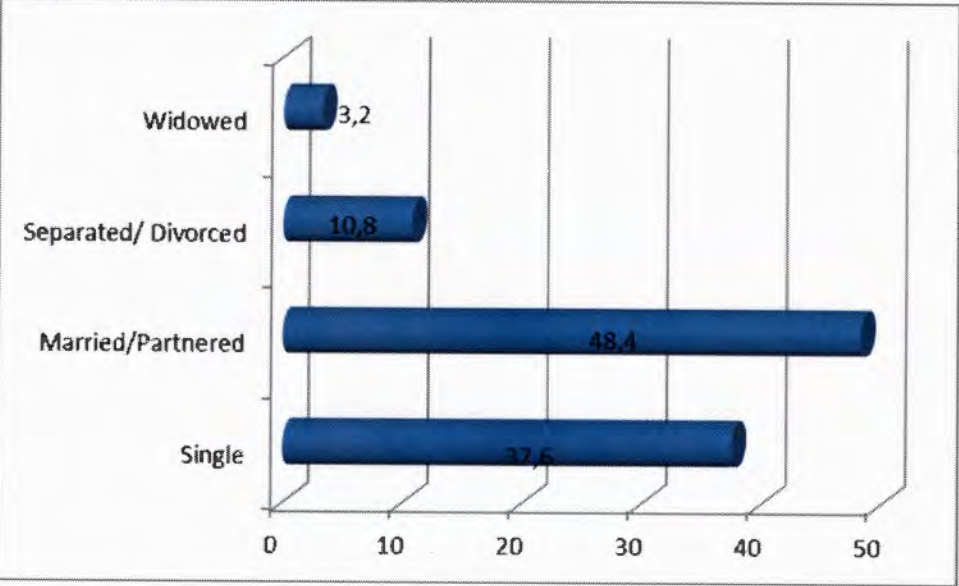


Figure 4.6. Marital status of the respondents

Of the respondents 45(48.4%) are married, 35(37.6%) are single, 10(10.8%) are divorced and only 3(3.2%) of the respondents are widows (Figure 4.6). This finding indicates that the majority of respondents were married while a minor number were single and a minority was widowed. It is evident that there were more married people. This corresponds with the fact that the majority of respondents have had their focus on the family aspect of their lives. The families and marriages often experience problems and challenges as a result; the relationship problems comprise the second largest EAP contributing factor (Sarbijit & Kumar, 2008:28). One is of the opinion that married employees are the ones who are more likely to utilize EAP

services more than others, because of the challenges they experience in their relationships.

4.2.7. Children of respondents attending school

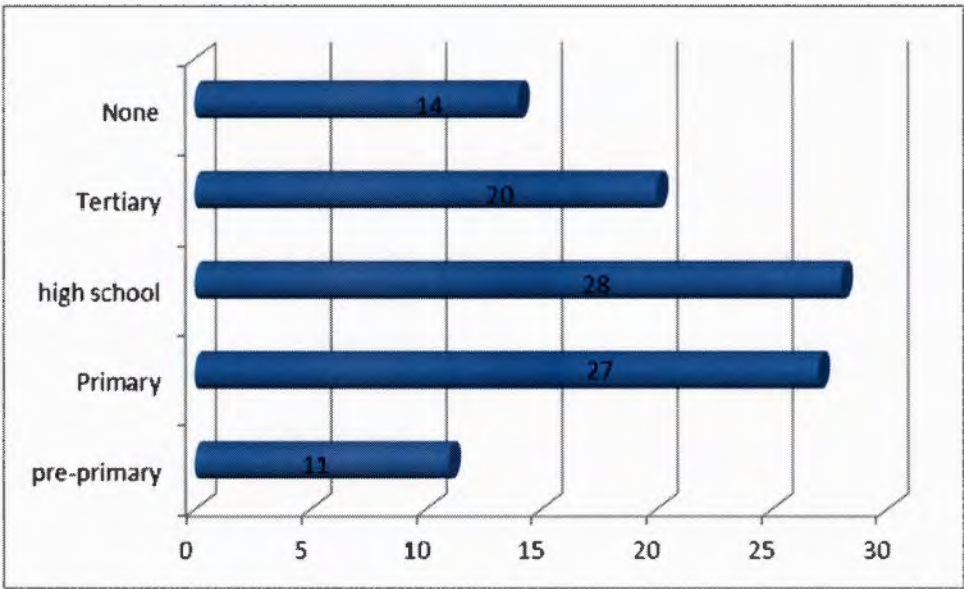


Figure 4.7. Children of the respondents who are attending school

Of the respondents that participated in the survey as shown in Figure 4.7, only 12 (11%) have children at the pre-primary. Only 30 (27%) of the respondents that have participated in the survey have children that attend primary school. Only 31 (28%) of the respondents that have participated in the survey have children that attend high school. Only 22 (20%) of the respondents that participated in the survey have children that attend tertiary institutions. Only (14%) of the respondents do not have any children that are attending school. The findings suggest that the majority of employees who are likely to utilise the EAP services had dependent children. According to Herlihy (2009:100), the EAP is aimed at serving all employees and their dependents that are going through obstacles. The researcher is of the opinion that an EAP should communicate its availability and services to all educators and their families in order to enrich the awareness, marketing, utilization and penetration rate of the programme. This view is also supported by PSC (2006:51).

4.2.8. Duration employment at the north west department of education?

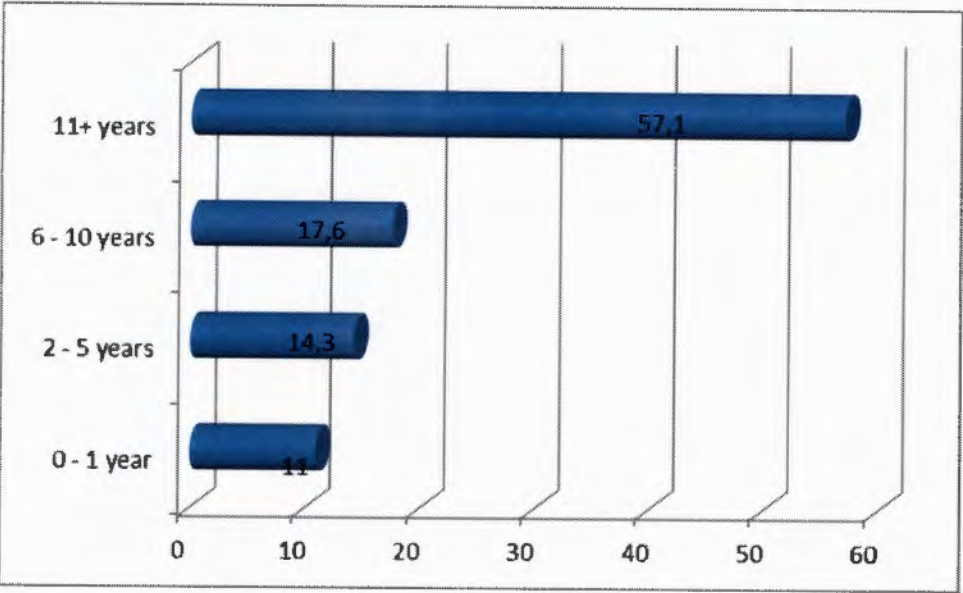


Figure 4.8. Duration of Employment by respondents at the NWDoE

Respondents who have worked for the North West Department of Education between 0-1 years are 10(11.0%), those between 2-5 years are 13(14.3%), those between 6-10 years are 16(17.6%) and the majority which is 52(57.1%) are those (respondents) who have served the longest in the Education Department (Figure 4.8). Empirical studies generally agree that teacher burnout leads to feelings of frustration, lack of accomplishment, poor performance, less motivation and ultimately an intention to leave the profession. One is of the opinion that the EAP programme coordinators together with the human resources practitioners need to intensify the programme, more importantly, to help teachers deal with the challenges they experience on daily basis.

