

**THE DEVELOPMENT OF AN EMPLOYEE ASSISTANCE PROGRAMME
(EAP) MODEL FOR SECONDARY SCHOOL EDUCATORS
IN KWAZULU-NATAL: AN EXPLORATORY STUDY**

by

NARENDRANATH NAGESAR

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SUPERVISOR: PROFESSOR D.C. JINABHAI

CO-SUPERVISOR: MRS M. LOURENS

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ABSTRACT

The intended contribution of this empirical study was the development of an exploratory employee assistance programme (EAP) model for secondary school educators in KwaZulu-Natal. The academic EAP model formulated was hybrid as it relied on the synthesis of traditional and contemporary paradigms that encapsulated System, Gestalt and Leadership theories. The main problem revolved around the lack of an effective on-site EAP model for secondary school educators in KwaZulu-Natal. Hence the need for this study. The objective of this study was to conduct an audit of EAP policy and action plans at secondary school level in KwaZulu-Natal and develop an exploratory EAP model. The research design adopted a quantitative methodological approach using a self-administered questionnaire that was mailed to a representative sample of 512 secondary schools in KwaZulu-Natal. A significant response rate of 59.7% was obtained as 311 respondents returned the questionnaires. The data was analyzed using the computerized Statistical Program for Social Sciences (SPSS version 17.0 for Windows). Some significant findings emerged from this study. The respondents reported that 69.2% of schools did not have an EAP policy, while 66.9% of schools did not have action plans to implement EAP. A further 71.8% of respondents required training on EAP frameworks. The respondents also indicated that 79.1% of educators would use an EAP due to work-related stress and only 9% of schools had a budget to pay external EAP service providers. The Pearson Chi-Square test showed a significant correlation for 25 out of the 27 hypotheses that tested the variables of the exploratory EAP model. One of the recommendations suggest that, for fair and consistent treatment of the troubled and underperforming educator, on-site EAP policy and action plans be developed and implemented. Another recommendation highlighted that, in the absence of specialized EAP professionals, school management teams use the exploratory EAP model as a strategic intervention to assist troubled and underperforming secondary school educators in KwaZulu-Natal. The study concluded with suggestions for future research in this field.

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DEDICATION

This study is dedicated to the International Society for Krishna Consciousness

he krsna karuna-sindho dina bandho jagat-pate, gopesa gopika-kanta radha-kanta namo stu te...Hare Krsna, Hare Krsna, Krsna Krsna, Hare Hare, Hare Rama, Hare Rama, Rama Rama, Hare Hare ... SSRR Jai Sri Krsna.

My sincere appreciation to my spiritual master, His Divine Grace, A.C.

Bhaktivendanta Swami Prabhupada.

DECLARATION

I hereby declare that the dissertation submitted for Doctor of Technology Degree in Human Resource Management in the Department of Human Resource Management, Faculty of Management Sciences at the Durban University of Technology is my original work and has not been submitted to any other institution. I further declare that all sources cited or quoted are indicated and acknowledged in the bibliography.

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Narendranath Nagesar

Student No: 20927307

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Robbins and DeCenzo (2005:248) state that employee assistance programmes (EAPs) are programmes offered by organisations to help their employees overcome personal and health related problems. Perry (2006:22) argues that of all problems, alcoholism has been the most common form of substance abuse. Bennett and Attridge (2008:1) implore for prevention of personal and health related problems. Terreblanche (2011:1) demands innovative methods to assist educators. The changed and changing landscape of secondary schools in KwaZulu-Natal exposes educators in this sector to various challenges. The lack of institutional capacity to deal adequately with the challenges is evident. It follows that troubled educators and management members will struggle to adequately deliver the curriculum. Moreover, the quality of life of educators and management members is compromised.

1.2 PROBLEM STATEMENT

A review of literature indicates that there are many models on employee assistance programmes (EAP) in the private sector. Currently, an internal or in-house model of EAP in the education sector for secondary schools does not exist. It is apparent that there is no internal academic model on EAP for secondary schools in KwaZulu-Natal. In light of these constraints, this study seeks to develop an exploratory EAP model for secondary school educators in KwaZulu-Natal. This exploratory model incorporates traditional and contemporary theory on EAP. To achieve this, the researcher refers to the

traditional seven core technologies (Berridge and Cooper, 1994:10) and contemporary theory on the 8 EAP core technologies (Merrick, 2011:1). Prevention, as the proposed ninth EAP core technology, is mentioned by Bennett and Attridge (2008:1). Manual and electronic searches indicated that there is a plethora of literature on the system theory, gestalt theory and leadership theory in the private sector. However, literature on systems theory, gestalt theory and leadership theory in the education sector relative to EAP is sparse. Hence, the researcher integrates general leadership and management theory with the EAP core technologies. Leadership dynamics and management commitment to EAP against the backdrop of the EAP core technologies is also explored.

1.3 TERMS OF REFERENCE

1.3.1 SCHOOL MANAGEMENT TEAM AND EDUCATORS

In the South African school context, principals, deputy principals and heads of department are referred to as the school management team. Principals, deputy principals and heads of department are expected to also deliver the curriculum as stipulated in the Employment of Educators Act 76 of 1998 (Republic of South Africa, 1998). Consequently, principals, deputy principals and heads of department have a dual function. They are required to engage in classroom teaching as well as manage the affairs of the school. In this context, the exploratory model on EAP for secondary school educators also seeks to serve the interest of the school management team in their leadership role, as well as in their role as educators. The rest of the teaching staff is referred to as educators, including compulsory temporary transferred and unprotected educators who lack qualifications and permanent status.

The success of the exploratory EAP model depends on the ability of the principal as the accountable officer to lead and delegate functions to suitable management members as well as suitable educators from the staff complement of the school. The minimum requirement to be appointed as a principal in South Africa is a teaching diploma. This in itself is insufficient.

1.3.2 EMPLOYEE ASSISTANCE PROGRAMME (EAP)

According to Alker and McHugh (2000:303), the UK Employee Assistance Professionals Association defines the EAP as “a mechanism for making counselling and other forms of assistance available to a designated workforce on a systematic and uniform basis, and to recognized standards”. Similarly, secondary school educators in KwaZulu-Natal require uniform and systematic assistance. Berridge (1996:59) provides a similar definition and adds that EAP in the USA is an effective bureaucracy to deliver conformist promptings to employees who transgress good behaviour.

1.4 OBJECTIVES OF THE STUDY

The aim of this study is to develop an exploratory employee assistance programme (EAP) model for secondary school educators in KwaZulu-Natal. The major objectives of this study are:

- To investigate the extent to which secondary schools in KwaZulu-Natal have employee assistance programmes (EAP) or policy in place;
- To investigate the extent to which secondary schools in KwaZulu-Natal have action plans to implement employee assistance programmes (EAP);

- To conduct a needs analysis with regard to the type of employee assistance required by secondary school educators in KwaZulu-Natal;
- To determine the correlation between leadership challenges and the exploratory EAP model for secondary school educators in KwaZulu-Natal; and
- To develop an exploratory employee assistance programme (EAP) model that is tested for its tenability by means of multiple hypotheses.

1.5 RATIONALE FOR THE STUDY

A rationale is how the researcher developed an interest in the topic and why the researcher believes the research is worth doing (Vithal and Jansen, 2003:11). Bennett and Lehman (2002:27) state that engaging supervisors in dialogue might improve their willingness to use EAP. The researcher is a head of department at a school in KwaZulu-Natal. On a daily basis, the researcher engages senior management in dialogue regarding personal, financial and work related problems of colleagues. The researcher, in his role as a leader, does not have a formal frame of reference and assists educators on an ad hoc basis. Discussion with management members from neighbouring schools, the ward manager and the employee assistance service provider in the KwaZulu-Natal department of education indicated that there is a need for uniform EAP intervention. Hence the development of this proposed exploratory EAP model. Personal experience regarding the many challenges faced by educators and concerns about the limitations of the draft policy on EAP (Republic of South Africa, 2007) prompted this study.

1.6 SCOPE OF THE STUDY

This research is confined to employee assistance programmes in secondary schools in KwaZulu-Natal. Raniga (2006:10) indicates that there is a multiple construct of urban formal, urban informal and rural communities of secondary schools. Therefore, the sample for this study was derived from a cross section of secondary schools in KwaZulu-Natal.

1.7 THE ROLE OF EMPLOYEE ASSISTANCE PROGRAMMES

Berridge and Cooper (1994:4) point out that employee assistance programmes (EAP) are necessary and viewed by some managers as capable of playing a growing role in organizations. EAPs will keep organizations operating at a high level of efficiency, quality and competitiveness. Employee assistance programmes (EAP) will assist schools in operating at a high level of efficiency with an emphasis on quality (Gryna, 2001:1).

1.8 A RESEARCH NEED FOR EMPLOYEE ASSISTANCE PROGRAMMES

Harlow (1998:1) states that educators need internal employee assistance programmes (EAP). Manzine and Gwandure (2011:75) postulate that EAPs should be grander in scope. Merrick (2011:10) attests that EAP models are rare. Govender (2009:4) suggests the need for EAPs in secondary schools. Cinamon, Rich and Westman (2007:249) argue that research should examine work and family conflict amongst school educators. Elliot and Shelley (2005:131) indicate that research is necessary to test the effectiveness or implementation of EAPs in secondary schools. Arthur (2000:550) asserts that there are no standardised models on EAP. Merrick, Volpe-Vartanian,

Horgan and McCann (2007:1262) concur with Munchus (1987:3) that a research agenda is necessary.

1.9 THE IMPORTANCE OF EMPLOYEE ASSISTANCE PROGRAMMES

Goldstein (1998:25) declares that EAP remedy a range of substance and psychological problems. Shumway, Wampler, Dersch and Arredondo (2004:71) argued that EAPs can assist with marriage and family services. Moore (1991:104) stresses the importance of physical activity in EAPs. Gill (1997:94) highlights the increase in productivity when using EAPs. Munchus (1987:3) postulates that employee assistance programmes are action-orientated programmes designed to recognise the symptoms of problem employees. This study will be confined to five key management challenges and five key educator challenges within secondary schools in KwaZulu-Natal. It is necessary to refer to national and international literature to give a succinct theoretical framework, as well as the credibility of perspectives offered by various authors in this field.

1.10 A SYNOPSIS OF FIVE MANAGEMENT CHALLENGES AND EAP

The five key management challenges in this study are:

- Leadership style in the EAP dimensions (frameworks) and pillars;
- Training and development to handle EAP issues;
- Contextual factors in the environment that impact on EAPs;
- The Assimilation and execution of EAP policy; and
- The Lack of requisite support in an EAP environment.

Management has a significant role to play in an EAP environment. Feit and Holosko (1989:170) indicated that the five fundamental aspects of an EAP are effort, performance, adequacy, efficiency and process. The five fundamental aspects and the five key challenges are discussed further and incorporated in the EAP core technologies.

1.11 A SYNOPSIS OF FIVE KEY EDUCATOR CHALLENGES AND EAPs

The five key educator challenges that will be discussed in this study are synthesized into the following main categories:

- Personal problems and the role of EAP;
- Personal family problems and the role of EAP;
- Work related problems and the role of EAP;
- Contextual environmental factors and the role of EAP; and
- Social and ethical challenges and the role of EAP.

According to Serrao (2009:1), the National Department of Education showed little understanding of the context and environment that teachers worked in. Botha (2009:5) asserts that educators should be sober and parents may confront teachers who are constantly late. Hence, an interactional approach is necessary. Langry and Marriah (2009:4) argued that the State failed to establish a *prima facie* case against an educator accused of assault. Haywood (2009:9) contended that educators were disgruntled over salary increases, given heavy workloads and a principal was physically bullied to join the strike. The KwaZulu-Natal department of education instituted a draft policy on EAP to assist educators with personal and work related problems.

However, there are a few compelling arguments that reveal some of the limitations of the draft policy on EAP.

1.12 SOME LIMITATIONS OF THE KWAZULU-NATAL DEPARTMENT OF EDUCATION DRAFT POLICY ON EAP

The KwaZulu-Natal Department of Education (Republic of South Africa, 2007) pronounced that it is committed to transforming itself into a high performance organization focused on results and quality. The Department of Education must be commended for this bold declaration. The KwaZulu-Natal Department of Education must be complimented for having a draft policy on employee assistance programmes (EAPs). However, secondary school educators require an internal model that could help them solve problems. The KwaZulu-Natal Department of Education draft policy on EAP (Republic of South Africa, 2007) states that a productive worker is a healthy worker, happy and free from personal or work related problems. EAP authors state the direct opposite of this. EAP authors suggests that a happy and stress free worker that is effectively managed and led is a productive worker.

The KwaZulu-Natal Department of Education (Republic of South Africa, 2007) highlights that counseling; marital; family; relationship problems; substance abuse and financial literacy are some of the areas of assistance that are provided to educators at departmental level. The Department of Education acts as an external support structure for educators. Davy (2005:7) argues that there are several disadvantages of external intervention. External interventions rely on self-referral or management referral. Consequently, the Department of Education as an external support structure cannot implement some EAP core technologies, namely, assessment, interaction and evaluation.

The KwaZulu-Natal Department of Education (Republic of South Africa, 2007) rightfully points out that workplace violence and trauma counseling, stress, domestic violence, sexual harassment and psychological problems can also be addressed via an effective EAP. Smit (2010:1) highlights the need for discipline to combat violence. The Department of Education as an external service provider does not have the capacity to visit each school, conduct an analysis of troubled educators, work out individual programmes for troubled educators and evaluate the intervention. The Department of Education has to rely on school management teams as EAP is an on-site intervention. It follows that the requisite skills of management to implement EAPs requires discussion. The role of management in EAP principles include confidentiality, neutrality, voluntarism, constructive coercion, accessibility, permanency, timeous intervention and equality.

In light of the above, the researcher argues that the KwaZulu-Natal department of education draft policy on EAP (Republic of South Africa, 2007) fails to integrate the systems theory, the gestalt theory, organizational behavioural factors, a wellness center and the critical role of management and leadership with the nine EAP core technologies. It follows that the draft EAP policy (DoE, 2007) is the precursor to the exploratory EAP model. The systems theory, the gestalt theory and leadership theory are the frameworks that guide the development of the exploratory EAP model.

1.13 THE SYSTEMS THEORY

According to Berk (1998), the systems theory views the person as developing within a complex system of relationships affected by multiple levels of the surrounding environment. Human beings are social beings that are dependent on the surrounding systems in the environment. Leon-Guerrero (2010:1) affirms that social problems impact on well-being. The educator,

who is at the center of this study, interacts with other systems. In order for all the systems to function as one cohesive unit, meaningful interaction and the well-being of all members in the different systems are necessary. The systems theory forms the conceptual basis for the development of an exploratory employee assistance programme (EAP) model for secondary school educators in KwaZulu-Natal.

Raniga (2006:26) contends that “the source of social problems lies not within the system but in the system itself”. Raniga (2006:26) further attests that “the structural approach acknowledged the defects of patriarchal (male) and neoliberal capitalism as an unsatisfactory social system and provides the opportunity to take cognizance of macro socio-structural forces such as poverty, inequality, race, class and gender and their direct impact on the lives of people”. Maarman (2009:1) affirms that poverty and education are inter-related and educators are challenged as they have to assist learners who are impoverished. The systems theory is necessary as each element must work together as a cohesive unit and could assist educators that are challenged in an EAP environment.

1.14 GESTALT THEORY

Linked to the systems theory that forms the conceptual basis of this study is the gestalt theory which states that the whole is equal to the sum of all its parts. According to Nevis (2000:3), the gestalt theory can be defined as “a conceptual and methodological base from which professionals can craft their practice”. Nevis (2000:3) points out that “everyone is caught in a web of relationships and it is only possible to know ourselves against the background of our relation to other things”. The objective of gestalt theory was to enable clients to become fully and creatively alive as well as be free from unfinished

issues that diminished optimum satisfaction, fulfillment and growth (Nevis 2003:3).

1.15 CURRENT EAP MODELS

Davy (2005:7) highlights that there are four models of EAP, namely, the internal, external, combined and consortium models. Davy (2005:7) contends that, in the internal model, EAP services are provided by employees of the organization. The development of this exploratory model for secondary school educators in KwaZulu-Natal is based on the internal model. Davy (2005:7) argues that an internal model is used to provide on-site intervention. In the external model, EAP services are provided by an outside provider on a contractual basis. The Department of Education can thus be equated to an external service provider as the EAP staff is not present at secondary schools in KwaZulu-Natal. In the combined model, there is an internal provider who is assisted by external professionals. In the consortium model, several organizations join and obtain the services of an external provider.

According to Davy (2005:7), the DuPont Global model integrates employee assistance work with organizations. The transactional, strategic and integration components are the three elements of the DuPont Global model. The transactional component is individual and confidential. A face to face interview is part of the transactional component. The strategic component requires a second set of skills. In the strategic component, coaching, input to policy and feedback make up the major elements. In the integration component, the human resource department, management and unions work together.

According to the Montgomery County Public Schools handbook (MCPS, 2006:1), the EAP works with the school to address productivity and personal concerns like health, marital, family, financial, alcohol, drug, legal and emotional issues. Kaplan and Dietz (2007:82) point out the need for employees to be continually reminded about EAPs. The Amherst and Pelham school employees' programme provided short term counselling. Areas of assistance include morale, emotions regarding mood, conflict with co-workers, anger management and discriminatory harassment (Anon, 2009a). The Elk Island Public school provides services to all permanent staff. Counselling services are provided by experienced registered psychologists (Anon, 2009b). Cadwell (1994:36) discusses the myriad issues of EAP and mentions that 71 percent of models did assessment, referral and short term therapy while 29 percent did assessment and referrals only.

Roman and Blum (1992) as cited in Berridge and Cooper (1994:13) developed EAP core technologies that are necessary in any model. The key elements of an EAP are indicated below:

- Impaired job performance (significant, documented) is the main basis of identification of the problem employee;
- Consultative assistance is provided by the EAP to managers in ensuring the goal-directed operation of the organization;
- Constructive interaction with the problem employee is central to motivating him or her to be involved in the EAP;
- Individual micro-linkages (systematic, planned) are created between the problem employee and the EAP resources;

- Organizational macro-linkages that are longer term and systematic are created between the EAP resources and the employer;
- Corporate culture integrates EAP as a valid method of coping with the changing internal and external problems faced by the organization; and
- Improved job performance (sustained, documented) is the main criterion of individual and collective success of the EAP.

Roman and Blum (1992) as cited by Berridge and Cooper (1994:13) contend that the functions of the EAP are:

- Improved Employee retention with savings in training costs;
- A reduced managerial workload resulting from problem employees, as management shares this responsibility with unions;
- Disciplinary issues (even dismissal) are treated more precisely, humanely and constructively;
- Improved financial control (labour costs and insurance); and
- Enhanced employee morale.

1.16 RESEARCH METHODOLOGY AND DESIGN

Byrne (2002:14) states that methodology refers to the “ontological and epistemological status of the research procedures and questions of philosophical justification”. Scott and Xie (2005:xvii) maintain that quantitative research uses numerical or statistical information in social science. Oakley

(2005:11) states that some studies view quantitative methods as implicitly or explicitly defensive of the masculinity status quo. This is a single-phase study incorporating quantitative methodology in order to develop an exploratory employee assistance programme (EAP) model for secondary school educators in KwaZulu-Natal. According to Silverman (2001:1), quantitative research is viewed by some as superior as it is value free. Byrne (2002:14) supports the assertion of Silverman (2001:1) when he demonstrates that the survey method measured the world as it is. Byrne (2001:14) highlights that the survey happens without the intervention of an experimenter who creates variation. Silverman (2001:3) attests that most quantitative researchers aim to produce a set of cumulative generalizations based on the critical sifting of data. Hence, quantitative research methodology was used in this study.

1.17 SECONDARY DATA

According to Cohen, Manion and Morrison (2003:161), secondary sources are those that do not bear a direct physical relationship to the event being studied. They are made up of data that cannot be described as original. Secondary data in this study is sourced from a comprehensive review of internet articles, journal articles, text books, theses, dissertations and other publications.

1.18 PRIMARY DATA

Primary data is collected when the researcher is involved in empirical investigation or field work. In this study, primary data is collected from secondary schools in KwaZulu-Natal. A structured questionnaire was used to collect primary data from the respondents of schools selected from the source list (target population of secondary schools in KwaZulu-Natal).

1.19 TARGET POPULATION

In this study, the target population is the total number of secondary schools in KwaZulu-Natal. The target population for this study was obtained from a source list. This list was obtained from the Provincial Department of Education Statistics (2008). The source list indicated that there were 1 424 public secondary schools in KwaZulu-Natal.

1.20 SELECTION OF SAMPLE

Maree (2003:36) states that probability and non-probability sampling are the two sampling techniques used in research. Maree (2003:39) further attests that convenience sampling, judgmental sampling, quota sampling and snowball sampling are non-probability sampling techniques. Cohen, Manion and Morrison (2003:100) affirm that simple random sampling, systematic sampling, stratified sampling, cluster sampling and stage sampling are the probability sampling techniques. The sample for this study was based on a scientific table for sample selection. Sekaran (1992:253) and Boyd (2006:30) state that if the target population is 1 424, the sample should be 512 (at a 3.5% margin of error).

1.21 DATA COLLECTION METHODS

According to Maree (2003:48), face to face, postal, telephone, group and computer assisted survey systems can be used to collect data. In this study, a structured close ended questionnaire (Annexure C) will be used to collect the data. Jansen (2003:21) posits that a survey questionnaire should be designed in such a way that large-scale quantitative data can be traced. This study involves conducting a mail survey. A stamped, self-addressed

envelope was sent to the 512 selected respondents in secondary schools in KwaZulu-Natal. Maree (2003:49) emphasizes that the advantage of the mail survey is the increased sample realization. Costs and the non-return of questionnaires are some of the disadvantages of the mail survey.

1.22 UNIT OF ANALYSIS

The principal, the deputy principal, the head of department or the educator formed the unit of analysis in this empirical study. To observe protocol, the questionnaire was addressed to the secondary school principal. The principal then decided which educator or management member answered the questionnaire.

1.23 PILOT TEST OF THE QUESTIONNAIRE

The questionnaire (Annexure C) was formulated keeping in mind the objectives of this study. The questionnaire was tested with a homogenous group of ten educators that did not make up the sample of this study. The questionnaire was amended after the pilot test to include seven more questions, as suggested by the statistician.

1.24 QUESTIONNAIRE

According to Maree (2003:108), the characteristics of any standardized measuring instrument must be reliable, valid, objective, suitable and feasible. In order to ensure validity in this study, the questionnaire was presented to experts in the field for comment and correction. Their comments and corrections were then incorporated to refine the questionnaire. In Section A of

the questionnaire, educators had to complete biographical details. In Section B of the questionnaire, educators had to answer questions based on the dimensions of the exploratory EAP model. In Section C of the questionnaire, educators had to answer questions based on the pillars in the exploratory EAP model. The questionnaire was the main data collection instrument in this study that tested the tenability of the exploratory EAP model for secondary schools in KwaZulu-Natal.