4.2.9. Duration in your current position

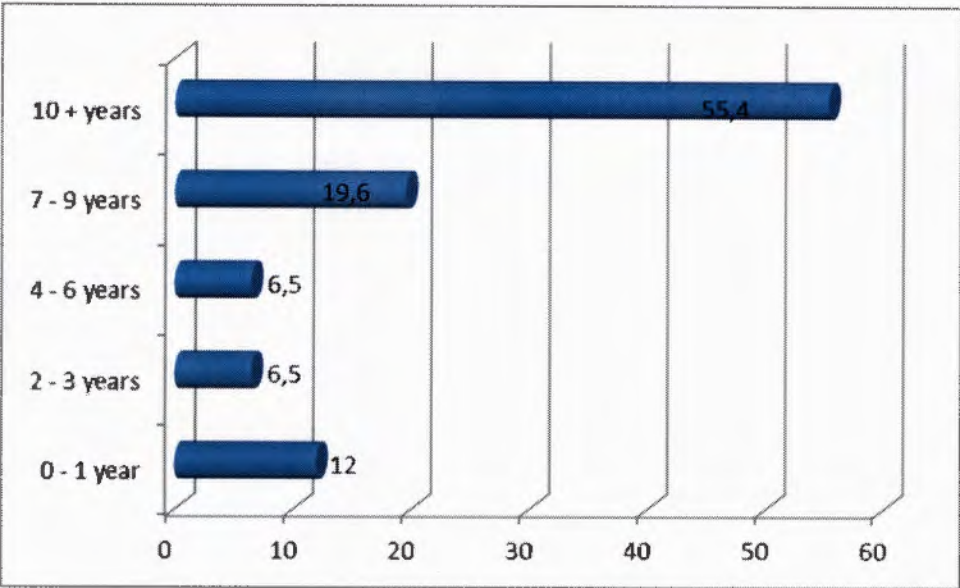


Figure 4.9. Duration of respondents within their current positions

The services of the respondents in their current position as shown in Figure 4.9 between 0-1 year is 11(12.0%), those who are currently serving between 2-3 years are 6(6.5%), those between 4-6 years are currently standing at 6(6.5%), those between 7-9 years are standing at 18(19.6%) and the majority are those who are currently in their position for 10 years and more, and are standing at 51(54.3%).

4.2.10. Number of staff members in your school

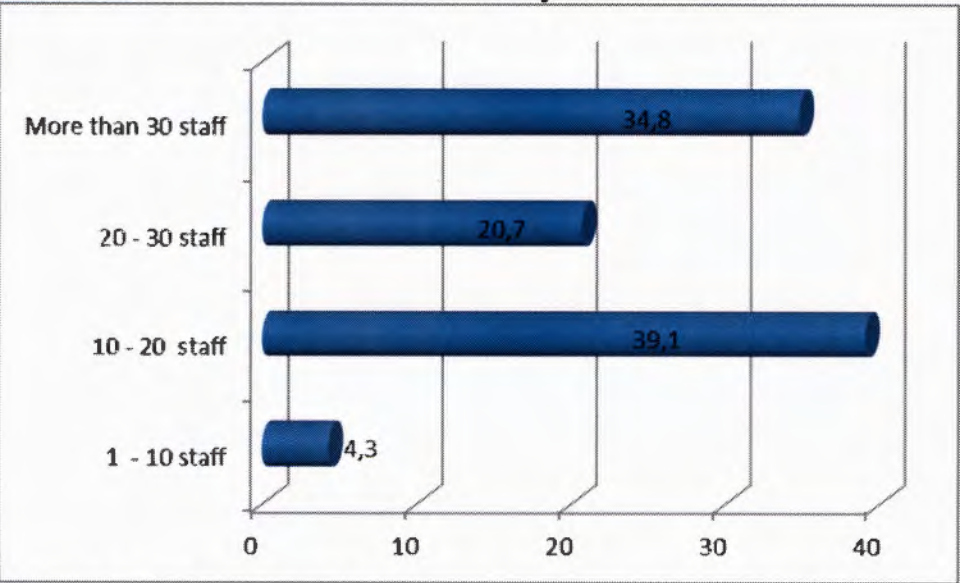


Figure 4.10. Number of staff members in their schools.

According to Figure 4.10The majority of educators 30 (34.8%) agree that they have more than 30 colleagues, whereas 20 (20.7%) had a range between 20-30 colleagues among themselves. In addition, 40 (39.1%) of educators vouched for the fact that their colleagues were between 10-20 staff members, whereas a minority of 4 (4.3%) had between 1-10 staff members

4.2.11. Total number of students that you teach at your school.

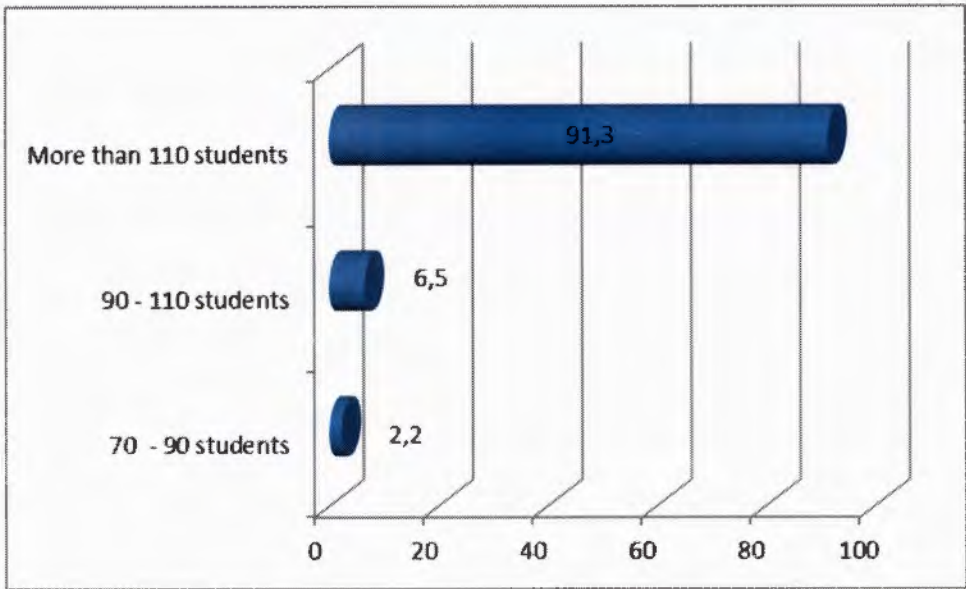


Figure 4.11. Total number of students taught.

The majority 84(91.3%) of the respondents have a total number of more than 110 students they teach, followed by 6(6.5%) of the respondents that a total number of between 90-110, of students they teach, and only 2(2.1%) of the respondents have a total number of between 70-90 of students they teach (Figure4.11). Educators are more exposed to stress because of working with students on a daily basis, having to contend with student absenteeism, students with special needs and poor workplace teacher support systems demands daily improvement in teacher work performance results in stress, Stress is currently a phenomenon that must be recognised and addressed in various professions, because of the complexity of present day society and teaching is no exception (McMillian et al.2011:25).The utilisation of EAP by educators is one strategy which will help educators deal with stress.

4.3. Awareness of EAP in the work environment.

4.3.1. Awareness of EAP

Table 4.2. Awareness of EAP

	Yes (%)	No (%)
1.2.1. I am aware of the existence of the EAP	64.1	35.9
1.2.2. I have utilised the services of the EAP before	31.2	68.8
1.2.3. I will utilise the services of the EAP in future, if I need assistance.	80.6	19.4
1.2.4. I am aware of the physical location of the EAP offices	46.2	53.8
1.2.5.I find the EAP staff to be visible, in informing employees about the service	16.1	83.9
1.2.6.I find the EAP marketing material easy to understand	48.9	51.1
1.2.7.Are EAP promotional materials accessible to staff	63.6	36.4
1.2.8.I find the topics presented by EAP relevant to employee needs	14.4	85.6
1.2.9.The EAP promotional activities increase awareness of the problems that can be resolved through the EAP	52.3	47.7
1.2.10.Topics presented by EAP relevant to employee needs	67	33
1.2.11.Marketing activities address confidentiality concerns	62.1	37.9
1.2.12.EAP material designed to eliminate stigma associated with utilising EAP services	64	36
1.2.13.EAP promotional activities increase awareness of the problems that can be resolved through the EAP	62.5	37.5
1.2.14. EAP marketing assisting in understanding the benefits of utilising the services.	66.3	33.7
1.2.15. Does your school have designated personnel for EAP?	7.5	92.5

The majority of the respondents 59(64.1%) as shown in Table 4.2 claim that they are aware of the existence of the EAP as compared to the 33(35.9%) who claim not to be aware of the EAP existence. The majority 64(68.8%) of the respondents have not made use of the services of the EAP before and only 29(31.2%) of the respondents who have participated in the survey have actually utilised the services of the EAP before. The majority of the participants which claim that they will make use of the EAP services in future, if needs be are 75(80.6%),because EAP has really helped

them a lot, and the participants who are not willing to utilise the EAP services in future are the least at 18(19.4%).

The participants in the survey who are not actually aware of the physical location of the EAP offices are 50(53.8%) and only 43(46.2%) are actually aware of the EAP offices physical location. Of the participants in the survey only 15(16.1%) find the EAP staff to be visible and informing employees about the service they render and the majority of the participants who do not find the EAP staff to be visible and informing employees about the service they render are 78(83.9%). Of the participants in the survey only 44(48.9%) claim to find the EAP marketing material easy to understand and the participants who claim not to find the EAP marketing material easy to understand are the majority at 46(51.1%). The majority of the participants that actually agree that the EAP promotional materials are accessible to staff are 56(63.6%) and those who disagree that the EAP promotional material are not accessible to staff are the least at 32(36.4%).

The participants who actually do not find the topics presented by EAP to be relevant to employee needs are 77(85.6%) as compared to the 13(14.1%) participants who do find the topics presented by EAP to be relevant to employee needs. The majority of 46(52.3%) do agree that the EAP promotional activities increase awareness of the problems that can be resolved through the EAP as compared to the 42(47.7%) participants who disagree that the EAP promotional activities increase awareness of the problems that can be resolved through the EAP. The majority 59(67.0%) of participants do agree that the topics presented by the EAP are relevant to employee needs as compare to 29(33.0%) who oppose to the relevance of the EAP topics according their needs as employees. The majority 54(62.1%) of participants are satisfied with the confidentiality addressed by the marketing activities of EAP as opposed to the 33(37.9%) of the participants who are dissatisfied with EAP marketing activities concerning confidentiality.

The majority 55(64.0%) of the respondents agree that the stigma associated with utilising EAP services is eliminated by the material designed by the EAP as opposed to the 31(36.0%) of the respondents who feels that the stigma associated with

utilising EAP services is not eliminated by the material designed by the EAP. The majority 55(62.5%) of the respondents agree that EAP promotional activities increase awareness of the problems that can be resolved through the EAP and 33(37.5%) say that the EAP promotional activities do not increase awareness of the problems that can be resolved through the EAP. Of the participants only 57(66.3%) agree that the EAP marketing assist them in understanding the benefits of utilising the services, which is also the majority and only 29(33.7%) participants find the EAP marketing not to be assisting them in understanding the benefits of their services. Only 7(7.5%) of the participants claim that their schools have designated personnel for EAP as compared to the majority of 86(92.5%) participants who claim not to have designated personnel for EAP at their schools. Though majority of educators are aware of the existence of the EAP, majority have not utilised the services because they do not have adequate information regarding EAP.

4.3.2. Number of Personnel who are Employed For / Have Functions within the EAP in your School?

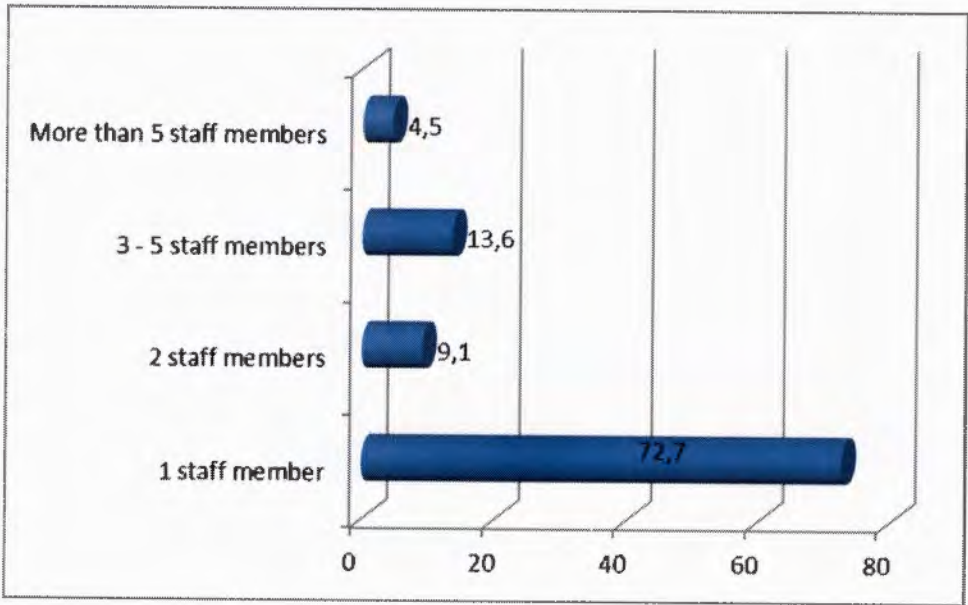


Figure 4.12. The numbers of personnel employed / have functions within the EAP in their schools

The majority 16 (72.7%) of the respondents say 1 staff member has a function within the EAP in their schools, 2(9.1%) say 2 staff members have function within the EAP

in their schools, 3(13.6%) of the respondents say 3-5 staff members have function within the EAP in their schools and 1(4.5%) say more than 5 staff members have function within the EAP in their schools. According to the PSC (2006:57), in quadrant 3, limited EAP services are available, but for various reasons the service providers in such EAPs act proactively when dealing with the workplace impacts of potential worker problems. One reason for their involvement could be that they were requested to do so by management or employees. A further reason was that a person (or persons) in the EAP office developed a passion for helping people with specific problems, i.e. an EAP functionary could have a specific interest in conducting emotional trauma or substance programmes in the workplace.