1.25 DATA ANALYSIS

In this phase, the data is initially captured and thereafter analyzed using statistical techniques. According to Maree (2003:90), statistical techniques can be classified under two broad headings: descriptive statistics and inferential statistics. Descriptive statistics include ordering and summarizing data using tables, graphs and calculating descriptive measures. Microsoft Excel was used for tables and graphs. Statistical inference arising from the use of robust statistical tests produces meaningful conclusions about the population. The relationship between the two techniques is based on probability theory. Probability theory is used to quantify uncertainties about the conclusions that are generalized (Maree, 2003:90). In this study, quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS version 17 for Windows). Angrist, Imbens and Rubin (2005:149) assert that robust tools of appropriate parametric tests should be applied to test the hypotheses.

1.26 VALUE OF THE STUDY

This study adds value to the Education Sector as it creates awareness of the nine EAP core technologies that school management teams could use to

enhance the well-being of troubled or underperforming educators. Merrick (2011:10) argues that there is a need for an EAP model that could serve as a guide for school management teams and troubled educators. Terreblanche (2010:1) demands new innovations with respect to EAP so that mechanisms can be instituted to improve the quality of life of secondary school educators in KwaZulu-Natal. Scott, Sharar and Burgess (2003:9) suggested that, for a model to be effective, there must be a direct relationship between those seeking help and those providing help. The questionnaire was used to obtain feedback from secondary school educators in KwaZulu-Natal. The aim of this study is to test significant relationships and provide data emanating from the statistical analysis. The proposed exploratory EAP model is the internal intervention strategy for educators in KwaZulu-Natal secondary schools.

Other valuable outputs include the following:

- Publishing the findings in accredited journals;
- Sharing the findings at national and international conferences/forums;
- Conducting workshops to appraise secondary school educators and principals on the importance of EAP arising from this study;
- Encouraging further research on EAP, EAP Leadership and EAP model development; and
- Developing human and intellectual capital.

1.27 STRUCTURE OF THE DISSERTATION

Chapter 1 demarcates the field of study. An introduction to the study is followed by the problem statement. The objectives, rationale and scope of the study are presented in Chapter 1. An overview of the study is the focus of Chapter 1.

Chapter 2 highlights the theoretical framework of the study. The framework of the current literature published on EAPs, systems theory, gestalt theory (therapy) and leadership dynamics/pipeline against the background of the 9 EAP core technologies forms the conceptual base of this Chapter.

Chapter 3 provides the exploratory employee assistance programme (EAP) model for secondary school educators in KwaZulu-Natal (Figure 3.1).

Chapter 4 provides the research methodology undertaken in this study. The research design, data collection, data analysis and ethical considerations are presented in this chapter.

Chapter 5 presents the data analysis and interpretation of results. A discussion of findings from the data gathered will be analyzed using SPSS version 17 for Windows.

Chapter 6 presents the conclusion generalized from the quantitative study. The recommendations emanating from the study are also proposed. Suggestions for future research are mentioned.

1.28 CONCLUSION

This chapter provided an overview of the study. The objectives of the study together with the problem statement and rationale were outlined. The five key challenges that confront management members and the five key challenges that impact on educator well-being were explored. This chapter alludes to the systems theory, gestalt theory and leadership theory as the foundational theories that guide the development of the exploratory EAP model for secondary schools in KwaZulu-Natal. The tenability of the model will be tested using a questionnaire sent to a sample of 512 respondents from the selected secondary schools in KwaZulu-Natal. The model will be sent to the Department of Education and could serve as a catalyst for educators and management members. The next chapter identifies the systems theory and gestalt theory as the foundational theories on EAP perspectives. Leadership dynamics against the background of EAP technologies are also explored in Chapter 2.

CHAPTER 2

PERSPECTIVES ON EMPLOYEE ASSISTANCE PROGRAMMES (EAPs) AND LEADERSHIP AGAINST THE BACKDROP OF EAP CORE TECHNOLOGIES

2.1 INTRODUCTION

Perspectives on employee assistance programmes (EAPs) and leadership dynamics form the basis of this chapter. Le Roux (2011:3) asserts that there are many problems in the education system, one of which is the aggressive attitude of learners towards educators. Manik (2010:109) affirms that educators are migrating from KwaZulu-Natal to the United Kingdom to escape adverse leadership and management. Murray and Kunjundzic (2005:1) argue for critical reflection, while Mpungose (2007:1) found the need to critique school leadership. An exploratory EAP model has been developed to assist school management members and educators of secondary schools in KwaZulu-Natal to deal with the many challenges. It was necessary to develop the model against the plethora of theoretical frameworks. This chapter provides a synopsis of the literature on employee assistance programmes (EAP). The background to basic education and the devolution of power to provincial spheres show the need for EAPs at secondary schools in KwaZulu-Natal. A discussion of the various models on EAPs is followed by systems theory, gestalt theory and leadership dynamics against the background of the 9 EAP core technologies.

2.2 BACKGROUND AND IMPLICATIONS FOR AN EMPLOYEE ASSISTANCE PROGRAMME (EAP)

2.2.1 HISTORICAL BACKGROUND AS THE RATIONALE FOR AN EAP

Pandor (2008:7) argued that the South African democratically elected government inherited one of the most inequitable education and training systems from the previous 'Apartheid Government'. Unequal education opportunities were fostered due to the unequal distribution of resources. This had a negative impact on student learning and educator well-being. According to Pandor (2008:7), the physical teaching and learning environments, school infrastructure and basic services showed an inequitable distribution of resources. The majority of learners are taught in dilapidated and unsafe buildings. The health and safety of learners and educators are compromised as the physical structures have not improved. The consequences of unsafe buildings on educator well-being and performance make it necessary to provide coping mechanisms in the form of this proposed exploratory EAP model.

2.2.2 CAPACITY OF PROVINCIAL DEPARTMENT IN RELATION TO EAP

South Africa has a single national education system. The national education system is organized and managed on the basis of nine provincial sub-systems. Scott, Sharar and Burgess (2002:9) assert that multinational organizations are becoming more aware of providing employee assistance programmes (EAP). The Constitution of South Africa, Act 108 of 1996 (Republic of South Africa, 1996a) is lauded as being the best in Africa. Parliamentary sovereignty was replaced by Constitutional supremacy. The Constitution of South Africa, Act 108 of 1996 (Republic of South Africa, 1996a) vested power in the provincial legislature and governments to manage

educational affairs. The draft policy on EAP developed by the KwaZulu-Natal provincial department of education (Republic of South Africa, 2007) is an external model.

2.2.3 SIGNIFICANCE OF THE PHYSICAL TEACHING AND LEARNING ENVIRONMENT

Cohen (2001:64) contends that unresolved problems affect performance and morale for secondary school educators. Pandor (2008:7) also contended that the physical appearance of the school buildings influenced student achievement and teacher attitude. Extreme environmental conditions increase annoyance and reduce attention span. They also contribute to teacher fatigue and the deterioration of work patterns. The EAP seeks to address the well-being of secondary school educators, a consequence of which is enhanced productivity.

2.3 THE HISTORY AND CULTURE OF EAPs

2.3.1 THE HISTORICAL PERSPECTIVE OF EAPs

In the early 1995, some organisations developed worker assistance programmes (WAPs) for employees who detracted from their job performance (Steel, 1995:423). Thereafter, a new concept called the Employee Assistance Programme (EAP) emerged as a paradigm shift. Elliott and Shelley (2005:125) demonstrate that employee assistance was developed as an offshoot from Alcoholics Anonymous (AA). In light of current challenges, the EAP needs to be much more than the treatment for alcohol or drug abuse.

According to Shapiro and Philips (2007:2), mutual support, information sharing and creative brainstorming sessions are the core values of EAPs. There are some unique practical and ethical issues encountered when operating within an academic culture. The academic culture includes academically trained individuals performing managerial roles in a shared decision making context. These arguments suggest that academics do not have management training and experience in participatory decision-making, in so far as the formulation of an effective EAP intervention is concerned.

2.3.2 THE CONTRASTING CULTURES OF EAPs

The researcher contends that successfully developed EAPs in industry may not work in the school context as the industrial culture is different from the academic culture. Hence, EAP models found in the private sector cannot be replicated for the education sector. However, the models found in the private sector cannot be completely excluded as there are many benefits that can be incorporated into the model for the education sector. Philips, Cagon, Buehler, Remon and Waldecker (2007:7-24) argue that there are four key differences between corporate and academic cultures in the context of the application of EAPs.

The first difference is the mission statement adopted by corporate and academic institutions. Secondly, Philips, *et al.* (2007:7-24) found that academic cultures embrace diversity as compared to corporate structures. Thirdly, the decision-making process in academic settings should be done by a committee seeking consensus, while decision-making in the corporate setting is done by one or two people. The final difference is that a large segment of the academic workforce is subjected to minimal supervision. Philips, *et al.* (2007:23) attest that the academic culture is complex and EAP interventions that work in the corporate sector are not as effective in the

academic sector. Hence the need for an effective academic EAP model for secondary school educators.

2.4 CONTEXTUAL FACTORS AND THE NEED FOR EAPs

The five key management challenges and the five key educator challenges alluded to in chapter 1 provide a compelling argument for EAPs at secondary schools in KwaZulu-Natal. The circumstantial factors and challenges will be evaluated against the background of the systems theory and the gestalt theory. The five key management challenges are discussed. This is followed by a description of the five key educator challenges.

2.4.1 LEADERSHIP STYLE IN THE EAP DIMENSIONS AND PILLARS

Cayer and Perry (1989:170) attest that a framework is designed to represent structure or process in the real world. Phatlane (2008:1) argues that South Africa's bloodless transformation from the minority white domination of the apartheid era to democracy represents a political miracle. In place of the compartmentalized society is a more integrated one, albeit with multiple diversities. It is implied in the legislative, strategic and social frameworks that educators are responsible for factors well beyond their control. Educators have to teach the classes of colleagues that are also absent. Leadership style also has a bearing on EAPs. Bottyan (2004:19) argues that coercive, authoritative, affiliate, democratic, pace setting and coaching are some of the leadership styles that management can use. Botha (2004:239) affirms that there are new demands on the school principal due to the changes in schools while Bush, Kiggundo and Moorosi (2011:1) argue that the Advanced Certificate in Education School Leadership is not well attended and hence the need for more training on EAPs.

2.4.2 MANAGEMENT TRAINING AND DEVELOPMENT FOR EAP ISSUES

Yirci and Kocabas (2010:2) state that principalship programmes are inadequate. Mestry (2010:4) contends that many South African schools have poorly qualified principals who lack managerial and leadership skills. Clementz (2005:5) highlights that Kirkpatrick's (1994) model could be used to train both corporate and academic managers. Sharar and Lennon (2009:1) attest that management must be trained on automated data collection. Sonnenstuhl and Trice (1990:81) contend that management requires training and development to integrate research and practice on EAP. Somo (2007:1) argues that educators need professional development. Biputh (2008:230) and Gallie (2007:1) assert that the training and guidance given to educators in terms of managing and implementing the Integrated Quality Management System (IQMS) is inadequate, once-off, and theoretical. Berridge and Cooper (1993:89) see the need to train management members to cope with stress.

2.4.3 CONTEXTUAL ENVIRONMENTAL FACTORS THAT IMPACT ON EAP

Khumalo (2011:1) highlights that schools are plagued by drugs, theft, weapons and other social evils. Ross (2006:1) states that further study is required to determine contextual factors in the environment that impact on school management productivity. Management must assist infected and affected educators and management members in dealing with the HIV/AIDS pandemic (Nagesar, 2008:99) and (Raniga 2006:34). Hunter (2005:389) points out that management must deal with an integrated society that comes from different backgrounds with different beliefs, different qualifications and different experiences. An effective EAP is therefore necessary to assist school management teams in dealing with these challenges.

2.4.4 ASSIMILATION AND EXECUTION OF EAP POLICY

The post 1994 era resulted in a plethora of National Educational policies in South Africa. According to Motshekga (2011:3), the introduction of Curriculum Assessment Policy Statements (CAPS) in 2012 adds to the overload of the many tasks that educators must accomplish. Management must ensure that these policies are implemented. Alker and McHugh (2000:303) argue that there are gaps in the implementation of policies related to EAP. Bush (2007:391) affirms the lack of EAP policy and implementation of EAPs in secondary schools. Chalufu (2011:1) questions the relevance of formal education management development programmes as many principals are struggling to implement policy. Munchus (1987:3) suggests that the EAP must be a formal structure that can be used to help educators cope with various challenges. Maiden and Philips (2008:1) highlight that academia is a diverse workplace unlike any other, and therefore, employee assistance programme (EAP) issues are unique. School management needs to acclimatize to the unique issues in order to respond effectively. An ad hoc response is not uniform and will not meet the necessary standards incorporated into EAP core technologies. Hence, management should be au fait with EAP policy. Hutton and Smith (1995:1) highlight the need to assimilate, reflect, define and implement policy on EAPs.

2.4.5 REQUISITE SUPPORT IN AN EAP ENVIRONMENT

Ramatsea (2008:1) indicates that the school is neglected when it comes to the EAP and that very few EAPs exist in the school context. Hence, management members do not have the necessary experience to share information with colleagues. According to Roman (1999:1), EAP utilization is directly affected by educating supervisors and the workforce about the programme and what it can offer. One or two workshops may not be sufficient as EAP counsellors hold degrees in their fields.

2.4.6 EDUCATORS PERSONAL PROBLEMS AND THE ROLE OF EAP

According to Decker and Miles (1993:414), many teachers are subjected to superiors that violate their rights. Decker and Miles (1993:414) point out that at times, those on the upper level of the hierarchy treat those below them like slaves. Educators internalize these forms of harrassment and, as adults, feel they should not complain. Ramatsea's (2008) study also showed that educators had personal problems that affected their well-being and productivity. Alcohol and drug use is also a critical issue that organisations or schools must deal with (Milne, Blum and Roman, 1994:123).

2.4.7 EDUCATORS FAMILY PROBLEMS AND THE ROLE OF THE EAP

According to Arthur (2000:549), sick companies produce sick employees in the same way that dysfunctional families produce dysfunctional family members. Arthur (2000:550) further illustrates that assessment, counselling and therapeutic services for employees and their dependents who experience personal, emotional and pyschological problems make up one of the core components of an EAP.

2.4.8 EDUCATORS WORK RELATED PROBLEMS AND THE ROLE OF THE EAP

Breuer and Moskovic (1994:59) assert that the work environment is widely recognized as a stressful environment. Govender (2009:5) argued that an educator was victimized by the school principal and given greater teaching loads. Educators that are victimized need help in the form of an effective EAP. Fitzpatrick (2006:15) contends that educators who did not perform their duties must not be tolerated and should be fired. It is more important to determine

the issues that prevent the educator from performing his or her duties and address these issues via an effective EAP. Rankin (2009:84) indicates that performance models are a critical element in managing employees. In the school context, the model used to manage the performance of educators is based on an Integrated Quality Management System (IQMS) model. There are many stresses associated with the IQMS. Therefore an effective EAP is necessary to assist secondary school educators in managing some of these stresses.

One of the key features of the IQMS is a team approach to assessing educators. Biputh (2008:230) further indicated that educators are stressed as the procedures for the IQMS are too bureaucratically complex and time consuming. It is documented in the South African Council of Educators Act 31 of 2000 (Republic of South Africa, 2000:6) that new policies like The National Curriculum Statements (NCS) for example, have also resulted in policy overload and the intensification of teachers' work. Biputh (2008:219) outlines some aspects of nepotism in terms of the Integrated Quality Management System (IQMS). An exploratory EAP model is therefore necessary to assist secondary school educators that are troubled by the IQMS or who are underperforming as determined by the IQMS tool.

According to Motshekga (2009:1), there are wide-ranging comments on the implementation of the National Curriculum Statements. While there has been positive support for the new curriculum, there has also been considerable criticism. Motshekga (2009:1) asserted that educators were overloaded, confused and stressed. Pandor (2008:1) concurs that the National Curriculum Statements need review. The National Curriculum Statements are now strengthened with the Curriculum and Assessment Policy Statements (CAPS). Schulze and Steyn (2007:691) allude to the stresses associated with new curriculum policies such as the National Curriculum Statements (NCS).

2.4.9 CONTEXTUAL ENVIRONMENTAL FACTORS AND THE ROLE OF EAPs

Crime, violence, sexual harassment, abuse and other environmental factors impact on the well-being of educators. Educators become angry, confused and exhausted in dealing with these factors. McEwan (2012:1) argues that intervention is necessary. Brown (2003:1) maintains that, as a result of contextual factors like harassment, educators are leaving the system and the EAP is therefore necessary for teacher retention.

2.4.10 SOCIAL AND ETHICAL CHALLENGES AND THE ROLE OF EAP

Bell (2003:18) emphasizes that the recent interest in the EAP concept within government appears to have been prompted primarily by the HIV/AIDS pandemic and the need to develop a holistic response to it. KwaZulu-Natal is considered the epicenter of HIV/AIDS (Raniga, 2006:4). The HIV/AIDS pandemic as well as numerous other problems (substance abuse, alcohol abuse, violence) in KwaZulu-Natal necessitates the development of an exploratory EAP model to assist educators.

Raniga (2006:6) points out the disparity that exists between the institutional capacity of urban schools as compared to rural schools with regard to the implementation of the National HIV/AIDS School Policy and the life skills HIV/AIDS education programme. The disparity with regard to the institutional capacity of secondary schools in different areas makes it necessary for the establishment of this EAP model. Nagesar (2008:99) asserts that a multidisciplinary approach is required to support those infected and affected by the HIV/AIDS epidemic. He further highlights that a paradigm shift with respect to the role of educators in the climate of HIV/AIDS exposed their

vulnerability in dealing with the ravaging impact of the epidemic. These studies provide evidence that there is a lack of requisite skills in implementing policies (HIV/AIDS, IQMS, NCS) similar to the earlier references made by Roman (1999:1) which demonstrate that school management and stakeholders must be educated and committed to implement EAP and other policies.

Haskins and Kleiner (1994:1) contend that the HIV/AIDS epidemic is a significant workplace concern. In light of these concerns, a discussion on the theoretical foundations of the EAP model based on policy and practice (gestalt and systems theory) and implementation (leadership theory) is necessary.

2.5 NEEDS ASSESSMENT FOR EMPLOYEE ASSISTANCE PROGRAMMES (EAP)

Bell (2003:11) states that the perceptions of employees in the Department of Water Affairs in South Africa are as follows:

- 97% of employees felt that an EAP is beneficial;
- 79% wanted an internal counselor;
- 71% would use face to face counselling; and
- 71% made use of a 24-hour crisis phone line.

Bell (2003:112) reinforces the notion that academic personnel are willing to use services provided by EAPs and the majority of employees felt that an

EAP would be beneficial in improving their morale and well-being. Davy (2005:7) argues for an internal model that can be used to improve morale and well-being of troubled or underperforming educators.

2.6 FACTORS IN AN EAP THAT ENHANCE THE MORALE AND PERFORMANCE OF EDUCATORS

Chirstian (2009:82) states that culture, communication, participation and engagement are necessary to keep staff on top of their game and she also argues that team building should be transferred to the workplace. She also pointed out the need for wellness at schools that can assist with low morale, burnout, depression, fatigue and poor working conditions.

2.7 AN EVALUATION OF SELECTED MODELS ON EAP

As indicated in chapter one, there are no academic models on EAP for secondary schools in KwaZulu-Natal. In light of this, it was necessary to review and evaluate other models in the literature. The purpose of the various models, together with a discussion on their feasibility in the context of their applicability to secondary schools in KwaZulu-Natal, is presented.

2.7.1 INTEGRATED HUMAN RESOURCE MANAGEMENT (HRM)

According to Mondy (2008:4), people who are engaged in the management of human resources develop and work through an integrated HRM system. Staffing, human resource development, compensation, safety and health and employee and labour relations are the five functional areas of an integrated HRM system. These five areas provide the framework or model for HRM as a

whole. An evaluation of the HRM model indicated that it would be more appropriate for national and provincial governments and not suitable for secondary schools. However, some aspects like health and safety that are prominent in the HRM model are relevant and incorporated into the exploratory EAP model in this study.

2.7.2 YANTS MODEL VS. TE HURARAHİ'S MODEL

The YANTS model (PPTA Newsletter, 2009:2) places emphasis on support for professional development whilst the Te Hurarahi's model (PPTA Newsletter, 2009:2) places emphasis on emotional and personal support for individuals. In a cultural context, both models carry a similar theme. There are various benefits of both these models that stresses the role of mentors in schools. An evaluation of the models shows that mentors have to possess the necessary skills to assist troubled educators. Hence, it will be difficult to replicate these models for secondary schools in KwaZulu-Natal. However, some components of these models can be adapted to assist troubled and underperforming educators.

2.7.3 THE CLUSTER MODEL IN RELATION TO EAPs

A cluster model is one in which many schools will join together and employ one EAP professional that will visit each school on a needs basis. According to Botha (2007:2), there are two key strengths of the cluster model (2007). Firstly, every teacher will be able to use a mentor. Secondly, the cluster manager could be the mentor. An evaluation of this model shows that it can work in affluent schools that have the necessary resources. A discussion with the ward manager in KwaZulu-Natal revealed that he has to attend to the needs of 53 schools. It is therefore impossible for him to serve as a mentor to

approximately 1 000 educators. Therefore, the cluster model cannot work in KwaZulu-Natal as the cluster manager is overloaded. He had to attend to 53 schools and many schools in KwaZulu-Natal lack the necessary resources to pay an EAP professional.

2.7.4 THE HOLISTIC WELLNESS MODEL IN RELATION TO EAPs

Botha (2007:2) used wellness as the dependent variable and 11 independent variables in the Holistic Wellness Model. Botha (2007:2) used the Pearson's Product Moment correlation coefficient and found that there was no significant correlation between the variables. An evaluation of this model indicates that it is necessary to use statistical tools to find significant relationships.

2.7.5 THE IMPACT OF THE TEACHER MENTORSHIP MODEL (TMP) ON EAPs

According to Fricke (2009:1) many South African teachers have low levels of subject knowledge and poor teaching practices but are faced with the additional challenges of implementing a new curriculum and new methodologies. Fricke (2009:1) asserts that these factors combined to expose a teaching population that is generally ineffective. Fricke (2009:1) developed the teacher mentorship programme (TMP) that focuses on correcting problem areas and revitalizing teachers. While the model created by Fricke (2009:1) has merits, the researcher contends that the model does not adequately support secondary school educators in the context of the EAP core technologies. Further, the model developed by Fricke (2009:1) emphasizes Mathematics and Sciences for secondary school educators and is more subject focused.

2.7.6 THE DIVERSIFIED FUNCTION MODEL AND ITS RELEVANCE TO THE EAP

According to Hughes (2007:38), the diversified function model (2007) is both a progressive and a protective strategy. The diversified function model (2007) is progressive because it holds that employee assistance practice is fundamentally knowledge based work. The diversified function model (2007) is also protective because it provides a three part strategy to support economic viability. As many secondary schools in KwaZulu-Natal do not have the capacity to be self-sustaining, it may be difficult to implement the diversified function model in all schools. It follows that wealthy schools may be advantaged and obtain the necessary support while poorly funded schools will not.