4.3.3. Effectiveness of EAP



Table 4.3. Effectiveness of EAP

	Yes	No	Somehow
In your opinion, did the EAP respond to your particular problem quickly?	31.1	54.1	14.8
Was the EAP staff person available at a time convenient for you?	18.7	65.3	16

As Table 4.3 shows, only 23(31.1%) of the participants claim that the EAP have responded quickly to their particular problems, the majority of 40(54.1%) claim that the EAP has not responded quickly to their problems and only 11(14.9%) claim that the EAP have responded to their problems but not as quickly as they have expected. The majority 49(65.3%) of the participants claim that the EAP staff were not available at a convenient time for them, 14(18.7%) of the participants claim that EAP staff were available at a convenient time and 12(16.0) claim that staff were not as available at a convenient time as they have expected. From the research findings, it can be deduced that EAP is offering services needed by employees probably because the programme adapts a broad-brush approach. Herlihy (2009: 17) reports that programme adequacy focuses on the extent to which the programme is offering needed services and the extent to which those services are provided to those who need them. When the EAP is addressing the needs of the employees, the level of satisfaction with the programme as well as the penetration rate may increase. One

may also infer that the programme is adequate in that it meets the needs of the majority of the employees.

4.3.4. Were you satisfied with how often the EAP staff person met with you?

Table 4.4. Satisfaction EAP

	Frequency	Percent
Yes	12	18.8
No, would have liked less frequently	10	15.6
No, would have liked more frequently	42	65.6
Total	64	100.0
Missing (Unanswered)	30	
Total	94	

As Table 4.4 shows, 42(65.6%) were not satisfied as they would like to meet more frequent with the EAP staff, 12(18.7%) are satisfied with how often they met with the EAP staff and only 10(15.6%) of the respondents say they would like to meet less frequently with the EAP staff. The research revealed that most of the respondents agreed that the office in which EAP services were provided was conducive to privacy, while a smaller number regarded it as not conducive to privacy and 30% were uncertain.

The researcher is of the opinion that most respondents agreed that the EAP's office were conducive to privacy although some were not agreeing to that. The fact that most of the respondents viewed the EAP's office as conducive to privacy may help in enhancing employees' utilization as well as the penetration rate of the programme. The researcher suspects that employees who were uncertain about the conduciveness of the EAP's office to privacy might be among the category of workers who were not aware of the programme. An EAP office's conduciveness to privacy may determine employees' utilization of the programme. When the EAP is located where employees fear for confidentiality, it might inhibit the utilization of the programme (Lambert, 2009:44).

4.3.5. How helpful would you say the EAP staffs were to you?
Table 4.5. How helpful would you say the EAP staffs were to you?

	Frequency	Percent
Extremely	9	13.8
Some what	30	46.2
Not particularly	26	40.0
Total	65	100.0
Missing (Unanswered)	29	
Total	94	

The majority 30(46.2%) of the respondents, as shown in Table 4.5, say the EAP staff was somewhat helpful to them, 9(13.8%) of the respondents say the EAP staff were extremely helpful to them and 26(40.0%) say the EAP staff were not particularly helpful to them. Harper (2008:317 - 318) suggests that South African EAP’s evolved from changing social and legislative conditions within the workplace environment and that the current drivers of EAP’s is the recognition that the EAP system can play a key role in supporting employees and managers in the management of their work – life stressors, behavioral health and physical health risks arising out of the transformation process taking place within organizations and government bodies. It is very crucial for EAP staff members to be to people so that they continue to use EAP.

4.3.6. In general, what do you think about the service you received from the EAP?

Table 4.6. In general, what do you think about the service you received from the EAP?

	Frequency	Percent
Very satisfied	2	2.9
Satisfied	25	36.8
Neither	31	45.6
Dissatisfied	5	7.4
Very dissatisfied	5	7.4
Total	68	100.0
Missing (Unanswered)	26	
Total	94	

Of the respondents, only 2(2.9%) are very satisfied with the services they received from the EAP, 25(36.8%) of the respondents are just satisfied with services they received from the EAP, 31(45.6%) which is the majority of the respondents are neither satisfied nor dissatisfied with the services they received from the EAP, 5(7.4%) of the respondents are dissatisfied with the services they received from the EAP and 5(7.4%) very dissatisfied with the services they received from the EAP. The research reveals that there is a need for the services of the EAP to be improved since 45,6% of the respondents are neither satisfied nor dissatisfied ,so that the utilisation of EAP by educators can improve.

The researcher is of the opinion that employees' satisfaction with EAP can enhance staff utilization of the programme and can be a good indication of the programme's success. Satisfaction with the programme is good for marketing in that satisfied educators would inform their colleagues about the programme and this is likely to improve utilization. Employees' satisfaction evaluation is thus contributory towards programme improvement and when employees are satisfied, they are more likely to utilize the programme (Seefeldt, 2008).

4.3.7. Do you feel that your situation or problem has changed since you first contacted the EAP?

Table 4.7. Do you feel that your situation or problem has changed since you first contacted the EAP?

	Frequency	Valid Percent
Become much better	7	10.9
Become little better	21	32.8
Not much change	29	45.3
Become little worse	2	3.1
Become much worse	5	7.8
Total	64	100.0
Missing (Unanswered)	30	
Total	94	

The majority 29(45.3%) of the respondents feel that their situations or problems has not changed much since they first contacted the EAP, followed by 21(32.8%) of the respondents who feel that their situations or problems has become little better since contacted the EAP, 7(10.9%) feel that their situations or problems has become much better since contacted the EAP, 2(3.1%) feel that their situations or problems has become a little worse and only 5(7.8%) feel that their situations or problems has become much worse since they contacted the EAP.

4.3.8. Impact of EAP on the respondents
Table 4.8. Impact of EAP on the respondents

	Yes	No	Somehow
Did the EAP make you feel better about yourself in any way?	37.7	43.5	18.8
Did the EAP make a difference in your personal life?	39.7	33.8	26.5
Did the EAP make a difference in your work on the job?	36.5	38.1	25.4
Have you undergone any Employee Assistance services at work?	31.9	68.1	0.0

The majority 30(43.5%) of the respondents, as shown in Table 4.8, claim that the EAP did not make them feel any good about themselves, 26(37.7%) of the respondents are satisfied with the way the EAP made the feel about themselves, 13(18.8%) were not as satisfied as they would have liked to be. The majority 27(39.7%) of the respondents believe that the EAP has made a difference in their personal lives, 23(33.8%) believe that the EAP has not made any difference in their personal lives and only 18(26.5%) believe that the difference made by the EAP in their personal lives is not as much as they have expected. Of the respondents only 23(36.5%) believe that the EAP has made a difference in their work, the majority 24(38.1%) believe that the EAP has not made any difference in their work on the job and only 16(25.4%) believe that the EAP has made a difference in their work but not as much as they have expected.

Only 22(31.9%) of the participants in the survey have undergone Employee Assistance services at their work as compared to the majority 47(68.1%) who have never undergone any Employee Assistance services at their work, and this indicates that many educators are not getting assistance with the problems that they have.

4.3.9. The factors which frustrates educators at work environment

Table 4.9. The factors which frustrates educators at work environment

Which one frustrates you the most in your working environment?	Frequency	Percentage
Work load	48	33
Environment	27	19
Teaching as a profession	14	10
Learners	33	23
Colleagues	1	1
Management	15	10
Personal	7	5

Only 48(33.0%) of the respondents are being mostly frustrated by their work load in their working environment. Only 27(19.0%) of the respondents are being mostly frustrated by the working environment itself. Teaching as a profession mostly frustrates only 14(10%) of the respondents in their working environment. Of the respondents 33(23%) of them are being mostly frustrated by their learners in their working environment. Only 1(1.%) of the respondents are being frustrated the most by their colleagues in their working environment.

Only 15(10%) of the respondents are being frustrated the most by management in their working environment. Only 7(5%) of the respondents are being frustrated the most by their own personal challenges in their working environment.

4.3.10. Have you been involved in the following activities?

Table 4.10. Have you been involved in the following activities?

	Not at all	Rarely	Occasionally	Frequently
Substance Abuse	78.3	5.8	13	2.9
Financial problems	31.6	20.3	31.6	16.5

Domestic Violence	87.1	4.8	6.5	1.6
Stress	21.4	25	29.8	23.8

Of the respondents, as indicated in Table 4.10, the majority 54(78.3%) of them have never been involved in substance abuse activities, 4(5.5%) have rarely been involved, 9(13.0%) have occasionally been involved in substance abuse and 2(2.9%) which is the least have, frequently been involved in substance abuse. Of the respondents who have never been involved in financial problems and those respondents who have occasionally been involved in financial problems are equal at 25(31.6%) each, 16(20.3%) have been rarely involved and only 13(16.5%) have been frequently involved in financial problems. Of the participants who have been involved in domestic violence activities, 54(87.1%) which happened to be the majority have never been involved in domestic violence, 3(4.8%) have been rarely involved, 4(6.5%) of the participants have been occasionally involved and 1(1.6%) have been frequently involved in domestic violence.

Of the participants who have had stress is 18(21.4%) have never been involved in stress, 21(25.0%) have been rarely involved, 20(23.8%) have been frequently involved and the majority 25(29.8%) of the participants have been occasionally involved. Teacher stress and burnout are important issues that should warrant serious attention in teacher programs, because of the negative effect they impose on teaching. Schools as organisations in general are critically dependent on educators as their key employees. If the well- being of educators is not good, organisational productivity will decrease. An estimated 20 000 educators in South Africa leave the profession each year, but only 6 000 newly trained educators enter the profession. This confirms the stress and fear new educators as well as current educators experience in South Africa.

Coping strategies are supposed to be implemented in order to assist educators to survive stress and burnouts. Educators must have the ability to cope with stress and burnouts in order to perform their duties effectively, and the utilisation of EAP can be very helpful in this regard. Galinsky (2009:40) indicates that various types of job

demands, such as work overload, time pressure and various task characteristics have been found to be related to burnout, especially the exhaustion dimension.

4.3.11. Do you need help in any of the above-mentioned problems?

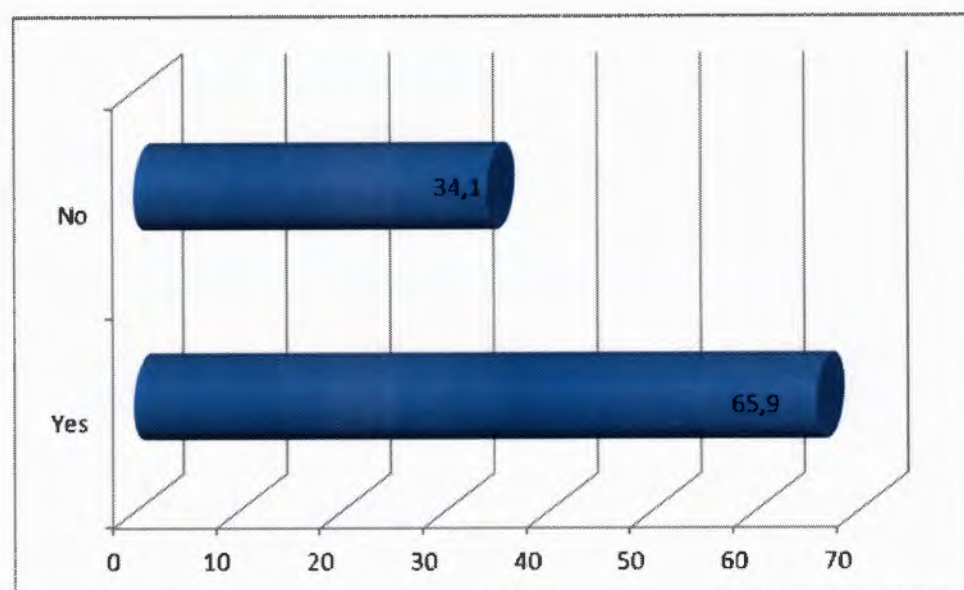


Figure 4.13. Do you need help in any of the above-mentioned problems?

The majority of the participants who do need help in the above-mentioned problems are 60(65.9%) and 31(34.1%) participants feel that they do not need any help in these above-mentioned problems. Empirical studies by Herlihy (2009:4), however, found that prevention is inherent in most of the EAP core components because prevention is a stage of EAP intervention rather than a type of treatment, so adding a separate prevention component is both unnecessary and confusing. In his criticism of most organizational EAP programmes, Herlihy (2009:4) found that most EAP's still seem to be primarily focused on managing the troubled employee rather than focusing on employee health and wellness. The research clearly indicates that the majority of participants need help in the problems mentioned above, therefore they need to be more informed about EAP, in order to utilize its services .

In light of their findings, Bennet and Attridge (2008:6) proposed the addition of a new core component that focuses on direct delivery of prevention services within the workplace which would include outreach, screening, assessment, awareness

education and skills training for individuals and workplace cultures. It is the researcher's view that by including prevention as a new core component and developing standards to benchmark practice and provide guidelines, in the same way as it does for the reactive direct services, would encourage EAP practice to consciously and purposefully implement proactive strategies, interventions and tools.

4.4. DESCRIPTIVE STATISTICS

Descriptive statistics comprises of graphical summaries that illustrate the spread of the data, and numerical summaries that either measure the central tendency (a 'typical' data value) of a data set or that describe the spread of the data.

Table 4.11: Descriptive stats for questions related to the research questions

	Mean	Std. Deviation
Does your school have designated personnel for EAP?	1.92	.265
In your opinion, did the EAP respond to your particular problem quickly?	1.84	.663
In general, how would rate the nature of services and functioning you received from the EAP?	2.79	.907
How helpful would you say the EAP staffs were to you?	2.26	.691

In Table 4.2., two of the items which were less than 2.5 indicate ratings towards agreeing that there is a low rating regarding the nature and functioning of EAP's within the Mafikeng APO secondary schools. This indicates that the educators are aware of the EAPs but its improvement will make their lives, workplace and health to be better. Another item which is lower than 2.5 indicates that there is lack of consensus between personnel liable for EAP programme and the educators which assistance is supposed to be rendered to. Literature has clearly emphasized the importance of educators exercising their right to have access to EAP.

4.5. CORRELATION

Table 4.12: Descriptive stats for questions related to the research questions

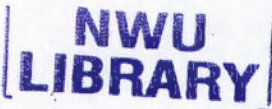
Correlations					
		Q1	Q2	Q3	Q4
Q1	Pearson Correlation	1	-.009	.084	.133
	Sig. (2-tailed)		.936	.497	.293
	N	93	74	68	65
Q2	Pearson Correlation	-.009	1	.466**	.422**
	Sig. (2-tailed)	.936		.000	.000
	N	74	74	68	65
Q3	Pearson Correlation	.084	.466**	1	.618**
	Sig. (2-tailed)	.497	.000		.000
	N	68	68	68	65
Q4	Pearson Correlation	.133	.422**	.618**	1
	Sig. (2-tailed)	.293	.000	.000	
	N	65	65	65	65
**. Correlation is significant at the 0.01 level (2-tailed).					