2.7.7 THE UNIVERSITY OF SASKATCHEWAN EAP MODEL

According to Csiernik, Hannah and Pender (2007:45), the purpose of the University of Saskatchewan EAP model was to provide assessment, referral and short term counselling for employees. The University of Saskatchewan EAP (2007) has also been extended to family members. Six multi-disciplinary private counselling agencies are contracted to provide long-term counseling for employees and their families. An evaluation of this model shows that six external service providers support the University. Schools in KwaZulu-Natal do not have the capacity to engage the services of six external private agencies. Hence, this model cannot work for secondary schools in KwaZulu-Natal.

2.7.8 LIFE AND WORK CONNECTIONS MODEL (LWC)

The mission of the life and work connections model (Thompson and Swihart, 2007:145) is to build resiliency in individuals. According to Thompson and Swihart (2007:154), one of the most visible services is the worksite wellness heart health screening. At the first screening, blood pressure, total cholesterol (TC), HDL cholesterol, the ratio of TC to HDL, long term blood glucose level, weight and body fat percentage are tested and recorded. At the second screening, participants meet with fitness and nutritional experts and the test results are explained and a programme is identified. This model is ideal for schools that have only a few troubled educators. It is anticipated that this model will work in well-established schools in affluent areas.

2.7.9 A PROGRAMME INTEGRATION MODEL AS A TOOL FOR EAP

Table 2.1 Program Integration Model

Quadrant # 1: Corporate Subjective Organisational culture Cultural values Corporate vision statement	Quadrant # 2: Corporate Objective Organisational infrastructure Systems Product lines
Quadrant # 3: Individual Subjective Individual psychological and well-being Individual values	Quadrant # 4: Individual Objective Individual physical well-being Individual work

Source: Hoffman, C. and Goya, B. (2007:167). Adapted.

According to Hoffman and Goya (2007:167), the Programme integration model (2007) serves as an effective tool for planning and analysis. As illustrated in Table 2.1, quadrant 1 identifies the organisation’s world view and values. Quadrant 2 (Table 2.1) identifies the organisation’s infrastructure, systems and product lines. Quadrant 3, as reflected in Table 2.1, identifies the individual’s self-worth, well-being and values. Morale, work ethic and productivity fall into this category. Stress reduction seminars, conflict resolution and EAP fall into this quadrant. Quadrant 4 identifies programmes such as nutrition, disease management, on-site medical services and wellness. An evaluation of this model indicates that there are several benefits to this model. Hence, this model serves as a moderate precursor to the formulation of an exploratory EAP model.

2.7.10 SEVEN CORE TECHNOLOGY MODEL AND EAPs

Table 2.2 Seven Core Technology Model

No.	Description of core technology	Commentary
1	Identify problem employee from documented evidence.	Clear performance standards are required to avoid vague labelling.
2.	Provide assistance to managers by a specialist designated to operate EAPs.	Training and education at all levels ensures the EAP becomes part of HR policy.
3	Constructive interaction.	Need to use a soft approach.
4	Creation of micro links between employee and community resources.	Use both, clinical and practical community knowledge.
5	Creation of a macro link.	Long term effective managed care.
6	Promulgation of organisational culture for constructive assistance.	Avoid punitive discipline. Develop a culture of responsible, cooperative mutual help.
7	Evaluation of Employee and the EAP.	Resolve job-related problems. Do not be judgmental on clinical or other criteria.

Source: Berridge, J.R. and Cooper, C.L. (1994:10). Adapted.

According to Berridge and Cooper (1994:10), the Seven Core Technology model points out the need for a soft approach as reflected in Table 2.2. Bessinger (2006:67) argues that the core technologies approach is commercially focused and does not take cognizance of the needs of individual employees. As it relies on traditional theory, the seven core technology model sets the foundation for any EAP intervention. Core technology two requires a specialist EAP practitioner to provide guidance to management. Specialist EAP practitioners with requisite EAP qualifications are lacking in secondary schools in KwaZulu-Natal. The focus of this model however limits its application.

2.7.11 PROCEDURAL MODEL ON EAPs

Bessinger (2006:64) cites Berridge (1997) and argues that in the procedural model, employees are referred to the organisation's in-house model. The organisation has a multidisciplinary team of social workers, doctors, psychologists and other specialists who provide counselling and services to employees and their families. An evaluation of the procedural model indicates that a lack of resources in KwaZulu-Natal limits the use of this model in schools.

2.7.12 THE TYPICAL MODEL (1997)

Bessinger (2006:68) cites Berridge, *et al.* (1997:60) and affirms that the typical model has many advantages. It helps with the awareness of stress and resolves personal and family problems. Other aspects in the typical model are:

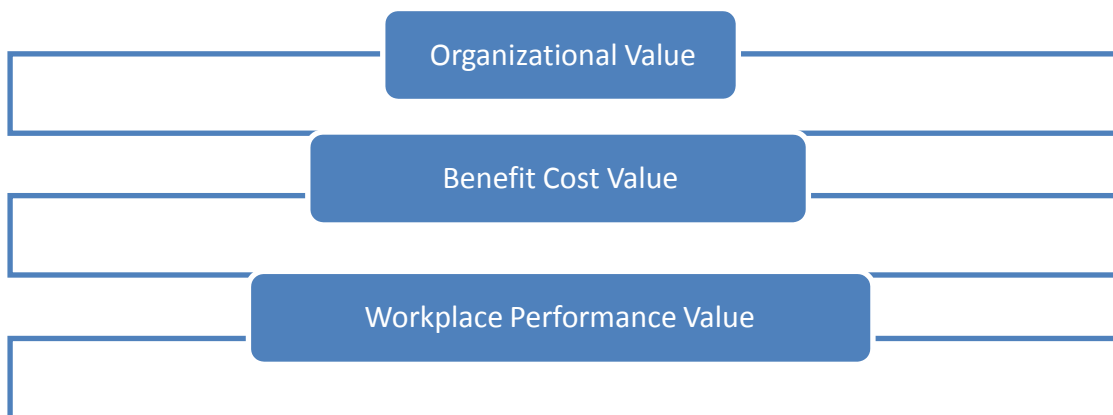
- Interaction;
- Referral;

- Case monitoring;
- Counselling; and
- Disciplinary procedures.

The typical model is a useful precursor to the development of any model. The exploratory EAP model in this study incorporates some elements of the typical model.

2.7.13 ALIGNMENT OF THE EAP VALUE MODEL TO THE DIMENSION AND PILLARS IN THE EXPLORATORY EAP MODEL

Table 2.3 EAP value Model



Source: Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems. (2009c:26). Adapted.

Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2009c:46) concur that the EAP value model

is a 3 tier model. At the lowest level is workplace performance value. At the highest level is organizational value. A brief description of each follows. Workplace performance value seeks to decrease absenteeism and enhance work engagement. Benefit costs are associated with, for example, proactive outreach programmes for disease management. Organizational value refers to security, threat management, crises, prevention, wellness, management training, organizational development and reducing stigma. The 7 dimensions in the exploratory EAP model are aligned to the EAP value model (Attridge, *et al.* 2009c:46) as both attempt to add value to the school as an organisation by focusing on EAP frameworks and leadership. The 14 pillars of the exploratory EAP model are parallel to the EAP value model (Attridge, *et al.* 2009c:46) as both are concerned with workplace performance. The intermediate tier of the EAP value model (Attridge, *et al.* 2009c:46) is useful to the troubled and underperforming educator as both seek to add value to the troubled educator.

2.8 THE THEORETICAL FRAMEWORK FOR AN EMPLOYEE ASSISTANCE PROGRAMME (EAP)

According to Oelofson (2007:33), the educator is surrounded by multiple systems that impact on his or her daily life. The educator is part of this system. The educator must constantly make choices in his or her personal growth and development. It is envisaged that the gestalt theory will help in this regard. Vithal and Jansen (2003:17) state that a theory or theoretical framework could be described as a well-developed, coherent explanation for an event. Three theoretical frameworks were used in this study to lend impetus to an EAP intervention. These are:

- Systems Theory in the context of EAPs;
- Gestalt Theory in the context of EAPs; and
- Perspectives on leadership in an EAP environment.

2.8.1 THE SYSTEMS THEORY IN THE CONTEXT OF THE EAP

Berk (1998:38) points out that the systems theory views the person as developing within a complex system of relationships affected by multiple levels of the surrounding environment. The educator is in the centre of the learners, school officials (micro system), unions and the parent component (meso system) and department officials (macro system). There must be measures to assist educators in dealing with the different demands required by the micro, meso and macro systems so that they are able to lead a meaningful, stress-free life in the school environment.

2.8.2 THE GESTALT THEORY IN THE CONTEXT OF EAP

According to Karp (1996:1), the gestalt theory approach to change originated in a clinical rather than an organisational setting. The approach to personal growth and development called gestalt theory is a departure from most clinical approaches. Gestalt does not view people who have problems as being sick. Gestalt requires people with problems to choose a course of action that will help solve the problems. Karp (1996:1) attests further that in its simplest form, the goal of gestalt theory is to help people make better choices for themselves and to take full responsibility for doing so.

Oelofson (2007:30) maintains that gestalt theory can be described as a form of counselling or psychotherapy. Oelofson (2007:30) contends that the basic principles of gestalt theory suggest that the educator focuses on the immediate current context and express their true feelings. Oelofson (2007:331) affirms that gestalt theory is primarily non-verbal by nature. In gestalt theory, educators express their feelings through creativity. The main goal of expressing themselves creatively is to help them become aware of themselves and their existence in their worlds. One of the activities in gestalt

theory is to help educators share their experiences and feelings about activities. Gestalt theory can promote self-discovery by asking educators to elaborate on their personal problems.

2.9 PERSPECTIVES ON LEADERSHIP IN AN EAP ENVIRONMENT

Maritz (2003:241) attests that the main difference between success and failure in any organisation is how leadership optimizes the use of human capital resources. Sieberhagen, Pienaar and Els (2011:1) indicate that management should observe the state of employee wellness. Terreblanche (2011:1) attests that EAPs is a fast growing industry in South Africa. Manzine and Gwandure (2011:75) highlight that EAPs must be broader in scope and include wellness, management and leadership.

2.9.1 OVERVIEW OF LEADERSHIP DYNAMICS IN EAP

September (2010:8) argues that educators will create a positive advantage for schools if they are managed correctly. This study is based on the premise that many principals in KwaZulu-Natal lack the necessary leadership skills. The researcher contends that many principals, together with other members of the school management team, are appointed by school governing bodies. The selection committee in many instances place little or no emphasis on managerial and leadership skills and therefore appoint under-qualified personnel to manage the schools.

The principal is responsible for managing and leading educators. Yirci and Kocabas (2010:2) state that traditional pre-service principal-ship programmes

are inadequate to cope with job stress. Mestry (2010:4) asserts that many South African schools have poorly qualified principals. Edgerson and Kritsonis (2006:2) attest the need for leaders who empower as opposed to those that delegate. Boon (2007:126) contends that Ubuntu (solidarity, unconditional contribution to collective work, acceptance, dignity, treating people with care and compassion) and umhlanganos (vehicle for interactive leadership) are necessary in South Africa.

Botha (2004:239) asserts that dramatic and relentless reform makes the role of the principals more difficult. Van Rhyen (2012:1) affirms that leadership skills are lacking as only 2000 of the 21 000 schools are delivering acceptable outcomes which deemed a crisis in education. Charan, Drotter and Noel (2011:5) indicated that strong leaders must be appointed at each level for the school to function effectively.

Blackadder (2011:1) states that the Employee Assistance Professionals Association of South Africa (EAPA) recommends the following:

- To provide leadership in promoting EAPs;
- To promote awareness and recognition of EAP benefits; and
- To promote research on EAPs.

This study is aligned with the above as enhanced leadership in EAP, awareness of EAP benefits and research have been explored in the development of the exploratory model.

2.9.2 LEADERSHIP CONTEXUALIZED FOR EAP CORE TECHNOLOGIES

Berridge and Cooper (1994:10) developed the Seven Core Technology Model in an EAP. Advancement has been made in the EAP field and Merrick (2011:4) attests that the Employee Assistance Programme Association (EAPA) views the eight core technology of EAP as the necessary tools for successful intervention. Bennett and Attridge (2008:1) seek to further advance the EAP field and add the ninth core technology which they term 'prevention'.

2.9.2.1 CORE TECHNOLOGY ONE FOR EAPs

According to Merrick (2011:4) consultation with, training of, and assistance to work organisation leadership seeking to manage troubled employees, enhance their work environment and improve employee performance is core technology one. Clements (2005:5) argues that in Kirkpatrick's (1994) framework for behaviour change, measuring the perceptions of the managers being trained as well as changing the knowledge, skills and values of the managers are essential. In keeping with the proposals of Clements (2005:5), the EAP model aligns itself with Kirkpatrick's (1994) behaviour change model.

Fritz (2004:1) highlights that management is challenged by globalization and diversity. Fritz (2004:1) argues that leadership needs a cultural shift and it is necessary to introduce integrity and communication into its ethos. The Employment Equity Act 55 of 1998 (Republic of South Africa, 1998) seeks to address redress and transformation mandates in order to address diversity issues as suggested by Fritz (2004:1). According to Roodt and Odendaal (2003:23), the survival of the school will depend on people who think differently but act together. Roodt and Odendaal (2003:31) also attest that

leadership requires support in managing diversity. Maritz (2003:242) bears testimony to the fact that South Africa experienced a blockage of leadership in terms of diversity.

The above discussion begs for an exemplary leadership pipeline to enhance employee assistance programmes (EAP) in secondary schools in KwaZulu-Natal. In an EAP environment, the leader must have energy, vision, ingenuity, creativity and leadership attributes. This is collaborated by Krames (2009:44) who makes reference to the go-go-go leader. Kouzes and Posner (2009:62) affirm that exemplary leaders act as icons or role models to encourage others. Bottyan (2004:12) contends that leaders create structure. Stables (2001:14), Maxwell (2007:26) and Stevenson (2009:9) state that to ensure quality, management should manage processes rather than events. Maritz (2003:247) attests situational leadership theory (SLT) developed by Hersey and Blanchard is important for secondary school principals as a proactive approach.

Mannion (2003:1) contends that, if EAPs are to be effective, they must be integrated into the corporate structure rather than loosely attached appendages. The EAP policy statement must include supervisor training with emphasis on constructive criticism.

Merrick (2011:9) attests that the EAP must be understood by leadership and be organisation focused. The role of leadership is critical for an effective EAP. Leadership must consult with all stakeholders, implement workplace policy, plan and respond to crises and critical incidents as well as provide training and orientation. Michalak and Yager (2001:1) highlight that there is a gap between theories and training processes. Stolz (1991:20) maintains that EAP cannot function without supervisor co-operation and there is need to

custom design the training to enhance work environment and improve employee performance.

2.9.2.2 CORE TECHNOLOGY TWO FOR EAPs

Merrick (2011:4) affirms that an active promotion of the availability of employee assistance services to employees, their family members and work organisation is the crux of core technology two. Clementz (2005:17) attests that there is lack of communication between stakeholders in South Africa. Hesselbein, Goldsmith and Beckhard (2009:1) state that effective leaders have enabling behaviours, namely, persuasive ability and communication skills. Williams (2008:1) argues that the website can be an effective means of EAP communication and promotion. Lovgran (2012:1) affirms that EAP must be legitimized and communicated. Bottyan (2004:12) states that leadership must create awareness and communicate with educators. Hence, vision and awareness in respect of the EAP model are necessary. Merrick (2011:4) attests that there should be multiple methods of communication and an inclusive approach should be used.

2.9.2.3 CORE TECHNOLOGY THREE FOR EAPs

Confidential and timely problem identification/assessment services for employee clients with personal concerns that may affect job performance is highlighted as core technology three in Merrick's (2011:4) analysis of the EAP core technologies. Williams (2008:1) argues that a model that preserves employee privacy and confidentiality is a good one. Merrick (2011:16) contends that there are barriers and facilitators to using EAPs. Positive perceptions about EAPs will enhance their value. Efficacy, benefits,

accessibility and confidentiality should be used to enhance the perceptions of EAP.

2.9.2.4 CORE TECHNOLOGY FOUR FOR EAPs

Merrick (2011:4) attests that constructive interaction, motivation and short term intervention must be part of any employee assistance programme (EAP). Williams (2008:1) highlights the need for drafting and implementing EAP policy that could serve as a short-term intervention in an EAP environment. Stevenson (2009:329) highlights that motivation is a key factor in work life. Dreyer (2003:55) affirms that every manager needs to confront employees who consume alcohol on the job, steals, displays negative behaviour and is insubordinate. Discipline is short term suppression. There is therefore a need for progressive action to obtain agreement on change. These arguments supplicate for this exploratory EAP intervention model. Maritz (2003:245) attests that Blake and Mouton developed a two dimensional style of leadership. Inherent in their grid was concern for people and concern for the task. Without constructive interaction, there is bound to be conflict. According to Keyser (2003:290), the human relations position argued that conflict was a natural occurrence. The interaction approach encourages conflict as a co-operative group is bound to become static and non-responsive to change and innovation.

2.9.2.5 CORE TECHNOLOGY FIVE FOR EAPs

The referral of employee clients for diagnosis, treatment, assistance, monitoring and follow up, according to Merrick (2011:4) make up core technology five. Merrick (2011:5) argues that a resilient workforce has the tools to cope with stress. She uses the John Hopkins Model to maximize

resistance, resiliency and recovery. Merrick (2011:6) maintains that there must be assistance to return to work, assistance to negotiate treatment and job performance referral. Using the in-house model, it is necessary to refer troubled educators to a team on the worksite. Using the external model, it may be necessary to refer troubled employees to the Department of Education. Referral, diagnosis, treatment, assistance, monitoring and follow up are sensitive issues and management requires specific training to handle these areas.

2.9.2.6 CORE TECHNOLOGY SIX FOR EAPs

Merrick (2011:4) contends that establishing and maintaining effective relationships is vital for employee well-being and is referred to as core technology six. Martiz (2003:50) states that building relationships and HIV/AIDS are current challenges that could be addressed by an effective EAP. George (2009:129) affirms that leadership style conveys how leaders use their power to build or damage relationships. Maritz (2003:246) points out that in Fiedler's model, individual leadership style is fixed and it was necessary to match the leader to the situation for effective relations. Bottyan (2004:19) attests that coercive leaders use extreme top-down decision making that hinders new ideas and damages relationships. Authoritative leaders can be overbearing and undermine the egalitarian spirit of the team. The affiliate leader values people and their emotions.

2.9.2.7 CORE TECHNOLOGY SEVEN FOR EAPs

According to Merrick (2011:4), consultation to encourage the availability and access to health benefits covering medical and behavioural problems including but not limited to alcoholism, drug abuse, mental and emotional

disorders is necessary for core technology seven to be effective. The purpose of the intervention is to change behaviour. According to Clementz (2005:5), Kirkpartick's (1994) model expects intervention to demonstrate on the job behaviour change.

2.9.2.8 CORE TECHNOLOGY EIGHT FOR EAPs

Merrick (2011:4) highlights the need for evaluation. The effects of the employee assistance services on the organisation and individual job performance must be evaluated. Mannion (2003:1) points out that evaluation of EAPs indicate that it is a workplace based service. Merrick (2011:18) argues that there should be continuous evaluation of EAP performance. The major challenge leader's face is to use standardized methods to assist employees. This exploratory model seeks to fill this gap and serve as a standardised tool. Standal (2005:1) postulates that there is need for formal evaluation of employee assistance programmes whilst Feit and Holosko (1989:170) affirm that evaluation increases productivity and benefit. Cayer and Perry (1989:151) contend that effort, performance, adequacy, efficiency and process are the five aspects to evaluate EAPs. Kim (1989:89) argues that there are four types of EAP evaluation. These are: intervention planning, programming monitoring, impact assessment and economic efficiency.

2.9.2.9 CORE TECHNOLOGY NINE FOR EAPs

Bennett and Attridge (2008:1) argue and propose prevention as the ninth core technology of employee assistance programmes (EAP). They state that there should be evidence based workplace prevention. They contend that outreach, screening, assessment, awareness, education, skills training and workplace culture are some aspects that could form part of prevention. The

researcher contends that the inclusion of wellness as a pillar in the model (Figure 3.1) can be seen as a preventative intervention in the South African context, against the backdrop of other sustainable EAP interventions.

2.10 THE SOUTH AFRICAN CONTEXT FOR SUSTAINABLE EAPs

As recently as September 2012, five educators in KwaZulu-Natal were fired while 70 are still under investigation for fraud, rape, financial mismanagement, assault and falsifying qualifications (SAPA, 2012). According to Gallie (2007:1), many education reforms designed to improve the quality of education have been more rhetoric than substantive. Maritz (2003:250) states that managing cultural diversity, outdated leadership models, building relationships and HIV/AIDS are some of the social and ethical challenges in South Africa. Mannion (2003:1) motivates for a unifying body of thought and practice and any model on EAP must mention the troubled educator as he or she is the central focus. The need for tolerance and inclusion in interventions is emphasised. September (2010:8) argues that educators experience a multitude of personal and work-related problems in South Africa and an EAP is necessary for stress, burnout, domestic violence, sexual harassment and HIV/AIDS.

Collett (2010:14) states that the well-being of educators could be supported if they knew how to work with learners who have barriers to learning. These educators work in a school context where teacher-pupil ratios are high. According to Lewis (2009:14), little is understood about the problems that educators face on a daily basis. Table 2.4 indicates the factors that impact on teacher well-being in South Africa.

Table 2.4 Factors that impacted on teacher well-being

Number	Aspect	Percentage
1	Workload	57%
2	Large classes	55%
3.	School atmosphere	55%
4.	Poor physical condition of school	43%
5.	Learner discipline	42%
6.	Safety	41%
7.	HIV/AIDS	28%

Source: Lewis, J. (2009:14). Adapted.

It is evident from Table 2.4 that 57% of educators rate workload as one of the factors that impact on their well-being. According to Verespej (2000:30), teachers are flooded with various tasks. The findings by Lewis (2009:14) are corroborated by Minnaar (2009:2) as well as by Collett (2010:14). Table 2.4 highlights that 42% of educators feel that discipline impacts on their well-being. The findings of Lewis (2009:14) are confirmed by Serakwane (2008:55) who states that it is a challenge to maintain discipline in the contemporary classroom. Boon (2007:112) suggests that interactive leadership is a model based on trust, openness and respect which enhances the power of the leader and could be used to assist South African school management teams as it breaks down barriers between people and classes of people.

2.11 CONCLUSION

This chapter provided an account of the dynamics underpinning the need for an EAP model for secondary school educators in KwaZulu-Natal. Literature on EAP perspectives, the theoretical frameworks on EAP, current EAP models in the private sector and leadership perspectives against the background of EAP core technologies formed the basis of this chapter. Terreblanche (2011:1), as president of the Employee Assistance Professionals Association of South Africa, emphasises the need for innovative methods to assist troubled educators. McEwan (2012:1) attests that the most pressing challenge for principals is how to manage difficult educators effectively while still empowering them as professionals. The argument proposed by Terreblanche (2011:1) and McEwan (2012:1) necessitates the development of a coping mechanism in the form of the exploratory EAP model (Figure 3.1) as reflected in Chapter 3.