Q1: Does your school have designated personnel for EAP?

Q2: In your opinion, did the EAP respond to your particular problem quickly?

Q3: In general, how would rate the nature of services and functioning you received from the EAP?

Q4: How helpful would you say the EAP staffs were to you?



According to Table 4.3, the items above indicate that there is a correlation between the EAPs response to individual educators needing assistance and another item highlighting that the respondents' ratings were low 0.01 when coming to the nature of services and functioning received from the EAP. These findings suggest that there is a problem with the EAP of secondary school educators in the Mafikeng APO. The research has also indicated a correlation between the personnel liable for the EAP and the nature and functioning of the programme looking at the low ratings, which in turn affects the assistance the educators need to can cope better with their day to day challenges. Perhaps the proper training of the personnel liable for implementing the EAP mandate will perfect the EAP of secondary schools in the Mafikeng APO.

4.6. T- Test

Table 4.13. One-Sample Test

	Test Value = 1.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q1	15.442	92	.000	.425	.37	.48
Q2	4.386	73	.000	.338	.18	.49
Q3	11.766	67	.000	1.294	1.07	1.51
Q4	9.144	63	.000	1.141	.89	1.39

The mean of a variable for particular sample of the educators is 1.92 in relation to EAP programme coordinators, which is statistically different from the test value of 1.5. Therefore, it is concluded that this group of educators have a significantly higher mean than the mean mentioned in Table 4.4. Secondly, the mean of a variable for the particular sample of the participant is 1.84 in relation to EAP programme coordinators quick response to their problems, which is statistically different from the test value of 1.5. Therefore, it is concluded that this group of educators have a significantly higher mean than the mean mentioned in Table 4.4.

Thirdly, the mean of a variable for particular sample of respondents is 2.79 in relation to the nature and functioning of the EAP, which is statistically different from the test value of 1.5. Therefore, it is concluded that this group of educators have a significantly higher mean than the mean mentioned in Table 4.4. Lastly, the mean of a variable for particular sample of educators is 2.26 in relation to the difference made by the EAP, which is statistically different from the test value of 1.5. Therefore, it is concluded that this group of educators have a significantly higher mean than the mean mentioned in Table 4.4.

4.7. Summary

The response related to participants regarding age, qualification, job title and the services by the EAP programme evaluation in secondary schools at the Mafikeng

APO were discussed and were interrelated in terms of the impact they impose in the determination of each educators' wellbeing and performance. The data has been represented by using figures and tables. During the analysis of data, the results have shown that the majority of the respondents female Africans and their ages were between 41 – 50. Most of the respondents have been with the department of education for more than 10 years.

The next chapter looks into the data interpretation and further recommendations to be done in order to assist employees in their quest to conquer the challenges at work. The next chapter focuses on conclusions and recommendation for further studies to be done.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

An Evaluation of EAP is critical and essential to a successful operation of the programme. An Evaluation focusing on educators' responsiveness and operation of the EAP and programme competence can provide valuable response with regard to programme phases that need to be improved and to regulate if the programme is reaching its objectives. The main purpose of the study was to evaluate educators' awareness of the EAP, its utilization and programme adequacy in the Secondary Schools in Mafikeng Area Project Office (APO). A summary, shadowed by conclusions grounded on the research discoveries and recommendations will be given in this chapter.

5.2. Summary of the Study

This study was intended at evaluating the EAP at the Secondary Schools in Mafikeng Area Project Office (APO), precisely concentrating on the educators' alertness of the programme, its application as well as the appropriateness of the programme. A systematic random sampling was used for the study where every 3rd person was selected from the sampling frame. A total of 94 educators from various positions took part in the study. A quantitative method was used in the study, while a questionnaire was used as the data collection instrument. The data was analysed and interpreted, and findings will actually lead to the response of the main research questions. Below are the main research questions that were posed so that the actual facts could be proven.

5.3 Summary of the Research Questions

5.3.1 Are the educators aware of EAP's existence?

What the research revealed was that the majority of the respondents 59(64.1%) were aware of the existence of the Employee Assistance Programme (EAP). Awareness of EAP means knowing the programme exist, but not services rendered and how to access the programme. The researcher supports Du Plessis(2008:50),

who maintains that employees' awareness about EAP is a critical prognosticator of utilization. It is therefore, important, that all employees be informed about the programme its services and how to access the programme in order to enrich their chances of utilizing EAP and enhancing the programme dispersion rate. The awareness and marketing of EAP refers to the theory and practice of presentation, advertising and selling the programme. The relentless marketing of EAP heightens employees' awareness of EAP.

5.3.2 What is the nature and functioning of EAPs within secondary school in the Mafikeng APO?

What the research revealed is that the majority of 46(52.3%) do agree that the EAP promotional activities increase awareness of the problems that can be resolved through the EAP as compared to the 42(47.7%) participants who disagree that the EAP promotional activities increase awareness of the problems that can be resolved through the EAP. It is evident from the findings that most of the respondents knew about the EAP through meetings. A meeting could be an effective marketing tool to a largely illiterate workforce. The workshop could not be used effectively because most educators are conducting extra classes for the learners. This could be the respondents who were not aware of the EAP services in the Mafikeng APO. The researcher agrees with Bennett and Attridge,(2008) that when an EAP utilizes several methods to inform the workforce about its services, the employees' level of awareness is likely to be high and thus enhances utilization of the programme as well as the penetration rate. The information presented orally and complemented by written material enhances the utilization and penetration rate of EAP.

5.3.3 Are there personnel liable for EAP in secondary schools within the Mafikeng APO?

What the research revealed is that the majority of the participants in the survey indicated that there are few personnel liable for EAP in secondary schools, though they are not seen informing educators about EAP services that is why 50(53.8%) of participants are not actually aware of the physical location of the EAP offices, and only 43(46.2%) are actually aware of the EAP offices physical location, which

indicates that the services of EAP are not optimally used by educators, due to lack of personnel liable for EAP. Of the participants in the survey only 15(16.1%) find the EAP staff to be visible and informing employees about the service they render and the majority of the participants who do not find the EAP staff to be visible and informing employees about the service they render are 78(83.9%). According to the Families and Work Institute (2010:31), an Employee Assistance Programme Co-ordinator, is liable for Ensuring a continued promotion and awareness of the EAP within an organization in close collaboration with EAP service providers; to co-ordinate and maintain a strong working alliance between supervisors, employee representatives, employees and EAP service providers; to continuously conduct monitoring and evaluation of the EAPs' implementation to assess whether these policies are still relevant by being weary of the ever changing environment in organizations .

5.3.4 Is there a programme model of the EAP secondary schools within the Mafikeng APO?

What the research revealed is that the majority of the respondents (92.5%) indicated that there is no personnel in their various school designated for EAP services nearby, which meant that they did not participate in policy formulation. The researcher is thus of the opinion that employees' participation in policy formulation may have an impact on the utilization of the EAP by workers. Employees' participation in policy formulation enhances and facilitates ownership of the programme and, therefore, utilization of the programme. The involvement of employees in policy formulation allows them to make inputs that might be relevant to services needed so that the programme could be addressing the employees' needs. According to the PSC (2006:57), there is an EAP model which is to be adopted within the Public Service, The Heuristic Model of Employee Assistance Programmes in South Africa.(See Table 2.1 in this regard).

5.4. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations with regard to the study were made:

5.4.1 Demographic factors

The following conclusions about the educators' demographic factors are salient:

The researcher concludes that the Secondary Schools comprises of more female than male educators. The majority of educators are married with dependents and are within the age group of 41-50.

Based on the study, the following recommendations are relatable:

Taking into consideration the fact that most educators were old, married and had dependent children at the Secondary Schools as highlighted in the research findings, it is recommended that the EAP introduce pre-retirement programmes for workers in order to educate and prepare older educators for retirement. Chalofsky and Krishna, (2009:67) suggest that pre-retirement programmes should include the following:

Financial planning: This should include items pertaining to investments and financial management.

Health planning: This should include physiological changes associated with advancing age. Physical fitness and nutritional needs should be stressed.

Psychology of retirement: Educators should be prepared for various kinds of stress and adjustments that accompany retirement.

5.4.2. Educators' awareness of EAP

The following conclusions about educators' awareness of EAP are pertinent:

The majority of the respondents (57%) were aware of the existence of the EAP within the Department while (37%) of the educators were not. The Secondary Schools in Mafikeng Area Project Office (APO) utilize meetings and workshops as the strategies for informing educators about the EAP. Almost half of the educators were aware of the EAP services rendered within the North West Department of Education. There is a need for all educators to be informed about the EAP within the

North West Department of Education. Awareness of the EAP is an important predictor of programme utilization and willingness to utilize the services.

The following recommendations are significant with regard to educators' awareness of the EAP:

It is, therefore, recommended that all educators within the Secondary Schools in the Mafikeng Area Project Office (APO) be informed about the EAP in order to ensure that all educators are aware of the programme. There is a need for the Mafikeng APO and the NWDoE to develop continuous and innovative marketing strategies to enhance educators' awareness of the EAP. It is also recommended that EAP programme coordinators and stakeholders with regard to the marketing strategies take into consideration the educational level of the educators within the Department. Therefore, EAP marketing strategies should be designed to cater for all educators.

The Secondary Schools should utilize various marketing strategies as suggested by literature. These include the following:

Posters and brochures which should be in different languages should be accessible to all educators. Off- site visitation; The EAP staff needs to visit various cost centres in order to inform educators about EAP. These strategies could assist in improving on the visibility of the programme and this will in turn enhance educators' awareness of the programme and its penetration rate.

5.4.3. Accessibility of EAP

Based on the findings regarding the location of the programme, the following conclusions are applicable with regard to the accessibility of the programme:

Although EAP is centralized at the Mafikeng APO, the programme was viewed as accessible. However, 24% of the respondents were uncertain about the EAP's location within the Mafikeng APO. Most of the respondents indicated that EAP was within 0-50 kilometres from their work stations. However, the minority of the respondents would prefer the EAP to be at various cost centres.

The following recommendations regarding the EAP's location are relevant in order to ensure that the EAP is accessible to all educators within the Department of Public Works:

Although an EAP is located at the Mafikeng Area Project Office (APO) office, there is a need for EAP staff to regularly visit cost centres to ensure that all educators are able to access the programme. The EAP should be located where educators would feel free to consult the EAP staff. By visiting cost centres, the EAP programme coordinators will get an opportunity to interact with educators and to establish good working relationships with educators which in turn may assist in enhancing the utilization and penetration rate of the programme.

5.4.4. Educators utilization of the programme

Based on the findings the following conclusions are important:

The utilization rate of EAP within the Secondary Schools was low. The referral rate of educators to EAP programme coordinators by supervisors/managers was low. The minority of the respondents (10%) were able to refer themselves to the programme. It can be concluded from the research findings that educators utilize EAP due to financial and health problems.

The following recommendations are pertinent in ensuring maximum utilization of EAP by educators:

Educators should be informed about the various methods of utilizing the EAP such as self-referral, supervisor's referral, and referral by colleague or family member as highlighted in the study. This could be communicated to educators during meetings, workshops, induction, and seminars. It is also recommended that EAP introduces financial management sessions to educators within the Department as well as Health Promotion Programmes in order to assist educators with financial and health related problems. Supervisory training for managers and supervisors should be conducted at least twice a year to educate supervisors and managers about the EAP services, referral procedures, principles of the EAP, and provide feedback on the operation of the programme.

5.4.5. Educators' concerns about confidentiality

The following conclusions about confidentiality are salient:

The majority of the respondents in the Secondary Schools view the EAP as confidential. However, a minority of the educators were concerned about confidentiality issues. It can, therefore, be concluded that not all educators within the Department were aware of confidentiality when using the programme. The EAP's office was viewed as conducive to privacy by the majority of educators. It can nevertheless, be concluded that there were educators in the Secondary Schools who did not know about the location of the EAP's office. Most educators were not aware of the EAP policy within the Secondary Schools in Mafikeng Area Project Office (APO). The majority of educators did not participate in policy formulation.

Based on the study, the following recommendations are applicable:

Since the study revealed that confidentiality is the cornerstone of EAP, it is recommended that the educators be informed about the confidentiality aspect of EAP within the secondary schools in the Mafikeng APO, NWDoE. All educators should be educated about the EAP policy. It is also recommended that all educators be involved when developing the policy to give them an opportunity to make inputs.

5.4.6. Programme adequacy

The study led the researcher to make the following conclusions with regard to programme adequacy:

It can be concluded that the EAP within the Secondary Schools is addressing the problems of the majority of educators. It is also evident from the research findings that supervisors indicated that they observed positive changes after educators had been referred to the EAP. The majority of educators viewed the EAP services as useful although some were uncertain. The uncertainty of the educators about the usefulness of the services might be due to the fact that some educators were not aware of the programme.

The following recommendations regarding programme adequacy are pivotal:

The researcher recommends that there should be regular evaluation of the EAP in order to determine if the programme is addressing the educators' needs or not. The evaluation should be done using the focus groups, suggestion boxes and evaluation forms. Giving educators an opportunity to make suggestions and give feedback with regard to the programme will assist in the improvement of the programme.

5.4.7. Referral of Educators to EAP

Based on the study, the following conclusions about referral to EAP were outstanding:

The referral rate of educators to the EAP by supervisors or managers in the Secondary Schools was low. It is evident from the research findings that most supervisors or managers had never referred educators to the EAP. It can, therefore, be concluded that most supervisors and managers within the Department were not subjected to supervisory training. Supervisors and managers lack knowledge regarding their roles in EAP.

The following recommendations regarding educators' referral to EAP are crucial:

A recommendation is made that supervisory training be conducted within the Department. The training should include the following aspects; how to make a referral; confidentiality of the programme; policy on EAP; how to identify a troubled employee; and alcoholism awareness as well as drug dependency.

5.4.8. Educators' familiarity with EAP

The following conclusion about educators' familiarity with EAP was important:

Most supervisors indicated that the educators were familiar with the EAP services, although some indicated that the educators were not familiar with the EAP. It can, therefore, be concluded that not all educators within the Secondary Schools were familiar with the EAP.

The following recommendation with regard to educators' familiarity with the EAP is fundamental:

It is recommended that EAP staff conduct awareness sessions with all educators within the Department of Education. The sessions should be conducted on a regular basis in order to enhance educators' familiarity with the EAP.