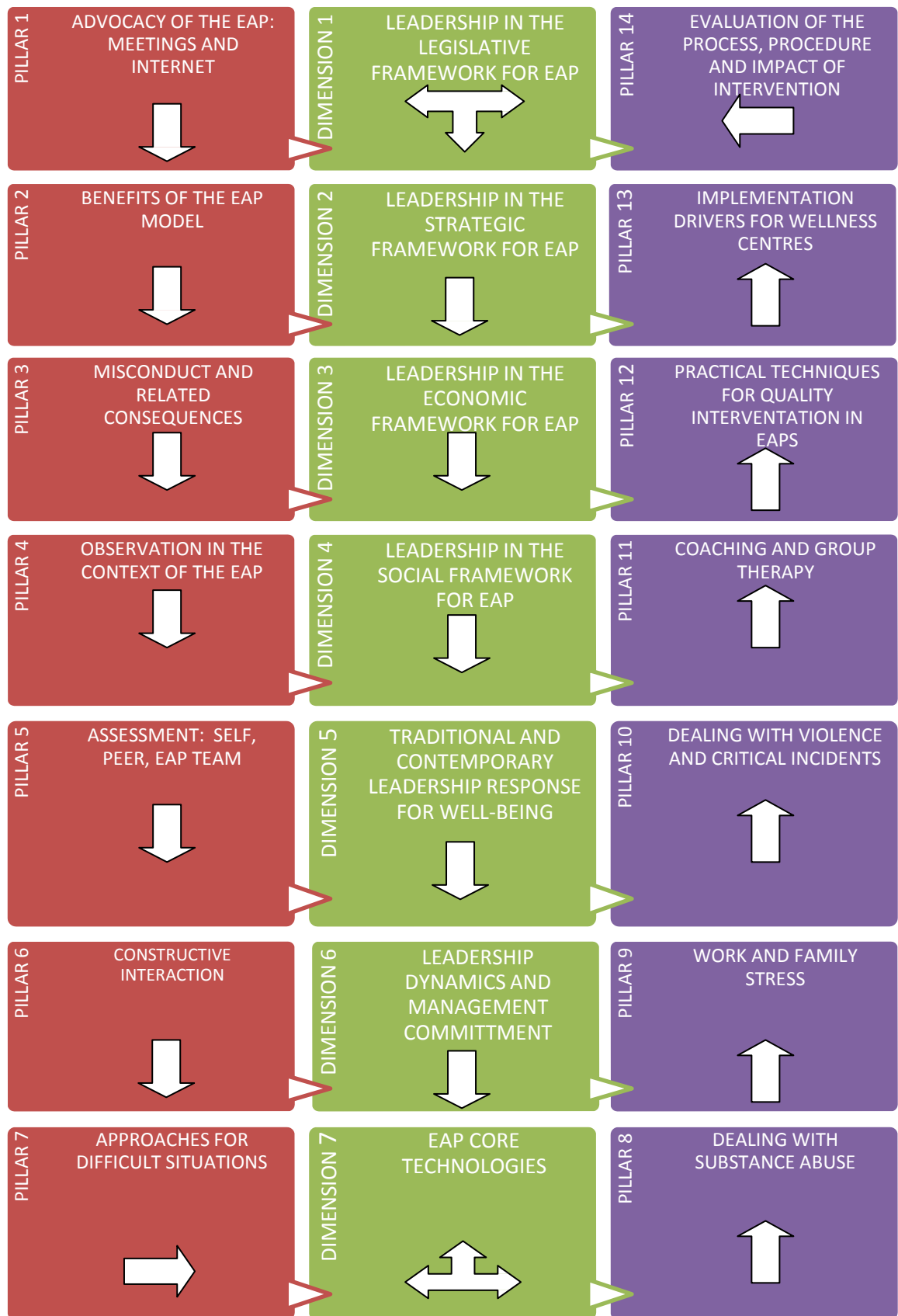
CHAPTER 3

FORMULATION OF THE EXPLORATORY EMPLOYEE ASSISTANCE PROGRAMME (EAP) MODEL FOR SECONDARY SCHOOL EDUCATORS IN KWAZULU-NATAL

3.1 INTRODUCTION

A review of literature indicated that there are currently no academic models on employee assistance programmes (EAP) for secondary school educators in KwaZulu-Natal. Arising from the theoretical framework and a review of non-academic models on EAP, this chapter proposes an exploratory employee assistance programme (EAP) model that is central to this study. This exploratory employee assistance (EAP) model comprises of 7 dimensions and 14 pillars. The dimensions and pillars are set up to assist secondary school educators and school management teams in dealing with the multiple realities in academia. Some social factors that impact on educator well-being are poverty, diversity, teaching loads, domestic problems, social dysfunction, personal problems, family conflict and HIV/AIDS. A planned tactical response is therefore necessary to assist troubled educators. Fitzpatrick (2006:12) attests that there is a dire need to attend to the problems in secondary schools in South Africa. It is therefore imperative that school leadership attend to these problems before they escalate to the detriment of secondary school educators and learners. This exploratory EAP model (Figure 3.1) is central to addressing various educator problems in keeping with the broader scope of EAPs. Manzine and Gwandure, (2011:75) implore others to broaden the EAP scope. Leadership commitment to the exploratory EAP model based on sound legislative principles can protect the rights of educators. This will translate into an improved quality of life. Berk (1998:38) argues that leadership is essential in complex relationships. Stevenson (2009:9) states that leaders govern the organization and should use sound frameworks. A frame of reference for schools in the form of the EAP model (Figure 3.1) follows.

Figure 3.1 **EXPLORATORY EMPLOYEE ASSISTANCE PROGRAMME (EAP) MODEL**



3.2 OVERVIEW OF THE 21 QUADRANTS AND 7 SYSTEMIC DIMENSIONS OF THE EMPLOYEE ASSISTANCE PROGRAMME (EAP) MODEL FOR SECONDARY SCHOOL EDUCATORS

Berridge and Cooper (1994:17) assert that EAPs aim to tackle individualistic problems in a developmental and optimal way. The exploratory EAP model is aligned to this view. The exploratory EAP model (Figure 3.1) consists of 21 quadrants. Included in the 21 quadrants are 7 systemic dimensions and 14 pillars. The model is cyclical rather than linear in nature.

3.2.1 SYSTEMIC DIMENSION ONE: LEADERSHIP IN THE LEGISLATIVE FRAMEWORK FOR EAP

National policy mandates govern relationships. The principal of a school has positional power. As there is some degree of difficulty in assimilating, processing and implementing legislation, the exploratory EAP model highlights the main aspects of legislation that impact on educator well-being. The legislation is not exhaustive but confined to the relevant Acts.

The Occupational Health and Safety Act 85 of 1993 (Republic of South Africa, 1993) is designed to protect educators. Employers have the obligation to train health and safety representatives and consult with workers on safety. The Act supports the Constitution of South Africa, Act 108 of 1996 (Republic of South Africa, 1996), that stipulates the right to health and safety at work.

The purpose of the Employment of Educators Act 76 of 1998 (Republic of South Africa, 1998) is to regulate the conditions of service, discipline, retirement and discharge of educators. One of the tenets of the Employment of Educators Act 76 of 1998 (Republic of South Africa, 1998) stipulates the

sanctions for misconduct as well as serious misconduct. The educator may be dismissed if found guilty of theft, sexual assault, illegal possession of intoxicating, illegal or stupefying substances and causing grievous bodily harm to learners or colleagues. Hence, leadership has a significant role to play and, if not properly managed, the educator can be discharged.

The South African Council for Educators Act 31 of 2000 (Republic of South Africa, 2000) provides for the registration of educators. The Act stipulates that no person may be employed as an educator by any employer unless the person is registered with the council. Any educator that is dismissed will be deregistered. Thus, there is need for intervention before dismissal.

The Labour Relations Act 66 of 1995 as amended in 2002 (Republic of South Africa, 1997) was drawn up to advance economic development and labour peace, as well as collective bargaining and conditions of employment. No person may discriminate against educators or their employers for exercising rights stipulated in this Act. Apposite EAP intervention is necessary to resolve conflict and improve conditions. As a result, symbolic policy mandates will translate to reality.

Section 10 of the South African Schools Act 84 of 1996 (Republic of South Africa, 1996) stipulates that no person may administer corporal punishment at school to a learner. The educator that administers corporal punishment is guilty of an offence and could be convicted for assault or face dismissal. There is need for intervention in the form of an EAP that can assist with alternatives to corporal punishment.

The purpose of the Employment Equity Act 55 of 1998 (Republic of South Africa, 1998) is to redress the disparities in education that resulted from apartheid and other discriminatory laws and practices. There is need to achieve equity in the workplace by promoting equal opportunity and fair treatment. Conflict arises when affirmative action measures are instituted and preference given to designated groups. Educators need assistance in comprehending the transformation agenda of South Africa. Hence, the EAP can serve as a suitable intervention.

The Constitution of the Republic of South Africa, Act 108 of 1996 (Republic of South Africa, 1996) is supreme. All other legislation is subordinate to the Constitution of the Republic of South Africa that supplicates for a participatory approach. School leadership and educators need to move from bureaucratic administration to a flexible approach in the form of an EAP. The astute implementation of the legislative framework has the potential to advance the well-being of educators. The need to advance leadership capacity becomes highly important.

According to Verespej (2000:30), educators have too little time to concentrate on legal and other matters. Stevenson (2009:330) highlights the need for legislative interaction with other elements in the system. Boon (2007:73) attests the need to synergize justice and the law, yet reality demonstrates that they are often in conflict.

3.2.2 SYSTEMIC DIMENSION TWO: LEADERSHIP IN THE STRATEGIC FRAMEWORK FOR EAP

There must be a strategic or tactical framework that can serve as a frame of reference for school management teams. Maxwell (2007:43) points out the

need for planning and navigation in an EAP environment. The strategic framework of the exploratory EAP model (Figure 3.1) is developed as a planned and tactical approach which is necessary to meet the demands placed on secondary school educators and management members in the province of KwaZulu-Natal. According to Levy (2008:1), there are several benefits of a strategic EAP. Levy (2008:1) points out that the proactive approach, a performance driven service, having a holistic viewpoint, mitigating risk, following up on cases, being agile on site and providing a consultative EAP are the hallmarks of a strategic EAP. According to Maxwell (2007:11), leadership in the strategic framework is based on influence. Maxwell (2007:11) indicates that character, relationships, knowledge, intuition and experience are the factors that influence leadership.

3.2.3 SYSTEMIC DIMENSION THREE: LEADERSHIP IN THE ECONOMIC FRAMEWORK FOR EAP

According to Hughes (2007:27), academic institutions are unique settings for employee assistance programmes. Hughes (2007:27) points out that recent change in both the workplace and the employee assistance field have raised questions about the economic viability of internal programmes. Lindenberg (2009:1) highlights that it is difficult to make a case for wellness as managers want to quantify a return on investment. Boon (2007:61) indicates that some management members try to exploit workers while some workers do very little and want high salaries. Leadership must therefore strive to find a balance.

3.2.4 SYSTEMIC DIMENSION FOUR: LEADERSHIP IN THE SOCIAL FRAMEWORK FOR EAP

This exploratory EAP model (Figure 3.1) is developed to assist secondary school educators in overcoming some of the social challenges they face on a daily basis. According to Lewis (2009:16), South African educators have different historical qualifications and educational backgrounds. Lewis (2009:16) confirms that the majority of educator qualifications and backgrounds were developed under apartheid structures that deliberately disadvantaged a large section of the population and inequities still prevail. These educators that work in different and unequal contexts with different levels of resource and support require an appropriate EAP. Phatlane (2008:1) confirms that educators are subjected to many social challenges, for example, violence in secondary schools. Maiden and Philips (2008:1) argue that academic institutions are a diverse workplace unlike any other and EAP issues are unique.

3.2.5 SYSTEMIC DIMENSION FIVE: TRADITIONAL AND CONTEMPORARY LEADERSHIP RESPONSE TO EAP

Fritz (2004:3) contends that many organizations are still structured on management models of the 1980s. Such models were based on bureaucracy. The attitude of executives filters down to employees. Fritz (2004:3) further argues that management seems to be fighting fires as opposed to strategizing. It is therefore imperative for secondary schools to list tangible goals in the form of an action plan on how to support educators that have work and home related problems. A formal strategic framework is necessary.

Berridge and Cooper (1994:14) argue that the traditional approach to EAPs aims to tackle issues as close as possible to perceived problems as the rationale for industrial relations and conflict resolution. Boon (2007:3) maintains that “Africa is a place of many people, many tribes and many beliefs” and contemporary leadership theory is necessary. Maxwell (2007:1) contends that leadership impacts on every aspect of life and argues that, to change the direction of the organization, change the leader.

Scamardo and Harnden (2007:127) maintain that traditional EAPs provide support for employees. However, coaching for managers is neglected in traditional EAPs. In the contemporary setting, empathy, effective communication and a paradigm shift in leadership is necessary. School leadership can use traditional EAP theory (Berridge and Cooper, 1994 and Mannion, 1992). However, leadership should not tenaciously hold on to principles located in traditional paradigms as certain western leadership theories may not solve the problems in Africa. Boon (2007:35) argues that, while much has been written about Japanese and Western leaders, the gap exists in terms of an African model. According to Boon (2007:35), interactive leadership is a contemporary leadership response to address challenges in South Africa. Hence, the exploratory EAP model relies on both paradigms, traditional and contemporary.

3.2.6 SYSTEMIC DIMENSION SIX: LEADERSHIP DYNAMICS AND MANAGEMENT COMMITMENT TO EAP

According to Bottyan (2004:1), management must be committed to the EAP as the school climate depends on this commitment. The organizational climate in secondary schools is the collective impression, expectation and feeling of educators and management members. School management teams must show their commitment to handling problems collectively. Bottyan

(2004:1) contends that the factor that most significantly influences organizational climate is leadership style and leaders may not be as flexible and adaptable as the situation may require. This lack of flexibility and adaptability has the potential to create conflict.

It is important for leadership to commit and create an EAP climate that encourages dialogue. Allen (2008:1) as well as Davies and Ellison (2001:5) state that there is a need for dialogue and supportive environments for educators. The conceptual sophistication of EAP, a model on EAP, cultural concerns of EAP and conflict are some of the myriad issues facing South Africa and there should be strong commitment from leaders to attend to these dynamics. Leadership should also commit to assisting educators with family problems. Xaba (2006:2) indicates that family problems reduce productivity and morale.

Piek (2008:1) and Collett (2009:17) argue that a lack of support from school management and district creates negative feelings amongst educators. Management commitment to EAP is therefore essential. Mahlangu (2005:1) as well as Patterson, Grenny, Maxfield, McMillan and Switzler (2009:110) point out the need for leadership dynamism and commitment to assist with power relationships and environmental factors. According to DeFour (2011:2), the leadership dynamics of the principal should change as many educators hold the view that the principal is a bully who fosters fear and anxiety. DeFour (2011:2) and Duchscher (2011:1) affirm that educators are subjected to repeated verbal abuse, threats, sabotage of performance and psychological vulnerability.

Mncube (2009:29) asserts that principals should be committed to maximize participation and ensure that there is collective decision making. According to

Steyn (2010:1), the central trend in education reform is a devolution of decision making powers from central level to school level. Leadership is challenged by the new policy framework for decentralised decision making that is embedded in the SA Schools Act 84 of 1996 (Republic of South Africa, 1996b). Leadership should therefore be committed to the implementation of new policy mandates. Handy (2009:1) affirms that leadership has an important role to play in improving conditions of employment and implementing new policy frameworks.

Hesselbein, Goldsmith and Beckhard (2009) state that the new leadership dynamics imply new skills. Empathy, leading by example and communication skills are necessary in any environment. Stevenson (2009:329) contends that leadership should commit to job rotation to avoid monotonous situations. Mitroff and Anagnos (2009:219) argue that school management should understand that crises have the potential to disrupt an organisation. Miller (2003:77) Gina (2006:1) and Maritz (2003:254) see the need for a commitment to become transformational leaders rather than transactional leaders as they reward and recognize accomplishments, take corrective action and intervene when standards are not met. Leaders provide vision and promote rational thinking, both fundamentals of an effective EAP. Roodt and Odendaal (2003:35) and Boon (2007:125) attest the need for leadership to be committed to Ubuntu and umhlanganos so that everyone has an opportunity to share in management and leadership. Odendaal and Roodt (2003a:130) suggest that school management teams should be committed to integrative theoretical approaches. Daalen and Odendaal (2003:420) affirm the need for school management teams to assist in terms of the physiological, psychological and behavioural symptoms of secondary school educators.

3.2.7 SYSTEMIC DIMENSION SEVEN: THE EAP CORE TECHNOLOGIES

A study by Simelane (2007:1) showed that managers of schools required training on EAP core technologies. Michalak and Yager (2001:1) and Bottyan (2004:17) reaffirm the need for training on core technologies.

Table 3.1 A Summary of Nine EAP core technologies

Core Technology 1	Consultation and training of leaders and managers.
Core Technology 2	Active promotion of EAPs.
Core Technology 3	Problem identification and assessment.
Core Technology 4	Constructive interaction, motivation and short term assistance.
Core Technology 5	Referral for diagnosis, treatment, monitoring and feedback.
Core Technology 6	Establishing and maintaining relationships.
Core Technology 7	Consultation, benefits and problems.
Core Technology 8	Evaluation of the EAP.
Core Technology 9	Prevention.

Source: Merrick, E. (2011:10). Adapted.

3.3 OVERVIEW OF THE 14 PILLARS OF THE EXPLORATORY EAP MODEL FOR SECONDARY SCHOOL EDUCATORS

Greengard (2003:18) states that organisations should view employee assistance programmes (EAPs) as a maintenance contract for their most valuable resource. The pillars in the exploratory EAP model (Figure 3.1) aim to achieve this maintenance contract.

3.4.1 PILLAR 1: ADVOCACY OF THE EAP: MEETINGS AND INTERNET

For this current exploratory EAP model (Figure 3.1) to be effective, there must be advocacy and training for this framework. Merrick (2011:10) emphasizes the need for training as EAP core technology one states that consultation and training are important in EAPs. In keeping with the participatory approach advocated in the Labour Relations Act 66 of 1997 (Republic of South Africa, 1997), school leadership should discuss this EAP model at a staff meeting in order to create awareness of the assistance offered by EAP interventions.

There is also a need for the formalization of the exploratory EAP model in schools. The formalization of procedures and processes is confirmed by Scott, Sharar and Burgess (2003:10) who suggest that, while it takes time to formalize EAPs, their benefits justify the time taken. School leadership must ensure that they promote EAPs. Cohen (2001:64) suggests that it is important to get emotionally affected educators connected with resources that can solve their problems. The active promotion of the EAP will serve to encourage the troubled and or underperforming educator to use the resources if they are available.

Merrick (2011:10) points out the need for advocacy (EAP core technology two on the active promotion of EAPs). Roberts (2005:1), McGee (2003:1) and Sharma (2004:180) point out that by elevating the lives of others, life reaches its highest dimensions. To achieve this, it is necessary for EAP advocacy. Pillar 1, the advocacy of EAPs using staff meetings and internet, is essential in the exploratory EAP model. Williams (2008:1) and Gordon (2011:2) confirm that the internet is a useful method of communicating EAP.

3.3.2 PILLAR 2: BENEFITS OF THE EXPLORATORY EAP MODEL

The exploratory EAP model (Figure 3.1) has several benefits. Some benefits of this exploratory model are aligned to benefits suggested by Silberman, Kendall, Price and Rice (2007), namely:

- It serves to focus management to provide visible intervention;
- The EAP model is an exploratory model that calls for democratic practices in its implementation. Educators are adults who welcome participatory interventions;
- The exploratory EAP model serves as an immediate internal intervention. In crises, management and organisations welcome such interventions;
- The exploratory EAP model emphasizes support by the organisation. It places additional responsibility on the school management team to highlight the commitment of the school to supporting the well-being of educators;
- The exploratory EAP model provides a tentative structure during times of high stress. It helps managers and employees in difficult situations;

- The exploratory EAP model calls for dialogue in respect of the seven dimensions and fourteen pillars;
- The exploratory EAP model provides suggestions on dealing with critical incidents and recommends that school management teams must allow sufficient time for educators to recover from stressful and traumatic events;
- The exploratory EAP model suggests that school leadership should explore coping tools to deal with stress;
- The exploratory EAP model advises school management teams to implement legislation with a view to corrective rather than punitive measures;
- The exploratory EAP model highlights constructive assessment, constructive interaction, treatment, and where necessary, referral;
- The exploratory EAP model is a highly visible intervention. It reminds educators that services are available for troubled educators; and
- The exploratory EAP model is a reactive and proactive model. It outlines to leadership and educators how to react in crises and how to prevent crises.

The purpose of any EAP intervention is to assist troubled educators and or underperforming educators. The troubled educator and the role of leadership in assisting these identified educators is the main focus of EAPs. Leadership is entrusted with the task of determining and apprising educators on the benefits of an EAP. Grant, Gardner, Kajee, Moodley and Somaroo (2010:10) confirm the important role of leadership in schools.

3.3.3 PILLAR 3: MISCONDUCT IN RELATION TO THE EAP

Patterson, Grenny, Maxfield, McMillan and Swartzler (2009:110) state that “if you do not punish educators when they violate a core value, that value will lose its moral force”. The Employment of Educators Act 76 of 1998 (Republic of South Africa, 1998) lists two types of misconduct, namely: serious misconduct and less serious misconduct. The sanctions for misconduct as highlighted in the Employment of Educators Act 76 of 1998 are listed below:

- Counselling;
- A verbal warning;
- A written warning;
- A fine not exceeding one month’s salary;
- Suspension without pay for a period not exceeding three months;
- Demotion; and
- Dismissal, if the nature or extent of the misconduct warrants it.

It is imperative that the troubled or underperforming educator be referred to the EAP. Hence, the exploratory EAP model is a first intervention. If the EAP fails, the troubled or underperforming educator should be referred to the Department of Education to take over the management of the case.

3.3.4 PILLAR 4: OBSERVATION IN THE CONTEXT OF EAPs

School Leadership and educators need to be empowered to observe events that can lead to dismissal or serious sanctions against their colleagues. The Montgomery County Public School (2006:1) developed a checklist for

substance abuse like Alcohol, Marijuana, Cocaine, Opiates, Amphetamines (Speed) and Phencyclidine (PCP) that affects the central nervous system. It first affects those areas of the brain that affect self-control. These substances dull the senses and impair muscle coordination, memory and judgment. The Montgomery County Public School (2006:1) suggests that the following are consequences of substance abuse.

- Impaired reaction time;
- Reduced concentration;
- Risk taking;
- Impaired vision; and
- Reacting with anger.

Table 3.2 presents the checklist that is used in the Montgomery County School (2006:1).

Table 3.2 Checklist for Alcohol and Drug Abuse

SPEECH	APPEARANCE	EYES	BEHAVIOUR
Loud	Fumbling	Bloodshot	Moody
Incoherent	Trembling	Watery	Depressed
Slurred	Perspiring	Dilated pupils	Irritable
Inappropriate	Drowsiness	Blank	Blaming
Pronunciation	Unkempt	Droopy	Paranoid
Rapid	Flushed	Involuntary	Confusion

Source: Montgomery County Public School. (2006:1). Adapted.

The consequences for any of the transgressions could be a verbal warning, a written warning, suspension, demotion or dismissal as listed in pillar 3. However, it is equally important to find the cause of substance abuse and provide the necessary assistance. Knowledge and awareness of the signs and symptoms are necessary for the early identification of the troubled educator. Early identification can lead to early intervention by using EAPs. Early intervention can prevent escalation of the problems to department or judicial level. Hence, the exploratory EAP model (Figure 3.1) can be used as a support mechanism for troubled or underperforming educators.

3.3.5 PILLAR 5: ASSESSMENT IN THE EAP

According to Prabupada (1992:1), “society is sometimes misled by leaders who are unaware that the main objective of human life is self-realization”. In light of this, school management teams should encourage self-realization as a component of EAP assessment. Berridge and Cooper (1994:10) agree that, at times, specialist assessment is necessary. In such instances, school management teams must refer the troubled educator to the Department of Education for specialist assessment. Tichy and Bennis (2009:152) concur that self-assessment, specialist assessment and timing of assessment is important. Self-assessment is an important component for the wellness of educators in secondary schools. Colleagues, management and union officials’ assessment are the other elements of EAP assessment. Agreement on the procedures and processes of assessment should be reached.

3.3.6 PILLAR 6: CONSTRUCTIVE INTERACTION IN AN EAP

After a peer, union representative or management member makes an assessment that a colleague needs assistance, it is time for interaction with

the troubled or underperforming educator. Interaction must be viewed from a sensitive perspective as legal issues may arise if not properly undertaken. The EAP environment demands constructive interaction. There must be consultation amongst the school management team on how best to interact with the educator. It may be necessary to document events prior to interaction. However, this precept may be viewed as sinister in an EAP environment as educators may view this as a written warning. Awareness and agreement on the process and procedure, as well as the involvement of trade unions is therefore necessary. Odendaal and Roodt (2003b:180) suggest that the purpose of the interaction is to motivate behaviour change.

The main focus of constructive interaction is to get the troubled or underperforming educator to acknowledge that there is a problem and that a solution is being sought. According to Oelofsen (2007:32), the educator must become aware of the problem and focus so as to attend to and to be in touch with current reality. Similarly, the main tenet of gestalt therapy is to help people develop awareness of problems in order to make choices, determine their existence and become self-sufficient. Maxwell (2009:13) details the steps for effective interaction.

- Step 1: Confront only if you care for the person;
- Step 2: Meet as soon as possible;
- Step 3: First seek understanding, not agreement;
- Step 4: Outline the issue;
- Step 5: Encourage a response; and
- Step 6: Agree on an action plan.

3.3.7 PILLAR 7: DEALING WITH DIFFICULT SITUATIONS IN AN EAP

The Montgomery County Public School (MCPS, 2006) handbook stipulates the action that could be taken for difficult situations. If the employee denies or refutes the observation, the management team should listen respectfully and then repeat the observation, emphasizing the rules and policy. If the employee talks non-stop, management should ask questions that prompt 'yes' or 'no' answers. If the employee cries, the management members responsible for EAP should respond with empathy, allow the employee to regain control and indicate that established rules are being considered. Management members responsible for EAP should emphasize that this is not a blaming session. If the educator remains silent, ask non-threatening questions. If the employee is aggressive or belligerent, remain composed and use a calm tone of voice. An inappropriate tone will result in a win/lose situation. For uncooperative educators, repeat observations and stick to the facts. If these approaches fail, then the matter should be referred to higher authorities.

3.3.8 PILLAR 8: THE ROLE OF THE EAP IN SUBSTANCE ABUSE

While it is acceptable to take drugs prescribed by a medical doctor, it may become necessary to send the educator home if the safety of colleagues or learners is jeopardized. According to Macdonald (2009:4), educators are forbidden from consuming alcohol at any time during the working day, including breaks. Even small amounts of alcohol can impair performance and jeopardize safety. The use of illegal drugs or the misuse of other drugs is forbidden. The educator that is inebriated must be removed from the premises. Transport arrangements should be made to assist such an educator as a safety measure. Meetings and counselling can be conducted at a later date. Knudsen, Roman and Johnson (2004:121) and Macdonald

(2009:2) attests that a model should be designed to ensure that employees are aware of the risks associated with alcohol and drug abuse, as well as the consequences of their actions.

3.3.9 PILLAR 9: ROLE OF EAPs IN MULTIPLE STRESS

Pottas (2004:1) argues that educators are expected to embrace the new philosophy of inclusive education. Educators are expected to think and work with a new frame of reference without training. Somo (2007:1) supports these arguments and motivates for school-based professional development of educators in order to meet new challenges of curriculum changes that lead to stress. Karp (1996:6) points out that in gestalt theory, individuals should be assisted with stress. Horn (2009:2) argues that the gestalt therapeutic process model can assist teachers who suffer from career related stress.

According to Smith (1999:115), stress is now defined as a reaction to the increasing complexity of modern life. Carolyn (1996:1) concludes that stress is a major factor that contributes to employees getting absent. Van Wyk (2004:1) affirms that teaching is one of the most stressful jobs whilst Haywood (2009:9) confirms that educators who are bullied are emotionally traumatized and stressed. Silberman, Kendall, Price, and Rice (2007:91) attest that health and productivity are compromised in traumatic situations and during times of high stress. A recent survey conducted by Scamardo and Harnden (2007:129) suggests that the greater the stress level in the organisation, the more important the leader's soft skills became. Managers reported that their greatest challenges were to motivate staff who were stressed and some educators resorted to alcohol and drugs to alleviate stressful conditions.

3.3.10 PILLAR 10: ROLE OF EAPs IN DEALING WITH VIOLENCE AND CRITICAL INCIDENTS

Peters, Mbuyazi and Pillay (2010:5) as well as Serakwane (2008:55) reported that educators were subjected to violent attacks from learners, other educators and members of the community. There are serious consequences to violence. The educator experiences various emotional reactions as a result of the violence and is failed by the system. According to Silberman, Kendall, Price, and Rice (2007:92) a critical incident is an event that has the potential to overwhelm one's usual coping mechanisms. This results in psychological distress and an impairment of normal adaptive functioning.

Silberman, *et al.* (2007:92) highlight that the following are examples of critical incidents:

- Line of duty death;
- Suicide or homicide;
- Mass casualties;
- Hostage situations;
- Natural disaster resulting in severe injury/death or destruction; and
- Workplace violence in which life is threatened.

Silberman, *et al.* (2007:92) postulate that critical incidents create significant disruptions throughout an organisation and evoke a wide range of cognitive, behavioural and emotional response for those who experience or witness them. Employees reeling from such incidents become less productive, get absent and are at risk of accidents. They find it more difficult to readjust.

The components of the critical incident stress debriefing model (Silberman, *et al.*, 2007:93) are:

- Pre-incident education: Information about stress resilience;
- 1:1 supportive contacts: Providing support to an individual on a one to one basis;
- Defusing: A group technique to provide closure;
- Debriefing: A group process model to mitigate acute symptoms;
- Crisis management briefings (CMS): Provide information and rumour control;
- Demobilization: Ongoing structured emotional support; and
- Follow up/referrals: Link affected people and give feedback.

3.3.11 PILLAR 11: COACHING AND GROUP THERAPY IN EAPs

Xaba (2006:1) suggests that EAPs should help with coaching, whilst Haskins and Kleiner (1994:16) reaffirm that coaching and group therapy can assist with family, job, stress, marital and emotional problems. Changing trends mean that the scope of EAPs have to expand. The HIV/AIDS pandemic, workplace violence, degrading comments, racial slurs, the irate boss and natural disasters are some new areas that could also be included in EAPs. Coaching and group therapy is the paradigm shift for positive organisational behaviour. According to Scamardo and Harnden (2007:129), the central function of coaching is to facilitate personal and professional change and development. Coaches draw from their vast experiences to motivate, facilitate and guide educators towards positive change. Scamardo and Harnden (2007:129) maintain that there are basically three types of coaching:

one on one coaching, group coaching and systems coaching. One on one coaching is working with individuals on a one to one basis. Group coaching is conducted with several people who have a shared interest. Systems coaching refers to working with a system, for example, a government department. Principals should therefore provide opportunities for coaching troubled educators. Principals could also use group therapy to assist underperforming educators.

3.3.12 PILLAR 12: PRACTICAL TECHNIQUES FOR QUALITY INTERVENTIONS IN EAPs

Kehoe (2005:3) suggests practical techniques (Table 3.3) for quality intervention. It is evident from Table 3.3 that visualization, seeding, affirmations, acknowledging and synchronicity are some of the elements that can ensure quality interventions.

A dial up centre for troubled or underperforming educators could be viewed as a practical technique or an intervention that is readily available to assist these troubled or underperforming educators. According to Kehoe (2005:3), the variable for each technique to assist educators in an EAP context is highlighted in Table 3.3 below:

Table 3.3 Practical techniques to assist in an EAP environment

Name of Technique	Description of Technique
Visualization	Decide on what you want to do and spend time visualizing the reality, for example, friends complimenting you for being sober.
Seeding	Add feelings to the visualization, for example, extremely happy at being complimented by friends.
Affirmations	Repeat statements, for example, my goal is to stop smoking by December 2012.
Acknowledging	Stay with the good feelings of accomplishment and let your mind linger on success.
Synchronicity	Imprint success on the subconscious as it sets up energy that resonates on the whole.
Change	Change is a cumulative process that can create a new reality, therefore step boldly into the world.
Contemplation	Use the mind like a search light to seek new information about the problems at hand.
Strong self- image	Reinforce self- image so that temporary disappointments do not drag you down.
Opportunity	Look at the problem and relate it as an opportunity to change the lifestyle.
Healing	Spend several minutes a day bathing in thoughts of health and strength.
Fulfilling Relationships	Personal relationships are vital. Support and grow each other with meaningful human interaction.
Pay-off	Reward yourself for giving up drugs or alcohol. That is the pay-off for the journey of hardship.

Source: Kehoe, J. (2005:3). Adapted.

Marques (2006:844) and Sharma (2004:92) highlight the importance of living with unbridled exhilaration. Sharma (2004:143) confirms that Kaizen is essential and enlightenment comes through the consistent cultivation of mind, body and soul. Kehoe (2005:7) motivates for practical techniques to assist

educators and suggests that, instead of weak and scattered thoughts, there should be strong and concentrated techniques. Smart (2009:31) suggests an individual development plan which must maximize strengths and minimize weaknesses. Smart (2009:36) contends that this plan involves counselling, mentoring, teaching and interaction in the context of the EAP. Jugmohan (2012:1) confirms that KwaZulu-Natal principals find mentoring and leadership important aspects that require attention in secondary schools for troubled educators.

3.3.13 PILLAR 13: A WELLNESS CENTRE

Lindenberg (2009:1) points out that, due to financial constraints, some managers were of the opinion that short term survival was more important than the long term returns from wellness programs. Brennan and Beidel (2006:1) argue that the needs of the workforce change as a result of new demands. Chet (2009:1-8) states that organisations must move beyond the remediation of negative factors and promote an environment where employees excel. Kulper (2007:1) attests that effective partnerships are necessary to enhance effectiveness. Roman (1999:3) suggests resilience training to improve wellness. Relaxation, balance, flexibility and focus are four key competencies for wellness. Gingrich, Pavey and Woodbury (2003:1) postulate that individual self-awareness and self-management are important for wellness in relation to EAPs.

According to Kolbe and Tirozzi (2003:11), there are four key principles when establishing a school wellness centre and its commensurate benefits for EAPs. The first principle is to integrate the wellness programme into the coordinated health programme. The second principle is to tailor the health needs of the participants. The third principle is to encourage stakeholders to start small and build on a foundation. The fourth principle is to gather support

from a cross section of the community. The nine steps to establishing a wellness programme in the context of EAP as highlighted by Kolbe and Triozzi (2003:11) for secondary schools are:

- Step 1: To obtain administrative support;
- Step 2: Identify resources;
- Step 3: Identify a leader;
- Step 4: Organize a committee;
- Step 5: Gather and analyse data;
- Step 6: Develop a plan;
- Step 7: Implement the plan;
- Step 8: Evaluate and adapt the programme; and
- Step 9: Sustain the programme.

Bensimon (2010:1) points out that it is a challenge to respond to employees who suffer from psychological injury or disability. Ashley (1998:2) advocates the need for leadership in wellness centres. King (2006:1) maintains that the wellness centre must be presented to others. Tuber (2006:3) posits that, due to a lack of resources, it is necessary to look at networking opportunities to develop wellness centres, while Allen (2008:6) attests that it is important to share the wellness vision.

Allen (2008:6) highlights that a North Carolina school received an award for leadership in wellness as leaders reduced tobacco use and increased the number of people that focused on nutrition and exercise routines. Burke

County School received the Prevention Excellence Award in 2008 for strengthening its wellness policy and building wellness teams. In 2008, Iredell Statesville School received the Trailblazer award in employee wellness when it passed a policy that allowed employees to participate in physical activity on paid time.

3.3.14 PILLAR 14: EVALUATION OF THE PROCESS, PROCEDURE AND IMPACT OF EAPs

Berridge and Cooper (1994:7) mention that, while it incorporates elements from other initiatives, the EAP avoids being grounded in a restricted range of values. It represents a much wider and more coherent approach to the troubled educator and the troubled school. Hence, the exploratory EAP model seeks to be flexible. Its values are rooted in professional therapeutic practice, respecting employees' autonomy and involving managers and supervisors. It is owned by the organization, not an added extra or a social conscience. Although Employee assistance programmes (EAPs) have been operating for decades, few comprehensive studies have been conducted into their functioning and efficacy in addressing the problems of school educators. According to the Public Service Commission (Republic of South Africa, 2006:ix) the following could serve as imperatives for an EAP intervention:

- Leadership and management commitment to EAPs;
- EAP resources in the form of budgets and personnel;
- EAP coordinator dedication and passion;
- Communication by EAPs;
- Confidentiality of EAPs; and
- Compassionate guidance by EAPs.

Franz (2007:70) points out the need for the evaluation of the EAP since the literature on EAPs in education is sparse. The few studies that exist are dated and limited in scope. Therefore, it is necessary to evaluate the process, procedure and impact of EAP intervention on the troubled or underperforming educator. Csiernik (1995:25) confirms the need to evaluate the processes, procedures and the troubled or underperforming educator and plan accordingly to assist such educators.

3.4 CONCLUSION

Maxwell (2009:9) contends that management in secondary schools in KwaZulu-Natal is exposed to bureaucratic procedures. EAP doctrines require soft skills and new technologies, not a prevalence of bureaucratic structures. The exploratory EAP model (Figure 3.1) is developed as a change model that acts a catalyst for the troubled or underperforming educator and management members. Chapter 4 discusses the research methodology and design in this study.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

The literature reviewed in the previous chapter provided a systemic framework for the formulation of the exploratory EAP model for secondary school educators in KwaZulu-Natal. According to Cohen, Manion and Morrison (2003:45) as well as Kerr, Hall, and Kozuh (2004:1), research is the process of achieving solutions to problems using a planned and systematic method. Davies (2007:1) suggests that qualitative or quantitative methods can be used to conduct a successful research project. Du Plessis (2009:1) and Grimes (1998:1) affirm that research is necessary due to the current challenges in education. This chapter outlines the objectives of the study and provides an overview of the rationale for the choice of design that tests the acceptability of the exploratory EAP model. The process used in administering the data collection instrument and the methods used to collect and analyze the data are also presented. This chapter also provides an insight into the need for and how ethical considerations were maintained in this study.

4.2 PRINCIPLES OF RESEARCH DESIGN AND METHODOLOGY

Creswell (2009:3) states that qualitative, quantitative and mixed methods are the three types of research designs. According to Silverman (2001:2), the claimed features of qualitative research are “soft, flexible, subjective, political, case study, speculative and grounded theory”. Silverman (2001:2) further

attests that the features of quantitative research are “hard, fixed, objective, value-free, survey, hypothesis testing and abstract”. Gubrium and Holstein (1997:221) point out that the legitimacy of qualitative research is debated by some proponents of quantitative research designs. Silverman (2001:1) points out that “the choice between different research methods should depend on what you are trying to find out”. The chosen research design for this study that attempts to test the tenability of the developed exploratory EAP model (Figure 3.1) was the quantitative paradigm. The available literature indicated that very little was known about EAP in the education sector. Byrne (2002:14) emphasizes that exploration is necessary when little is known about the subject being researched. Hence, a quantitative research design incorporating an exploratory paradigm that probes, examines and investigates the available literature was adopted in this study.

4.3 RESEARCH METHOD

Silverman (2001:3) affirms that the main methods of quantitative research are “social survey, experiment, official statistics, structured observation and content analysis”. Silverman (2001:3) further attests that the features of the social survey are “random samples and measured variables”. As the social survey is representative and tests hypotheses, the research design employed for this study was quantitative in nature. Gorard (2003:1) and Gerring (2007:71) suggest that a research design must have a purpose. The purpose of this study was to develop an exploratory EAP model that could be tested statistically for its acceptability by means of various hypotheses. The research design that was used to test the tenability of the proposed exploratory EAP model incorporated numerical and statistical data. Scott and Xie (2005:15) assert that quantitative research that uses numerical or statistical information is common and its value and contribution in education cannot be denied.

4.4 PRIMARY DATA

Primary data is collected when the researcher is involved in empirical investigation or field work. Primary data in a structured form was collected from selected secondary schools in KwaZulu-Natal. A self-administered close-ended questionnaire was used to collect primary data from the sample of 512 secondary schools selected from the source list obtained from the Department of Education.

4.5 SECONDARY DATA

As EAP literature in the education sector was limited, secondary data on EAPs was sourced from both the private sector and public sector. Secondary data was sourced from a comprehensive review of internet articles, journal articles, text books, theses, dissertations, publications, government gazettes, magazines, newspaper articles, reports, conference proceedings and government policies. Secondary data assisted the researcher to develop the exploratory EAP model and underpinned the theoretical framework for this study, namely, the systems theory (Berk, 1998), gestalt theory (Nevis, 2000 and Karp, 1996) and leadership theory in the context of EAPs.

4.6 TARGET POPULATION

According to Fink (1995:1), a sample is a portion of the larger group called the target population. In this study, the target population was the total number of public secondary schools in KwaZulu-Natal. The target population for this study was obtained from a source list. This list was obtainable from the provincial department of education statistics in 2008. Of the 1 541 secondary schools, 49 were independent while 68 did not have details and these were

subsequently eliminated. Hence, a total of 1 424 public schools formed the target population in this study.

4.7 SAMPLING TECHNIQUES

According to Maree (2003:36), sampling is a very common practice and all methods of sampling can generally be classified under two types, namely: probability and non-probability sampling techniques. A discussion of probability and non-probability procedures follow.

4.7.1 PROBABILITY PROCEDURES

Maree (2003:36) states that in a probability sample “each element in the population has a known positive probability or chance to be included in the sample. According to Cohen, Manion and Morrison (2003:99) as well as Maree (2003:36), simple random sampling, systematic sampling, stratified sampling, cluster sampling, stage sampling and multiphase sampling are some of the different probability sampling techniques that apply to quantitative studies.

Maree (2003:36) confirms that a simple random sample originates when elements are drawn one by one from a jar with or without replacement and when each element in the population has an equal chance of being included in the sample. Alternatively, simple random samples are generally drawn from a table of random numbers. A table of random numbers can also be computer generated. In stratified random sampling, the population is firstly divided into homogenous groups called strata and from each stratum, a

simple random sample is drawn. In cluster sampling, the population is divided into subgroups which are known as clusters. Steyn, Smith, Du Toit and Strasheim (1994:22) and Fink (1995:14) state that systematic sampling involves selecting every n^{th} element to make up the sampling frame. According to Maree (2003:39), systematic sampling is very handy in cases where the population size is not known.

4.7.2 NON-PROBABILITY PROCEDURES

According to Maree (2003:36), convenience sampling, judgmental sampling and quota sampling are some of the non-probability procedures. Maree (2003:39) argues that convenience sampling involves drawing the elements that are most convenient. In judgmental sampling, the choice of the sample depends on experts from the population. In quota sampling, the researcher forms sub-populations or cells. According to Willemse (2009:20), in snowball sampling, sampling elements are selected based on referral from other survey respondents. This method is rarely used and depends on the nature of the topic.

4.7.3 SELECTION OF THE SAMPLE

According to Willemse (2009:19), the design of a sample describes the method used to select the sample from the population. Willemse (2009:19) further attests that the size of the population, resources available, sampling error and variation in the population are some of the factors that influence sample size. The method used to determine the sample for this empirical study was selected from a table for sample selection. Boyd (2006:30), Sekaran (1992:253), Steyn, Smith, Du Toit and Strasheim (1994:22) and Fink (1995:44) explain that when the target population is 1 424, the recommended

sample size at a confidence level of 95% with a 3.5% margin of error is 512. Hence, a questionnaire was posted to a sizeable sample of 512 randomly selected respondents from the target population of 1 424. However, only 311 out of the 512 respondents returned the questionnaire to the researcher. Of the 311 returned questionnaires, 1 questionnaire was discarded as the respondent did not answer many questions. The response rate for this pedagogical study was therefore 59.7% (310 out of 512).

4.8 MEASURING INSTRUMENT

Bourque and Fielder (1995:1) assert that mailed questionnaires are frequently used in research and caution that neophyte surveyors often assume that the questionnaire can be developed overnight. The questionnaire in this study was developed over a period of time. In the current study, a few dichotomous responses were needed to determine gender, awareness of policy and action plans in practice. Maree (2003:16) emphasizes that dichotomous questions are highly structured and require yes or no responses. However, the majority of questions in this study were based on Likert scales. Cohen, *et al.* (2003:253) maintains that Likert scales allowed for objective responses. The measuring instrument in this study included the pertinent questions related to the topic, the problem statement and the objectives.

4.8.1 CHARACTERISTICS OF A GOOD QUESTIONNAIRE

According to Willemse (2009:15), a good questionnaire has three parts, namely: an administrative part; a classification part; and subject matter of inquiry. In a similar manner, the questionnaire was developed to cater for the administrative part, the classification part and the inquiry part (Section A, Section B and Section C). According to Maree (2003:108), the characteristics

of any standardized measuring instrument must be reliable, valid, objective, suitable and feasible. Cohen, Mannion and Morrison (2003:257) maintain that the order and layout of the questionnaire sets the tone for the empirical research. Bourque and Fielder (1995:17) state that the questionnaire must be short. It must include mostly close-ended questions and the questionnaire must stand alone, that is, all the information pertaining to the study should be included in the questionnaire. All these factors were considered in developing the close ended structured questionnaire for this study.

4.9 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT

Silverman (2005:210) emphasizes that another word for validity is truth and interpretation takes place even when using hard quantitative measures. Vithal and Jansen (2003:32) state that validity is an attempt to determine whether the meaning and interpretation of an event is sound or whether a particular measure is an accurate reflection. According to Vithal and Jansen (2003:33), “reliability is about the consistency of a measure, score or rating”. Vithal and Jansen (2003:33) further attest that “since the world of research with human subjects is not perfect, researchers developed a number of techniques for estimating reliability, i.e., the degree of error in measurement. One such technique is called the reliability coefficient, a measure which ranges from $r = 0$ to $r = 1$ (perfect reliability). The higher the correlation coefficient (i.e. the closer to 1), the higher the reliability of the measure and the lower the error of measurement”.