5.5 Areas for further research.

An evaluation of the EAP is viewed as crucial to the success of the programme. The present study was conducted in the Secondary Schools in Mafikeng Area Project Office (APO). A similar study could be done in other provinces and Departments rendering EAPs. *The following research areas can also be considered:*

Challenges faced by supervisors when referring educators to an EAP. The impact of EAP on educators' performance in the workplace should be studied. The effective strategies for the marketing EAP in government departments would be to enhance educators' utilization of the programme.

5.6. Limitations of the study

Not all provinces or other Area Project Offices (APO) in the Ngaka Modiri Molema District were included and therefore the results are not a representative of all provinces in South Africa. Not all EAPs in all national and provincial departments were focused on, therefore, there is no guarantee that all forms of EAP found in other schools will be reported on. The study did not comprise a longitudinal study and policy and programmes impacts were not determined over a period of time. However, every effort was made to ensure that extreme impacts on the quality of the research was controlled in order to get high quality research results, regardless of the above- mentioned limitations.

One did not come across any major limitations pertaining to the research, but one found it necessary to highlight the limitations concerning the scope of the study. The researcher only evaluated the EAP among secondary school educators in the Mafikeng APO, in the NMMD. Emphasis and focus was placed on the EAP programme coordinators and all the stakeholders involved in ensuring that

employees are aware of the services and the programme's existence. Furthermore, the EAP programme coordinators, management and supervisors are responsible for ensuring that the staffs reporting to them partake in the EAP activities. The taking part of other role players such as the EAP committee was not addressed in the study since they also have a direct impact on the effectiveness of the programme's awareness and marketing.

The study wanted to evaluate the existence of the programme, personnel liable for it and to check whether the awareness and marketing exists. The research did not embark on finding out about the reasons, for instance, why educators were not utilizing the EAP services which would assist in providing more information in understanding the challenges to be addressed during the awareness and marketing of the EAP among the secondary school educators.

5.7 Concluding remark



The evaluation of an EAP is one of the mechanisms to determine if the programme is reaching its objectives or not. Evaluation also assists in improvement of the programme. This study was aimed at evaluating the Employee Assistance Programme at the Secondary Schools in the Mafikeng Area Project Office (APO). The study focused on the educators' awareness of the programme, its utilization and programme adequacy. The goals and objectives of the study were reached since the researcher was able to determine the educators' awareness of the programme, its utilization and programme adequacy. The study presented recommendations which include the Heuristic model of EAPs in the public service, this model suggest mechanisms to be followed in order to improve EAP within the Secondary Schools in the Mafikeng Area Project Office (APO).

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APPENDIX A : COVER LETTER

Respondent Questionnaire

An evaluation of Employee Assistance Programme (EAP), case: Secondary School educators in the Mafikeng APO.

Dear Respondent

My name is Hermina Sege Bodibe, Student No: 12179027. I am a post-graduate student at the North West University (NWU), Graduate School of Business and Government Leadership, Mafikeng campus.

As part of my Masters Degree in Business Administration (MBA) dissertation, I am evaluating Employee Assistance Programmes (EAP) among secondary school educators in the Mahikeng APO.

Your ideas and comments are invaluable in assisting me to effectively document the experiences of teachers with Employee Assistance Programmes (EAP)'s of the North West Department of Education.

Your personal responses will remain confidential and only the general anonymous responses of respondents will be mentioned in the report.

The attached questionnaire contains survey questions, please answer all questions freely. Please be frank and honest with your responses or opinions. You can answer these questions any way you like. There are no right or wrong answers.

Everything you say will be treated as strictly confidential, so feel free to say what you really think. This questionnaire survey should not take longer than 20 minutes of your valuable time, please feel free to ask for clarity if you are not sure about anything.

If you have any questions or clarifications, please feel free to contact me at 082 771 2609.

APPENDIX B : RESPONDENT QUESTIONNAIRE

Biographical Info

The following information is needed to help us with analysis of the statistical data.

1. Age of Respondent

20 - 30	31 – 40	41 - 50	50 +

2. What is your gender and disability?

Male	Female

3. Do you have a disability?

Yes	No

4. Current Academic Qualifications

Matric	National Diploma	B.Tech Degree	Undergraduate Degree
Honours Degree	Master's Degree	Doctoral degree	Other

5. What race group do you belong to?

African	Coloured	Indian	White
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6. Marital Status

Single	Married/Partnered	Separated/ Divorced	Widowed

7. Do you have any children at school?

Yes, pre-primary	Yes, primary	Yes, school high	Yes, tertiary	No

Work Related Demographics

8. How long have you worked at the North West Department of Education?

0 - 1 year	2 - 5 years	6 - 10 years	11+ years

9. How long have you been in your current position?

0 - 1 year	1 - 2 years	3 - 5 years	6 - 10 years	11+ years

10. Total number of employees:

1 - 10 staff	
10 - 20 staff	
20 - 30 staff	
More than 30 staff	

11. Total number of students that you teach

50 - 70 students	
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70 – 90 students	
90 - 110 students	
More than 110 students	

12. Awareness of the programme

	Yes	No
12.1. I am aware of the existence of the EAP		
12.2. I have utilised the services of the EAP before		
12.3. I will utilise the services of the EAP in future, if I need assistance.		
12.4. I am aware of the physical location of the EAP offices		
12.5. I find the EAP staff to be visible, in informing employees about the service		
12.6. EAP marketing material easy to understand.		
12.7. Attending EAP presentations useful in obtaining information on the programme		
12.8. EAP promotional material accessible to staff.		
12.9. EAP marketing material meets your expectations of what EAP services should address		
12.10. Topics presented by EAP relevant to employee needs		
12.11. Marketing activities address confidentiality concerns		
12.12. EAP material designed to eliminate stigma associated with utilising EAP services		
12.13. EAP promotional activities increase awareness of the problems that can be resolved through the EAP		
12.14. EAP marketing assisting in understanding the benefits of utilising the services.		

13. Does your school have designated personnel for EAP?

Yes	
No	

NWU
LIBRARY

14. How many personnel are employed for / have functions within the EAP in your school?

1 staff member	
2 staff members	
3 - 5 staff members	
More than 5 staff members	

15. In your opinion, did the EAP respond to your particular problem quickly?

Yes	
No	
Somewhat	

16. Was the EAP staff person available at a time convenient for you?

Yes	
No	
Somewhat	

17. Were you satisfied with how often the EAP staff person met with you?

Yes	
No, would have liked less frequently	
No, would have liked more frequently	

18. How helpful would you say the EAP staff was to you?

Extremely	
Some what	
Not particularly	

19. In general, what did the EAP staff person do for you that were helpful or not helpful?

Very satisfied	
Satisfied	
Neither	
Dissatisfied	
Very dissatisfied	

20. Do you feel that your situation or problem has changed since you first contacted the EAP?

Become much better	
Become little better	
Not much change	
Become little worse	
Become much worse	

21. Did the EAP make you feel better about yourself in any way?

Yes	
No	
Somewhat	

22. Did the EAP make a difference in your personal life?

Yes	
No	
Somewhat	

23. Did the EAP make a difference in your work on the job?

Yes	
No	
Somewhat	

24. Have you undergone any Employee Assistance services at work?

Yes	
No	

25. Which of the following below frustrates you the most in your working environment?

Work load	
Environment	
Teaching as a profession	
Learners	
Colleagues	
Management	
Personal	

26. Have you been involved in the following activities?

	Not at all	Rarely	Occasionally	Frequently
Substance Abuse				
Financial problems				
Domestic Violence				
Stress				

27. Do you need help in any of the above-mentioned problems?

Yes	
No	