According to Leedy and Ormrod (2001:41), tests of reliability aim to show that the empirical investigation can be relied upon and provide the same consistent result if the questionnaire were to be administered repeatedly under similar conditions.

Leedy and Ormrod (2001:41) further state that reliability takes different forms in different settings or situations, namely:

- Interpreter reliability: the extent to which two or more individuals evaluate the same statement, product or performance and give identical judgments;
- Internal reliability: the extent to which all items within a single instrument yields similar results;
- Equivalent forms reliability: is the extent to which two different versions of the same instrument yield similar results; and
- Test-retest reliability: is the extent to which the same instrument yields the same result on two different occasions.

According to Leedy and Ormrod (2001:32), validity takes the following different forms:

- Face Validity: is often useful for ensuring the co-operation of people who are to participate in the empirical investigation, i.e. the research study;
- Content Validity: is the extent to which a measuring instrument is a representative sample of the content area (situation or domain) being measured;

- Criterion Validity: involves multiple measurements and is established by comparing scores on an instrument with an external criterion known or believed to measure the concept, trait or behaviour under study; and
- Construct Validity: is the extent to which an instrument measures a characteristic that cannot be directly observed but must be inferred from patterns in participant behavior.

Maree (2008:218) highlights that the following factors threaten the validity of a measuring instrument (questionnaire) and researchers should take cognizance of these factors. They are:

- If the instrument is not reliable, then it cannot be valid;
- Some respondents may tend to agree to all questions;
- Socially desirable responses – respondents answer in the manner they perceive or think what is expected as desirable;
- Politically correct responses; and
- The time of administering the questionnaire, e.g. in the afternoon the respondent may be tired.

Cohen, Manion and Morrison (2003:115) state that an appropriate sample should be used to ensure validity. In this study, the sample was determined scientifically from a table of sample selection developed by Sekaran (1992:253) and Byod (2006:30). Cohen, *et al.* (2003:116) further affirm that steps should be taken to avoid the non-return of questionnaires. Hence, reminders were sent to the selected sample respondents.

4.10 PILOT STUDY

According to Griffin (2005:1), Cronbach's Alpha measures internal consistency. Griffin (2005:1) argues that it is necessary to determine the reliability of the questionnaire in the pilot test. Hence, the questionnaire was piloted with a homogenous group of educators that did not make up the sample. The pilot test was conducted with ten randomly selected educators. Cohen, *et al.* (2006:261) assert that administering the questionnaire with a group of educators that do not make up the sample can assist the researcher to identify problem areas with the questionnaire. The feedback obtained in the pilot test was used to amend the questionnaire so that ambiguities were eliminated. The services of a statistician were retained to test the consistency of the questionnaire. The statistician administered the Cronbach's coefficient alpha test on the ten questionnaires and the results are in Table 4.1 below.

TABLE 4.1 CRONBACH'S ALPHA FOR THE PILOT TEST

Aspect	Cronbach's alpha for the 7 Dimensions in the EAP model	Cronbach's alpha for the 14 Pillars in the EAP model	Overall Cronbach's alpha
Alpha	.507	.843	.812

Table 4.1 shows that Cronbach's alpha for the 7 dimensions in the EAP model was .507. Table 4.1 reflects that Cronbach's alpha for the 14 pillars in the EAP model was .843. The overall Cronbach's alpha as reflected in Table 4.1 was .812. Cronbach's alpha for the dimension was slightly below the norm of 0.6 (Introduction to SAS. UCLA: Academic Technology Services, 2012). The values for the pillars and the overall values were excellent as it was

above the norm of 0.60. These values indicate a high degree of reliability. The pilot test allowed the researcher to modify questions that seemed ambiguous or confusing. The statistician suggested that the questionnaire be modified by adding seven more questions to the dimensions as the pilot test showed that Cronbach's alpha for the dimensions was .507.

4.11 DATA COLLECTION METHODS

According to Sharma (1995:137), the personal method, the telephone interview or the mail survey could be used to collect data. Table 4.2 reflects the criteria together with the different methods/procedures for data collection.

TABLE 4.2 CRITERIA AND DATA COLLECTION TECHNIQUE

NO	CRITERIA	PERSONAL METHOD	TELEPHONE INTERVIEW	MAIL SURVEY
1	Cost	Most expensive	Intermediate	Least Expensive
2	Speed	Slowest	Fastest	Intermediate
3	Accuracy	Most accurate	Least	Intermediate
4	Amount of data	Most	Least	Intermediate
5	Response rate	Highest	Intermediate	Lowest
6	Flexibility	Most flexible	Intermediate	Least flexible
7	Control <ul style="list-style-type: none"> • Sample • Interview • Administration 	Intermediate Best Worst	Worst Intermediate Intermediate	Best Worst Best

Source: Sharma, D.D (1995:137). Adapted.

Table 4.2 reflects that the personal method of data collection has many advantages. The highest response rate can be obtained from the personal method of data collection and this is the most accurate method. However, the personal method of data collection was not feasible for this study due to the cost associated with the personal method. As depicted in Table 4.2, Sharma

(1995:137) attests that the telephone method is the least accurate and the sample is the worst. Based on Table 4.2 the mail survey was selected as the respondents were based far and wide. The mail survey was best with respect to administration and was the least expensive of the three data collection techniques. Thus, the mail survey was the chosen strategy in this study. Willemse (2009:15) posits that the mail questionnaire survey should be used to cover a wide geographical area. Willemse (2009:15) further suggests that respondents can remain anonymous and will be more open and honest in their responses. Bourque and Fielder (1995:9) point out that the key disadvantage of the mail survey is the lack of control in respect of who actually answers the questionnaire.

4.11.1 DATA COLLECTION PROCEDURE

According to Maree (2003:48), face to face, postal, telephone, group and computer assisted survey methods can be used to collect data. In this study, a structured close-ended questionnaire (Annexure C) was used to collect the primary data. Vithal and Jansen (2003:21) posit that a survey questionnaire should be designed in a way that large-scale quantitative data could be solicited. This study involved using a mail survey with a self-addressed envelope (postage stamp included) was sent to the 512 respondents that made up the sample frame of this study. Maree (2003:49) emphasizes that the advantage of the mail survey is increased sample realization.

4.12 HYPOTHESES FORMULATION

Cohen, Mannion and Morrison (2003:15) state that a good hypothesis must have the character of a logical relationship. Willemse (2009:199) argues that the hypothesis is used to statistically test for significance between two

variables, the dependent variable and the independent variable, to draw conclusions. Gerring (2007:71) points out that all hypotheses have at least one independent variable (x) and one dependent variable (y). The hypothesis indicates what is being tested, that is, the relationship between the dependent and independent variable. Uys (2003:92) and Davies (2007:249) assert that it is important to use robust parametric testing to determine if relationships are significant. The independent variable in this study was the exploratory EAP model (x) and the components of the dimensions and pillars were the dependent variables (y). A further discussion on the hypotheses formulated in this study is conducted under the analysis of results and discussion of findings.

4.13 ADMINISTRATION OF THE QUESTIONNAIRE

Gubrium and Holstein (1997:56) mention that it is complex to research institutions as authorization is necessary. In the light of this, approval to conduct the study from the KwaZulu-Natal Department of Education (Annexure A) was obtained. The Department of Education advised that the letter of approval was to be attached to each questionnaire. Permission to conduct the study and administer the questionnaire (Annexure A), the covering letter (Annexure B) and the questionnaire (Annexure C) were mailed to 512 sample respondents in selected secondary schools in KwaZulu-Natal. 311 out of 512 sample respondents returned questionnaires to the researcher. However, upon scrutiny it was discovered that one respondent did not answer the majority of questions. This questionnaire was therefore discarded completely. From the remaining 310 questionnaires, some of the respondents left one or two questions blank. Sekaran (2003:303) refers to this as item non response, and these blank responses were left out of the statistical analysis, which varied for each question. Thus, this represented an average response rate of 59.7%.

4.14 ELIMINATION OF BIAS

Silverman (2001:93) states that in some quantitative studies, linguistic and sociological issues such as language usage and social context have been downplayed. To reduce the language and social quantitative bias, two secondary school principals from different language and social contexts assisted with the correction of the questionnaire. According to Fink (1995:56) and Willemse (2009:15), to minimize response bias, it was necessary to keep responses confidential and anonymous. Hence, the questionnaire was mailed so that respondents could remain anonymous and would be more open and honest in their opinions. In order to eliminate bias, the covering letter assured respondents of total anonymity and confidentiality of their responses.

4.15 ETHICAL CONSIDERATIONS

According to Vithal and Jansen (2003:26), political and ethical issues accompany data collection. Vithal and Jansen (2003:26) state that confidentiality and reporting are sensitive ethical issues. In light of this, the researcher guaranteed respondents that the data collected in this study was only going to be used for statistical purposes and the names of individuals and schools will not be mentioned in the reporting of the results. The completed questionnaires will be kept safely and discarded after a period of 5 years. Further, the researcher conducted the research in a manner that guaranteed confidentiality and anonymity regarding the responses of the sample respondents. Participants were free to answer the questionnaire and there was no coercion on the part of the researcher. These aspects were also reinforced in the covering letter (Annexure B) and attached to the questionnaire (Annexure C) as per KwaZulu-Natal Department of Education regulations.

4.16 DATA ANALYSIS

According to Sekaran (2003:301), editing data, handling blank responses, coding data, categorizing data files and programming precedes data analysis. Sekaran (2003:301) further affirms that goodness of data depends on reliability and validity. Sekaran (2003:301) confirms that appropriate statistical manipulations are used to test the hypotheses and thereafter it is necessary to interpret the results and discuss the findings. The data for each question was captured to form the composite data set. Thereafter, the appropriate statistical test using SPSS version 17 for windows was used to statistically test the hypotheses. According to Maree (2003:90), statistical techniques can be classified under two broad headings, descriptive statistics and inferential statistics. Descriptive statistics includes ordering and summarizing data using tables, graphs and calculating descriptive measures. Inferential statistics use robust statistical tests to produce meaningful values about the hypotheses tested.

Angrist, Imbens and Rubin (2005:149) assert that it is more important to determine the causal effects rather than mere associations between variables. This study determined, *inter alia*, the causal effect of advocacy, leadership, training and other elements of the 9 EAP core technologies against the exploratory EAP model variables. Byrne (2002:14) suggests that statistical tools can be used to see patterns and relationships. Byrne (2002:14) warns that, while graphical procedures that generate pictures and icons are useful tools, care should be taken not to be over reliant in their use. Gorard (2003:203) maintains that the relationship between two variables, known as a correlation, is best understood graphically. Stephens (2004:136) contends that correlation and regression analyses are two techniques that enable the researcher to determine the connection between the actual dimensions of two or more variables. Correlation is concerned with measurement of the strength

of the linear relationship between two variables. In this study, the Pearson's chi-square test was conducted to test 27 hypotheses.

4.17 CONCLUSION

This Chapter provided an account of the quantitative research methodology that was adopted in this empirical study. The target population, sampling, reliability, ethical considerations and data collection methods were explained. The next chapter outlines the results of the quantitative analysis. The analysis of the results for each analyzed response category is followed by a discussion of the key findings of the empirical component of the study.

CHAPTER 5

ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter presents the analysis of results and discusses the findings obtained from the empirical analysis of the questionnaire in this study. The data collected from the responses were analysed with the Statistical Package for the Social Sciences (SPSS) version 17.0 for Windows. The results are presented in the form of numbered graphs, figures and tables. The target population comprised 1 424 public schools in KwaZulu-Natal. The sample of 512 schools was determined from a table for sample selection (Boyd, 2006:30). A questionnaire that comprised mainly Likert Scales, together with a prepaid return envelope, was mailed to the sample of 512 randomly selected schools. 311 sample respondents returned the questionnaire. One questionnaire was discarded as many questions were not answered. 310 questionnaires were considered for this analysis of results. Sekaran (2003:303) states that for blank responses (item non response), it is necessary to indicate that "xx questions were not answered". Sekaran (2003:303) further attests that the researcher should "ignore the blank response". It was therefore necessary to indicate the number of sample respondents that did not answer the question. Hence, the average response rate varied for each question in this study. The overall average was in the region of 306 which equated to 59.7%. To observe protocol, the questionnaire was mailed to the principals of 512 secondary schools in KwaZulu-Natal. These principals determined which member of staff answered the questionnaire. Hence, the principal, deputy principal, head of department or secondary school educator formed the unit of analysis in this quantitative study. The main problem revolved around EAP policy and action

plans to implement EAP for troubled and underperforming educators. In light of this, an exploratory EAP model that comprised 7 dimensions and 14 pillars was developed for secondary school educators in KwaZulu-Natal. This chapter focuses on the descriptive and inferential statistics used for the analysis.

5.2 ANALYSIS OF RESULTS

An overview of descriptive and inferential statistics used in this empirical study is presented below. The preliminary analysis is shown using descriptive statistics. According to Levine, Ramsey and Smidt (2010:1), the term 'statistics' can have many meanings and as the number of observations get larger, it becomes necessary to condense the data into appropriate summary tables. Franzosi (2004:5) attest the need to present, analyse and interpret the findings. A frequency distribution is a summary table in which the data are arranged into established categories. The descriptive data in this study are presented in tables, pie charts and bar charts. Lind, Marchal and Mason (2004:6) argue that descriptive statistics describe the organising and summarising of quantitative data. Williamse (2009:29-34) states that discrete data can be presented using bar and pie charts.

According to Sekaran (1993:270), inferential statistics comprises two branches, namely: Parametric Statistical Tests (robust) and Non-Parametric Statistical Tests (less robust). The Pearson's Chi-Square (a non-parametric Test) was mainly utilized to test the hypotheses. The computed statistical results are shown in Annexure E. The relationship between gender, post level and length of service in relation to the exploratory EAP model was found to be significant ($p < 0.05$) at a 95 % confidence interval, as reflected in Annexure D.

5.3 DESCRIPTIVE ANALYSIS OF RESULTS

5.3.1 POST LEVEL BY GENDER

Table 5.1 Post level by gender (n = 286)

			Gender		Total
			Male	Female	
Post level	1	Count	71	115	186
		% of Total	24.8%	40.2%	65.0%
	2	Count	20	16	36
		% of Total	7.0%	5.6%	12.6%
	3	Count	25	7	32
		% of Total	8.7%	2.4%	11.2%
	4	Count	28	4	32
		% of Total	9.8%	1.4%	11.2%
Total		Count	144	142	286
		% of Total	50.3%	49.7%	100.0%

Table 5.1 illustrates the post level and gender of the respondents from the selected secondary schools comprising the sample in this study. Table 5.1 shows that 286 out of 310 respondents from the selected secondary schools comprising the sample provided details regarding gender and post level. The number of sample respondents that did not provide their personal information regarding post level and gender totalled 24. The sample consisted of males and females in a ratio of (almost) 1:1. Nearly two-thirds (65.0%) of the respondents were post level 1 educators. Management members are evenly spread across the remaining levels. Post level 2, 3 and 4 educators occupy management positions. The largest single grouping of respondents was female post level one educators (40.2%).

5.3.2 LENGTH OF SERVICE

Figure 5.1 Length of service (n = 286)

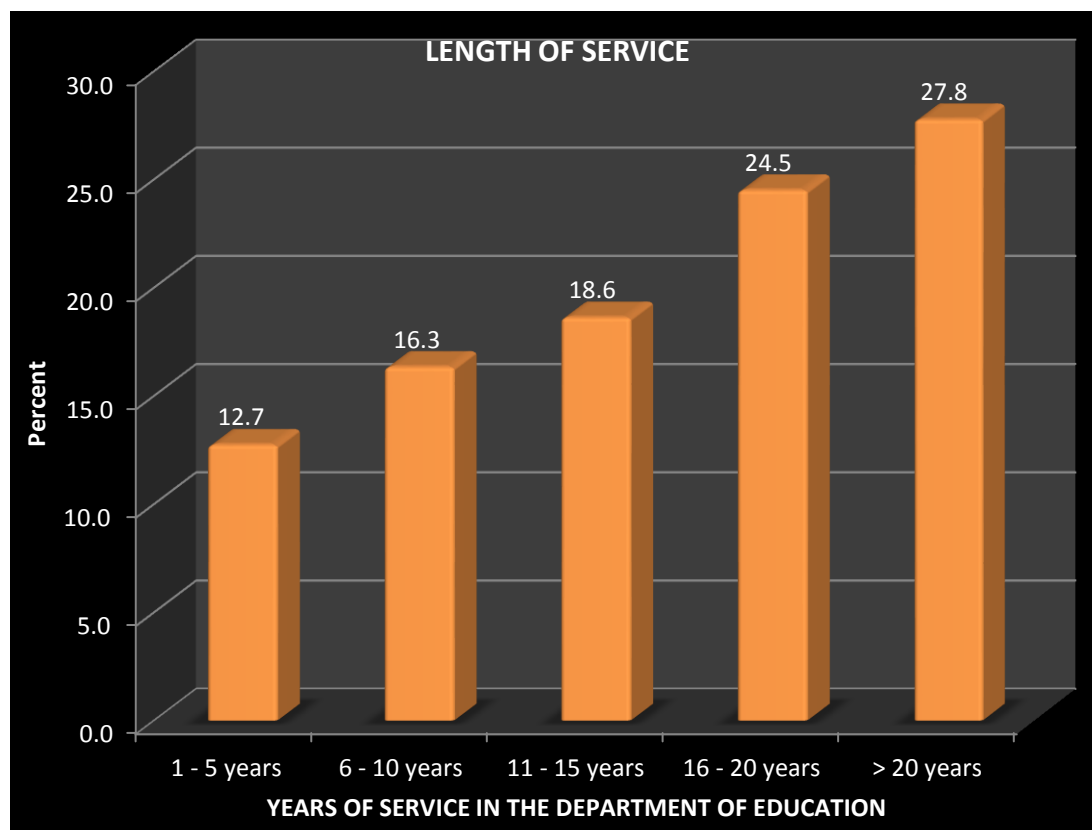


Figure 5.1 shows the length of service of the respondents from the selected secondary schools comprising the sample. 286 out of 310 respondents provided information on the length of service, while 24 respondents did not answer this question. As illustrated in Figure 5.1, approximately half of the educators from the selected secondary schools comprising the sample (47.6%) had less than 16 years teaching experience. Hence, feedback from junior educators was also incorporated into this study. More than half of the respondents from the selected secondary schools comprising the sample (52.3%) had been in their positions for more than 15 years. Hence, responses gained showed a fair reflection of their tenure for the 286 respondents that answered this question.

5.3.3 QUALIFICATION OF RESPONDENTS

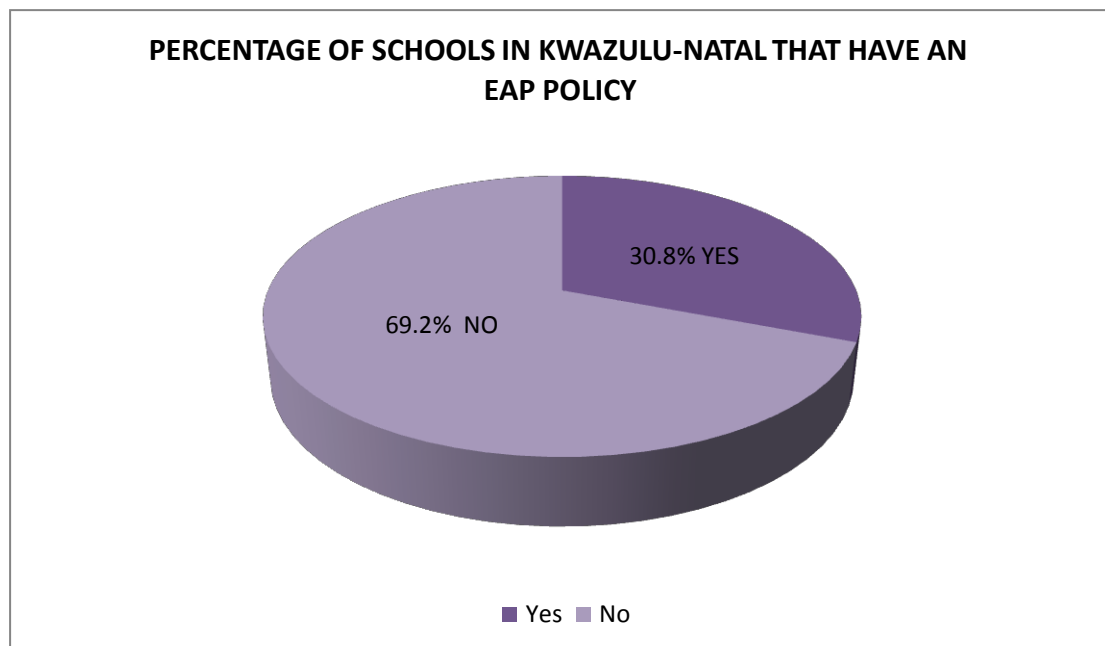
Table 5.2 Qualification by fields of specialization (n = 288)

			Highest Qualification						Total
			Matric	Diploma	Degree	Honours	Master's	Doctorate	
Qualification is in:	Education	Count	5	66	95	65	7	2	240
		% of Total	1.7%	22.9%	33.0%	22.6%	2.4%	.7%	83.3%
	Law	Count	2	0	4	0	1	0	7
		% of Total	.7%	0.0%	1.4%	0.0%	.3%	0.0%	2.4%
	Management	Count	0	1	4	9	0	0	14
		% of Total	0.0%	.3%	1.4%	3.1%	0.0%	0.0%	4.9%
	Leadership	Count	0	0	1	1	0	0	2
		% of Total	0.0%	0.0%	.3%	.3%	0.0%	0.0%	.7%
	Law and Management	Count	0	1	0	0	0	0	1
		% of Total	0.0%	.3%	0.0%	0.0%	0.0%	0.0%	.3%
	Taxation and Education	Count	0	0	0	1	0	0	1
		% of Total	0.0%	0.0%	0.0%	.3%	0.0%	0.0%	.3%
	Technical	Count	0	2	0	0	0	0	2
		% of Total	0.0%	.7%	0.0%	0.0%	0.0%	0.0%	.7%
	Education and IT	Count	0	0	1	0	0	0	1
		% of Total	0.0%	0.0%	.3%	0.0%	0.0%	0.0%	.3%
	Science	Count	0	0	2	0	0	0	2
		% of Total	0.0%	0.0%	.7%	0.0%	0.0%	0.0%	.7%
	Theology	Count	0	0	0	0	1	0	1
		% of Total	0.0%	0.0%	0.0%	0.0%	.3%	0.0%	.3%
Education, Management and Law	Count	0	0	1	0	0	0	1	
	% of Total	0.0%	0.0%	.3%	0.0%	0.0%	0.0%	.3%	
Education, Management and Leadership	Count	0	0	0	2	0	0	2	
	% of Total	0.0%	0.0%	0.0%	.7%	0.0%	0.0%	.7%	
Civil	Count	0	1	0	0	0	0	1	
	% of Total	0.0%	.3%	0.0%	0.0%	0.0%	0.0%	.3%	
Education and Management	Count	0	0	3	7	0	0	10	
	% of Total	0.0%	0.0%	1.0%	2.4%	0.0%	0.0%	3.5%	
Education and Law	Count	0	0	1	0	0	0	1	
	% of Total	0.0%	0.0%	.3%	0.0%	0.0%	0.0%	.3%	
Management and Leadership	Count	0	0	0	1	0	0	1	
	% of Total	0.0%	0.0%	0.0%	.3%	0.0%	0.0%	.3%	
B.Com Informatics	Count	0	0	1	0	0	0	1	
	% of Total	0.0%	0.0%	.3%	0.0%	0.0%	0.0%	.3%	
Total		Count	7	71	113	86	9	2	288

Table 5.2 shows that 288 out of 310 respondents from the selected secondary schools comprising the sample completed the information regarding their qualifications while 22 respondents did not answer this question. Table 5.2 illustrates that 113 out of 288 respondents (39.2%) had a degree as their highest qualification. Table 5.2 shows that 9 out of 288 (3.12%) had a master's degree, while 2 out of 288 (0.69%) had a doctoral qualification. Table 5.2 reflects that a small percentage of educators had leadership (0.7%) and management (4.9%) qualifications respectively.

5.3.4 SCHOOL EAP POLICY

Figure 5.2 School EAP policy (n = 302)

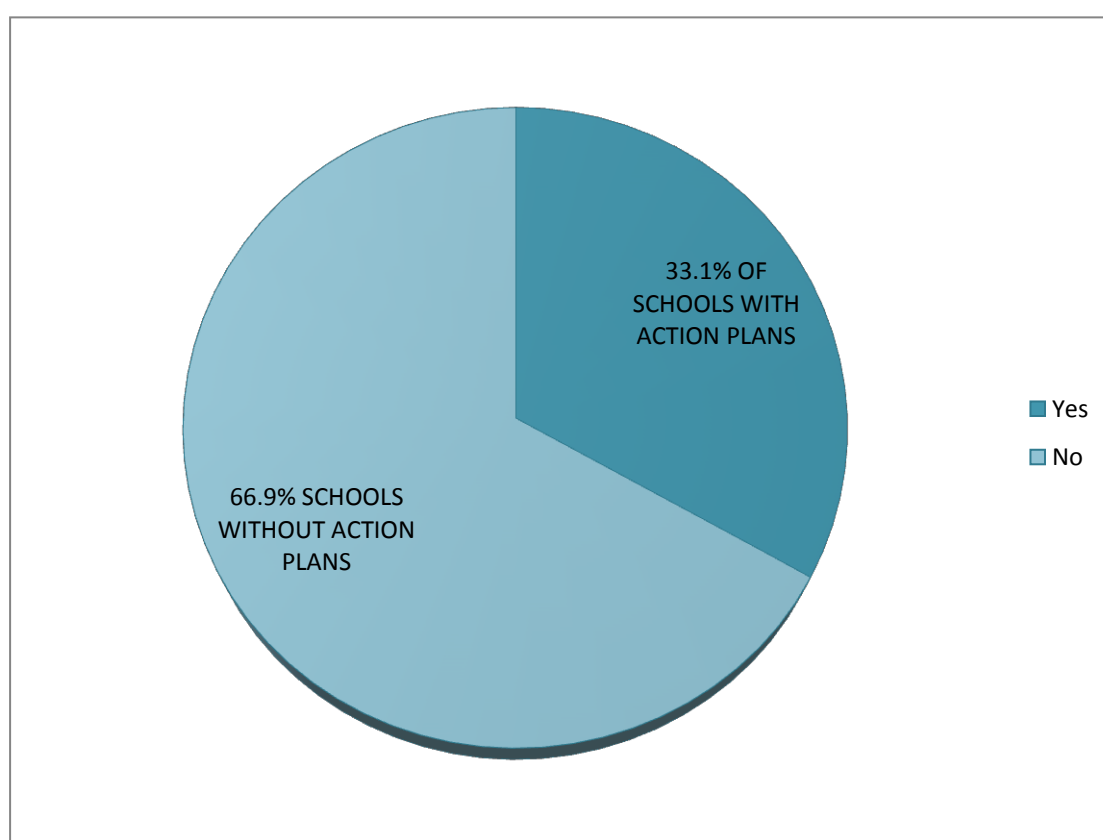


Eight respondents from the selected secondary schools that comprised the sample did not answer this question on whether or not their schools had an EAP policy. The pie chart (Figure 5.2) reflects that almost one-third (30.8%) of the respondents from the selected secondary schools comprising the

sample indicated that there was an EAP policy in their schools. A substantial number of respondents (69.2%) in Figure 5.2 indicated that their school did not have a clearly defined EAP policy.

5.3.5 ACTION PLANS TO IMPLEMENT EAP POLICY

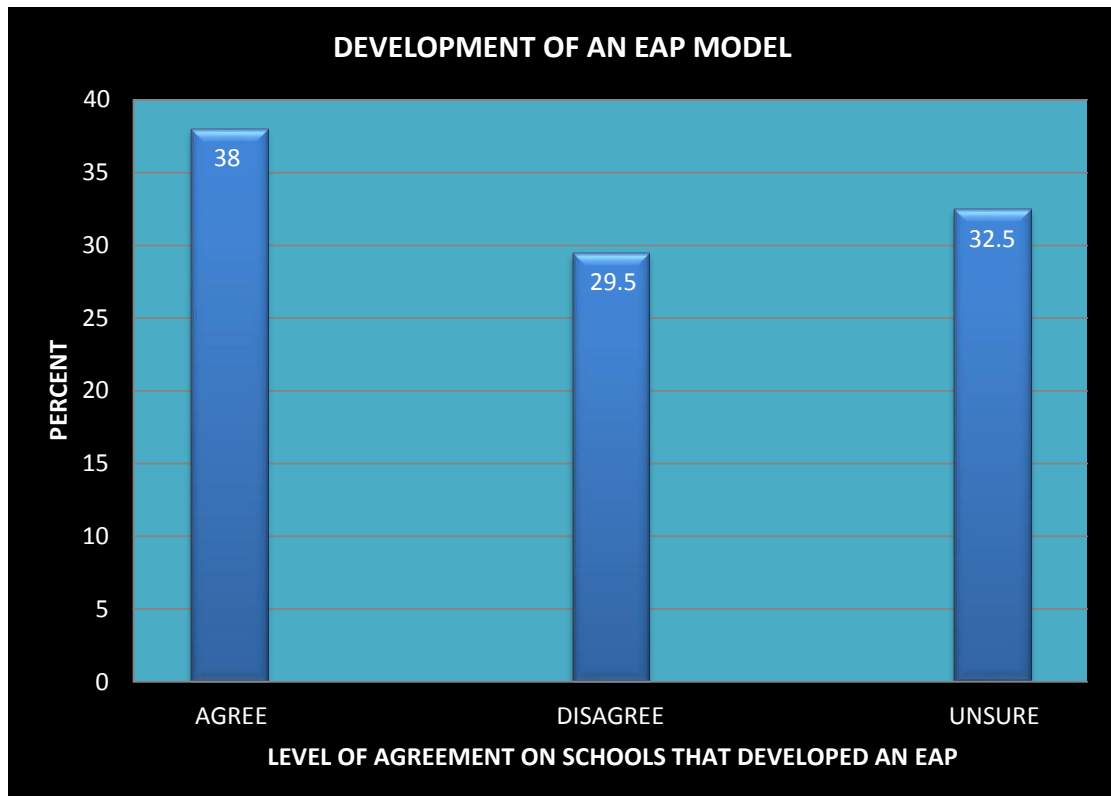
Figure 5.3 Action plans to implement EAP policy (n = 293)



The number of respondents from the selected secondary schools that comprised the sample who did not answer this question regarding action plans totalled 17. The pie chart (Figure 5.3) shows that only 33.1% of the respondents indicated that their schools had an action plan to implement EAP policy. The majority of respondents (66.9%) as illustrated in Figure 5.3 indicated that their school did not have a plan to implement EAP policy and procedures.

5.3.6 DEVELOPMENT OF AN EAP MODEL ALIGNED TO THE LEGISLATIVE FRAMEWORK

Figure 5.4 Development of an EAP model aligned to the Legislative framework (n = 293)

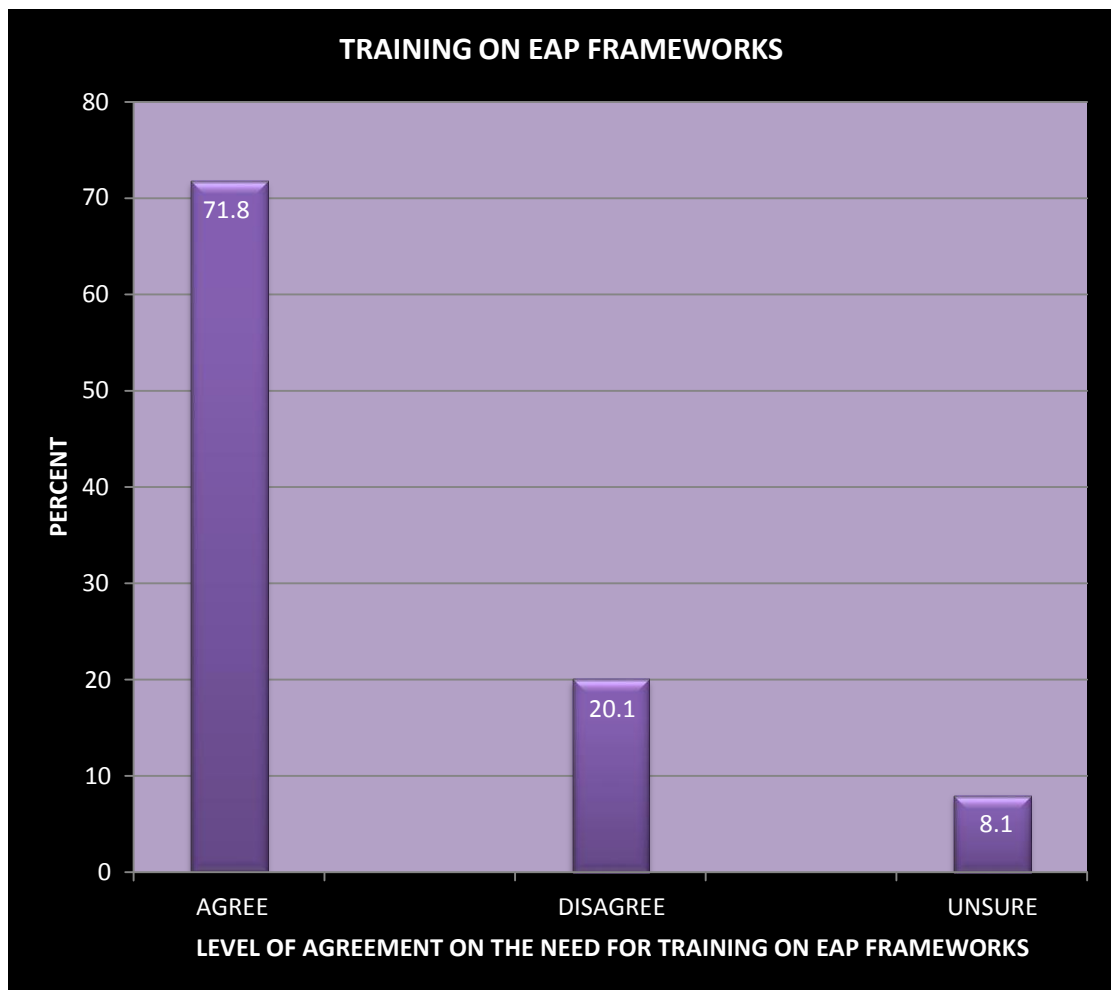


The number of respondents that did not answer the question on an internal EAP aligned to the legislative framework totalled 17. Figure 5.4 illustrates that 38.0% of the sample respondents agreed that the selected secondary schools developed an internal EAP model using the legislative framework. Figure 5.4 shows that 29.5% of the sample respondents disagreed that their schools developed an EAP model incorporating legislation while 32.5% were unsure if their secondary schools developed an internal EAP model. These figures affirm that approximately 62.0% of schools do not have an EAP model based

on the legislative framework. Laracy (2010:1) confirms the need to strengthen legislative frameworks to improve educator effectiveness.

5.3.7 TRAINING ON EAP FRAMEWORKS

Figure 5.5 Training on EAP frameworks (n = 308)

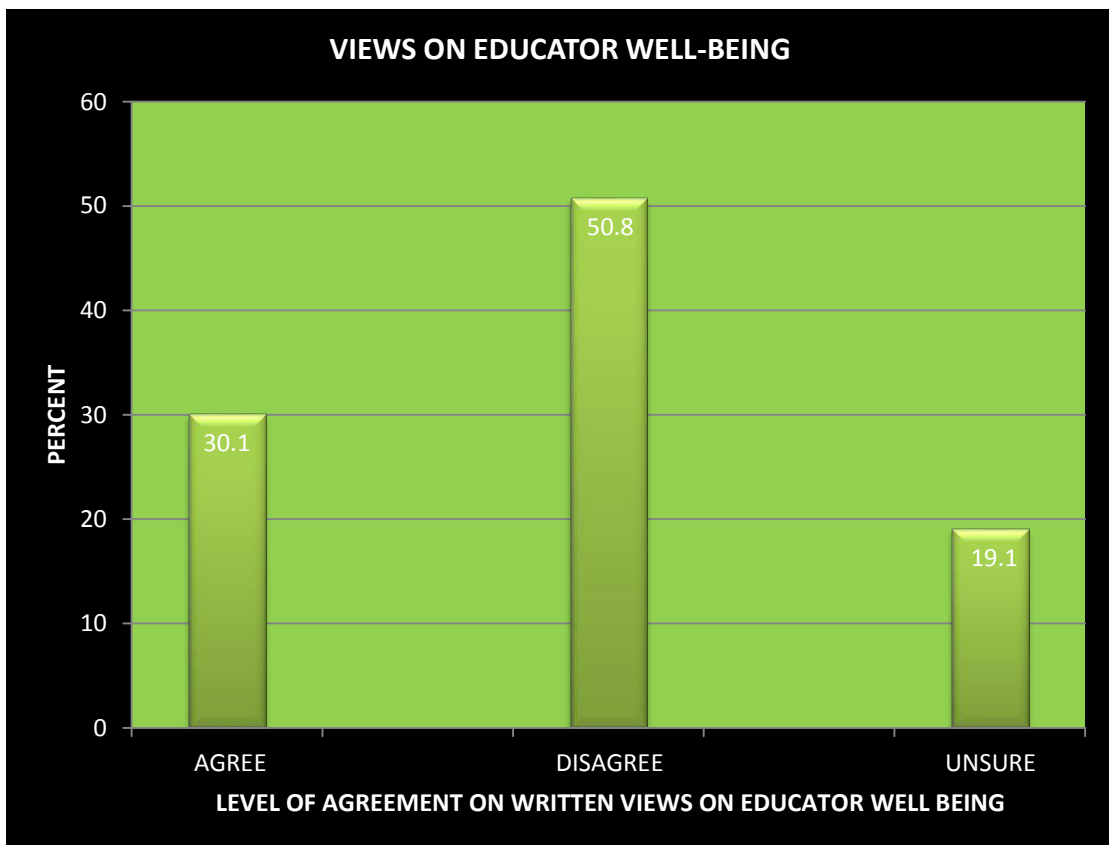


The number of sample respondents that did not answer the question regarding training on EAP frameworks totalled 2. Figure 5.5 illustrates the need for training on EAP frameworks. As shown in Figure 5.5, the majority of sample respondents (71.8%) agreed that they needed training on EAP

frameworks. Figure 5.5 also shows that only a small percentage (8.1%) was unsure that training on EAP frameworks was needed.

5.3.8 WRITTEN VIEWS ON EDUCATOR WELL-BEING IN THE CONTEXT OF THE EAP

Figure 5.6 Written views on educator well-being in the context of EAP (n = 309)



The number of sample respondents that did not provide information on written views on educator well-being in the context of the EAP totalled 1. The bar graph in Figure 5.6 shows that 50.8% of the sample respondents disagreed that the school management team obtained written responses from them

regarding their well-being in the context of EAP. As illustrated in Figure 5.6, 30.1% of the sample respondents from selected secondary schools concurred that the school management team did solicit written views on educator well-being in the context of the EAP, while 19.1% were unsure about written views in the context of the EAP.

5.3.9 PERCEPTIONS ON BUDGET FOR EAP SERVICE PROVIDERS

Figure 5.7 Perceptions on budget for EAP service providers (n = 310)

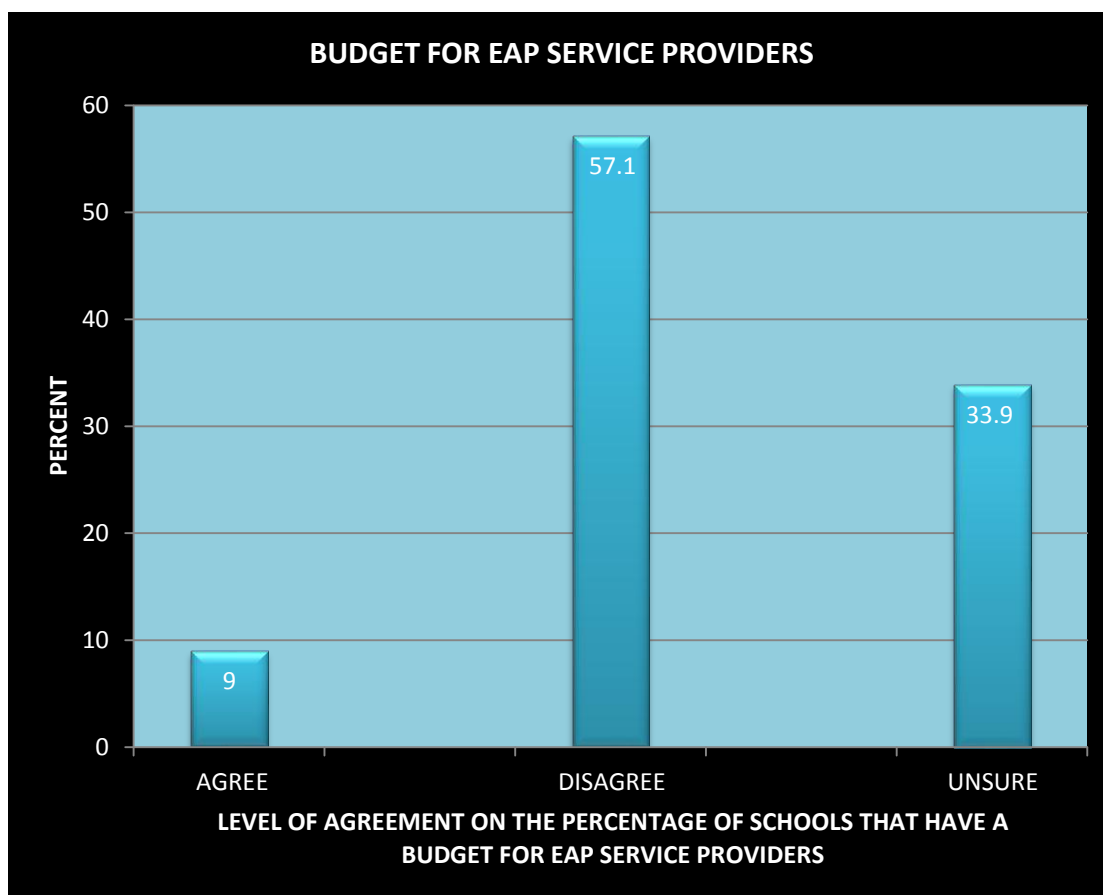
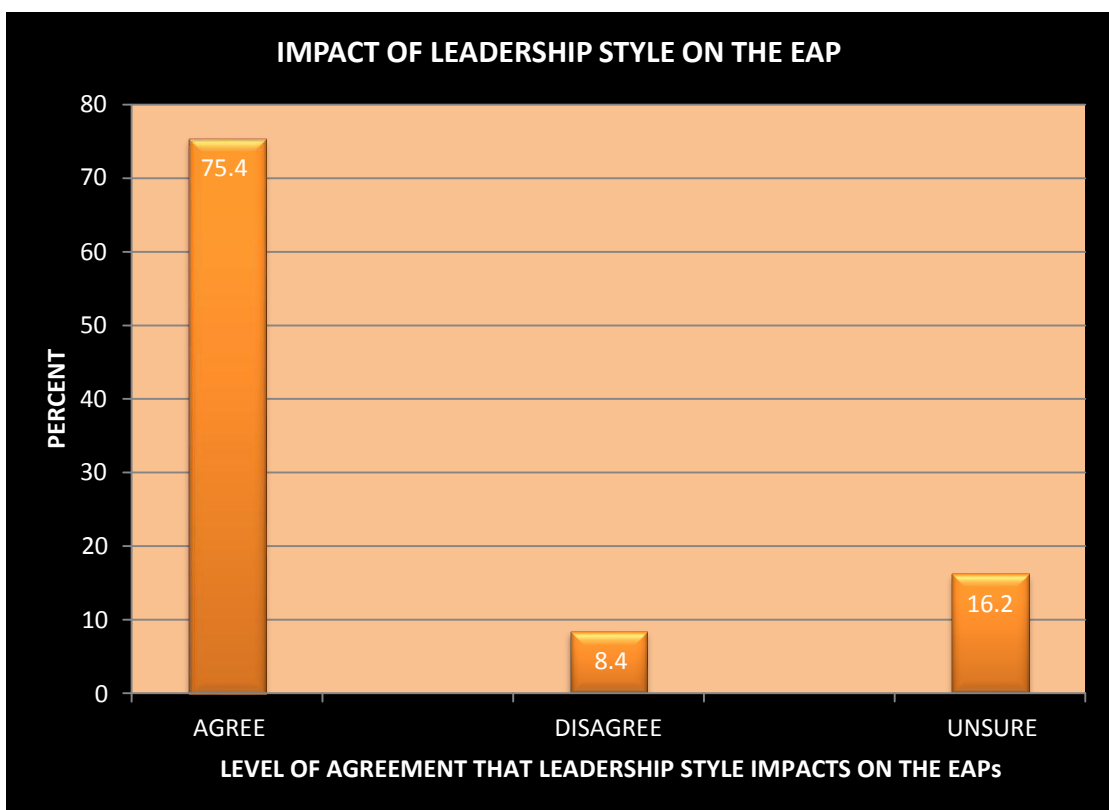


Figure 5.7 reflects that 57.1% of the sample respondents from selected secondary schools disagreed that the school had a budget to pay external

service providers the required tariff to assist troubled or underperforming educators, while 33.9% remained unsure on this statement. Only a small percentage of the sample respondents from selected secondary schools (9%) as illustrated in Figure 5.7 agreed that their schools had a budget to secure the services of external EAP service providers to assist troubled and underperforming educators.

5.3.10 IMPACT OF LEADERSHIP STYLE ON THE SUCCESS OF THE EAP

Figure 5.8 Impact of leadership style on the EAP (n = 309)

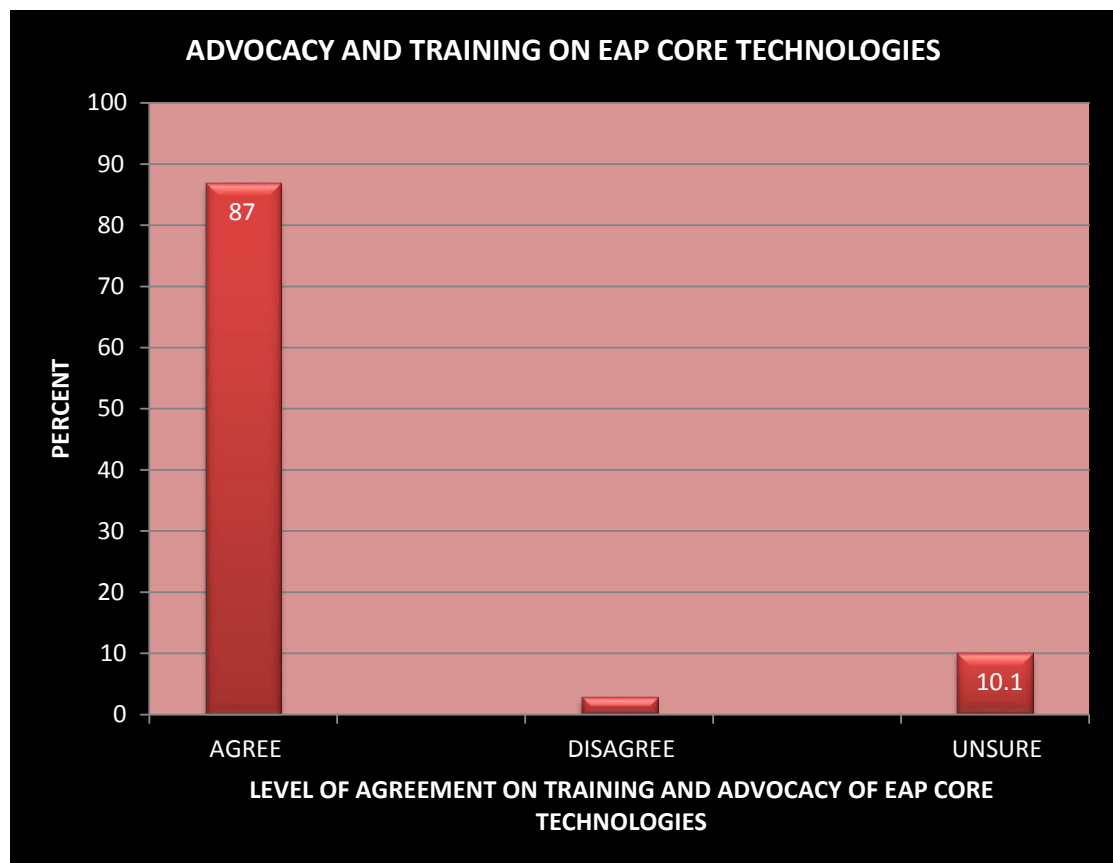


The number of sample respondents from the selected secondary schools that failed to provide information on the impact of leadership style on the success of EAP totalled 1. A significant percentage of the sample respondents (75.4%) as illustrated in Figure 5.8 agreed that the leadership style had a

bearing on the success of the EAP. Figure 5.8 illustrates that 16.2% of the sample respondents were unsure if leadership style influenced the success of the EAP. Figure 5.8 also shows that 8.4% of the sample respondents disagreed that the success of the EAP was dependent on the style of the leader.

5.3.11 ADVOCACY AND TRAINING ON EAP CORE TECHNOLOGIES

Figure 5.9 Advocacy and training on EAP core technologies (n = 309)



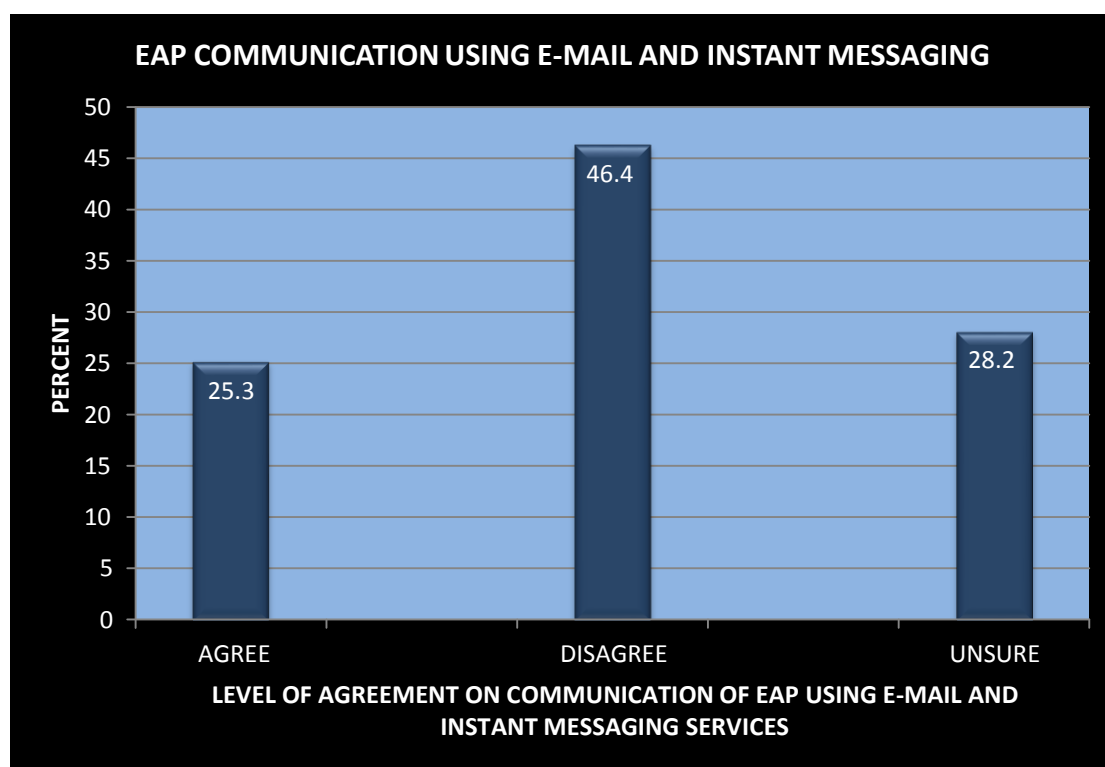
Only 1 sample respondent from the selected sample of secondary schools did not answer this question on advocacy and training of EAP core technologies. The core technologies in this context referred to, *inter alia*, consultation and assistance with work organisation leadership; promotion and availability of

EAP services; confidential and timely problem identification; motivation; health benefits; and evaluation. A majority of respondents (87.0%) as illustrated in Figure 5.9 agreed that there should be greater advocacy of the EAP core technologies as well as the need for more training on EAP core technologies. A very small percentage of respondents (2.9%) as depicted in Figure 5.9 disagreed with this statement that there should be advocacy and training on EAP core technologies.

5.3.12 E-MAIL AND INSTANT MESSAGING TO COMMUNICATE EAP

Figure 5.10 E-mail and instant messaging to communicate EAP

(n = 308)



The number of sample respondents from the selected secondary schools that did not provide information on using e-mail and instant messaging to communicate EAP totalled 2. Figure 5.10 shows that 46.4% of sample

respondents from the selected secondary schools disagreed that the school used e-mail and instant messaging services to communicate the benefits of EAP to them. Figure 5.10 also shows that 25.3% of the sample respondents from the selected secondary schools agreed that their schools communicated by means of e-mail and instant messaging, while 28.2% were unsure.

5.3.13 FRAMEWORK ON ASSESSMENT OF TROUBLED AND UNDER-PERFORMING EDUCATORS

Figure 5.11 Framework on assessment of troubled and under-performing educators (n = 310)

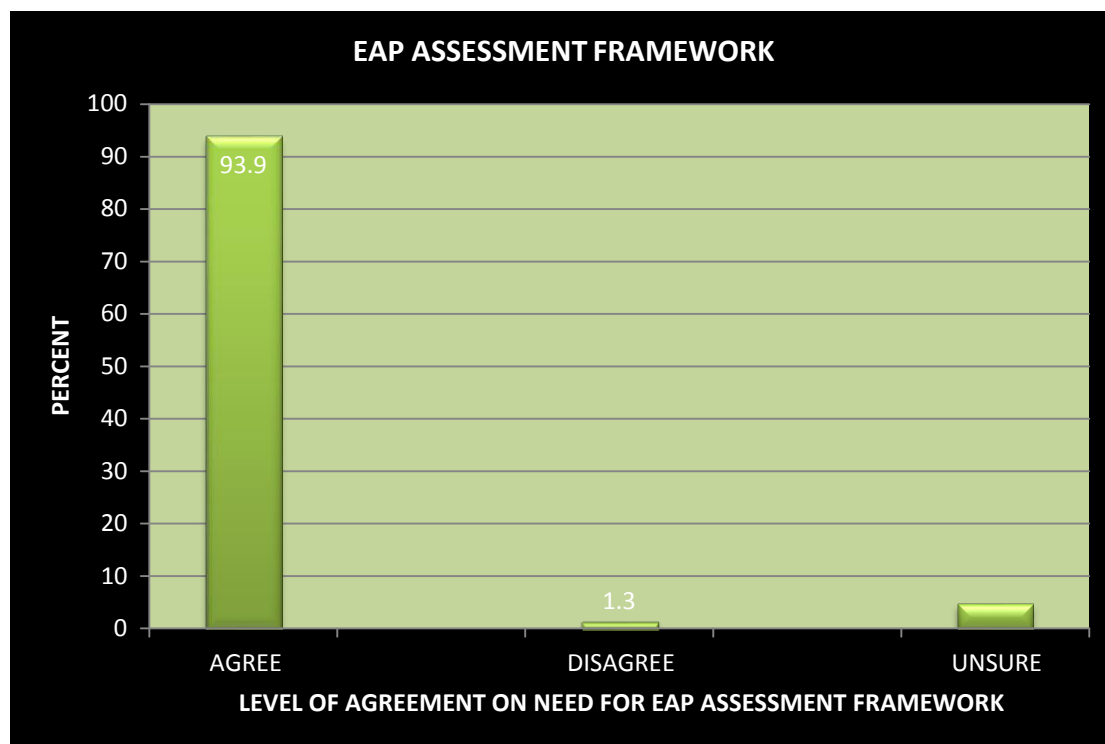
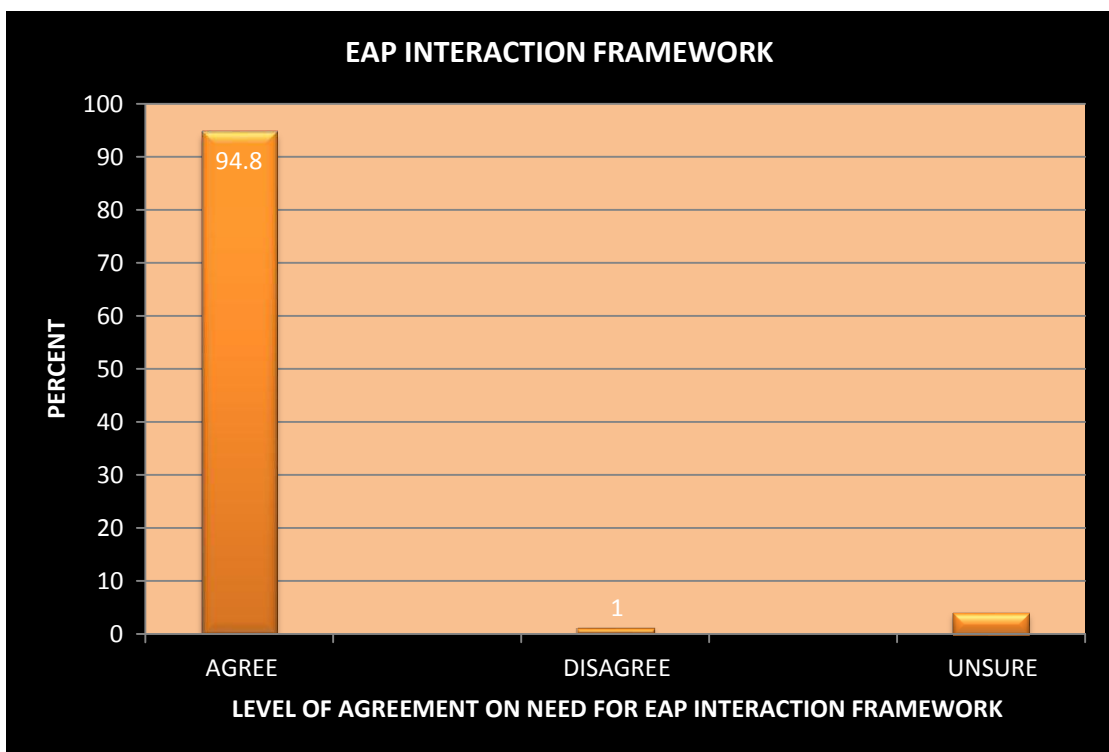


Figure 5.11 reveals that 93.3% of sample respondents from the selected secondary schools found that there was a need to have a framework on assessing troubled and underperforming educators. A small percentage (1.3%) as illustrated in Figure 5.11 indicated that it was not necessary to have

a framework on assessing troubled and underperforming educators. As illustrated in Figure 5.11, a small percentage (4.8%) of sample respondents was unsure about the need for a framework on the assessment of troubled and underperforming educators.

5.3.14 FRAMEWORK ON INTERACTING WITH TROUBLED AND UNDER-PERFORMING EDUCATORS

Figure 5.12 Framework on interacting with troubled and underperforming educators (n = 309)

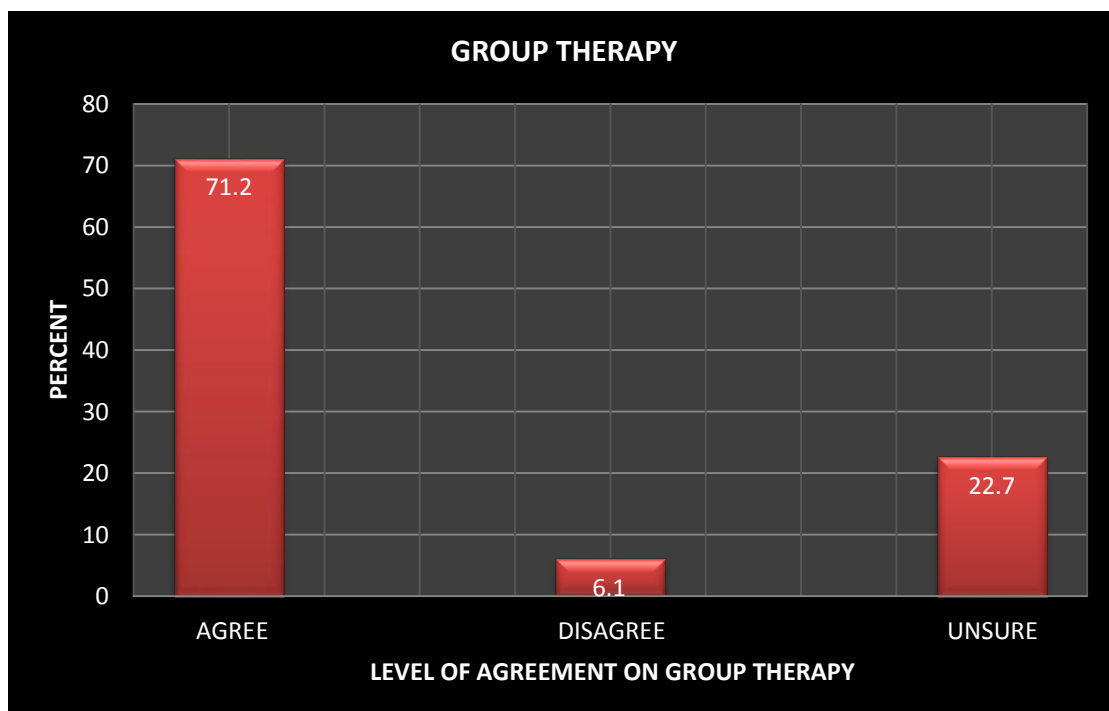


The number of sample respondents from the selected secondary schools that did not provide information on a framework for assessing troubled and underperforming educators totalled 1. The information presented in Figure

5.12 shows that a highly significant percentage of the sample respondents from selected secondary schools (94.8%) agreed that a framework on confronting troubled and under-performing educators was needed. A very small percentage (1.0%) as reflected in Figure 5.12 indicated that it was not necessary to have a framework on interaction, whilst 4.2% of the sample respondents from selected secondary schools were unsure if there was a need for a framework on confronting troubled and underperforming educators.

5.3.15 GROUP THERAPY IN AN EAP ENVIRONMENT

Figure 5.13 Group therapy in an EAP environment (n = 309)



The number of sample respondents from the selected secondary schools that did not provide information on group therapy in an EAP environment totalled 1. Figure 5.13 showed that 71.2% of the sample respondents from selected

secondary schools favoured group therapy in an EAP environment. Figure 5.13 illustrates that 6.1% of the sample respondents disagreed that group therapy was necessary in an EAP environment. Figure 5.13 also illustrated that 22.7% of the sample respondents from selected secondary schools were unsure regarding the status of group therapy in an EAP environment.

5.3.16 COACHING IN AN EAP ENVIRONMENT

Figure 5.14 Coaching in an EAP environment (n = 310)

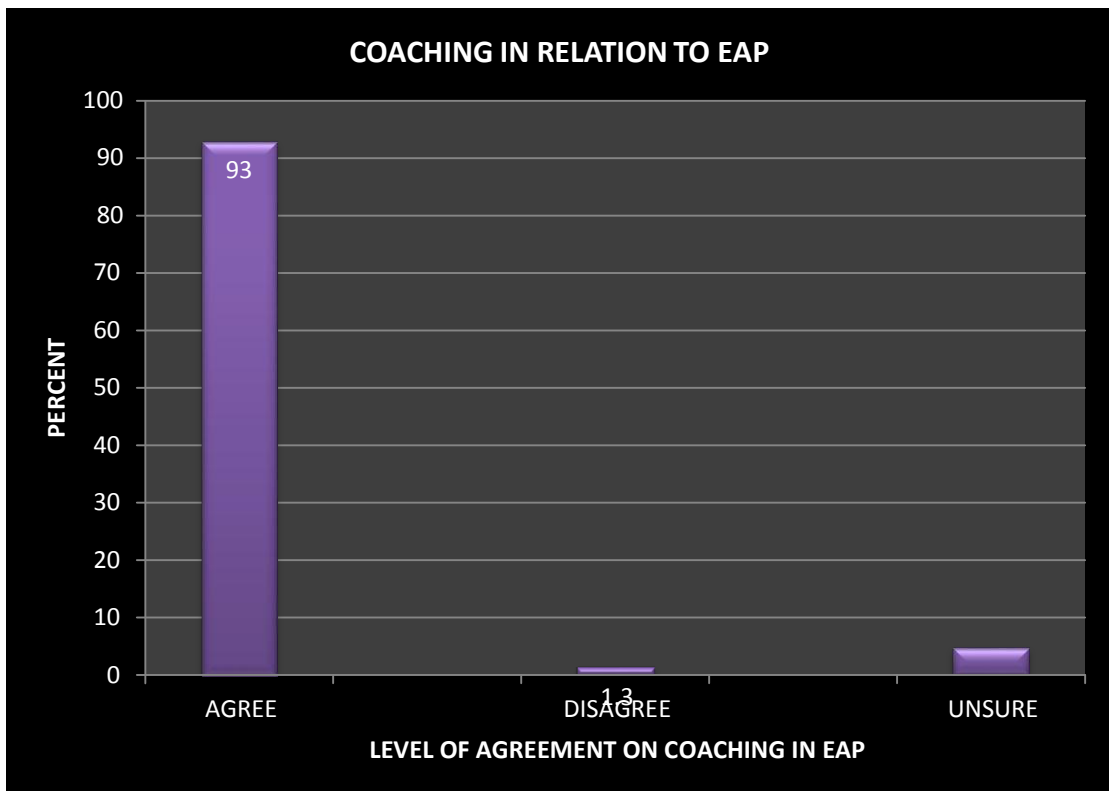


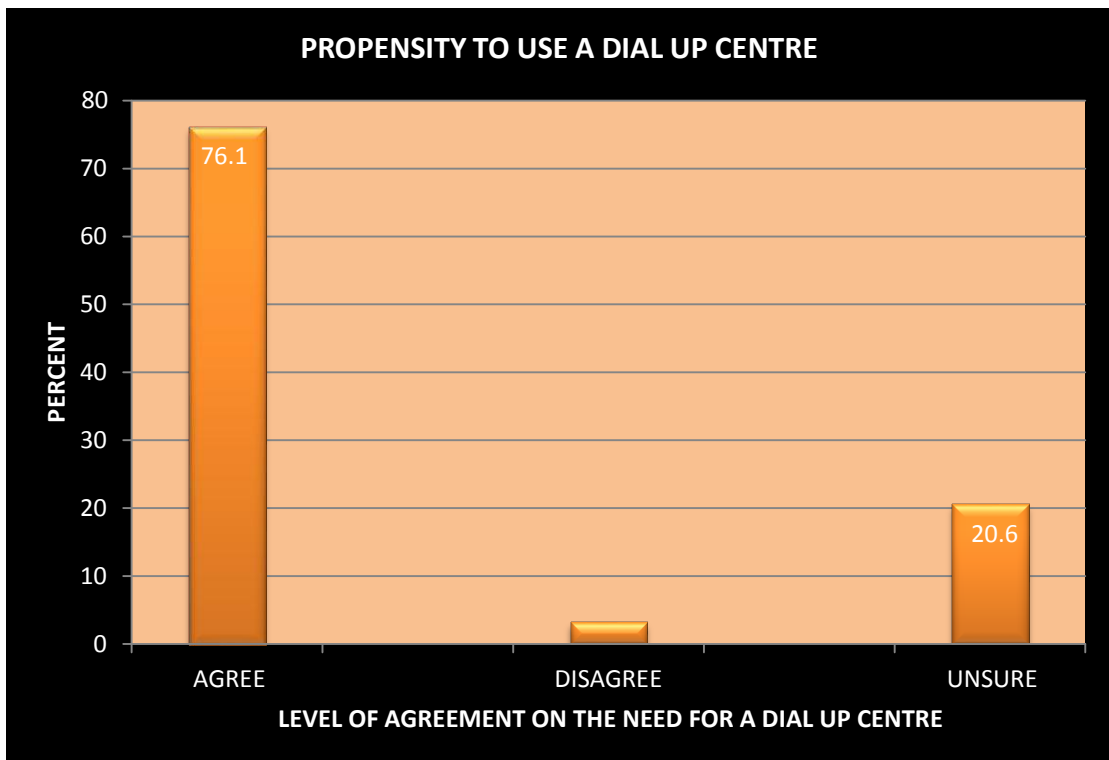
Figure 5.14 reflects that 93% of the sample respondents from selected secondary schools agreed that coaching was necessary in an EAP environment. As illustrated in Figure 5.14, the level of disagreement on coaching as a necessary element in an EAP environment totalled a minor

1.3%. Figure 5.14 also illustrates that 4.8% of the sample respondents from the selected secondary schools were unsure if coaching in relation to EAP should be incorporated in the EAP model.

5.3.17 USE OF A DIAL UP CENTRE IN EAPs FOR TROUBLED EDUCATORS

Figure 5.15 Use of a dial up centre in EAPs for troubled educators

(n = 310)

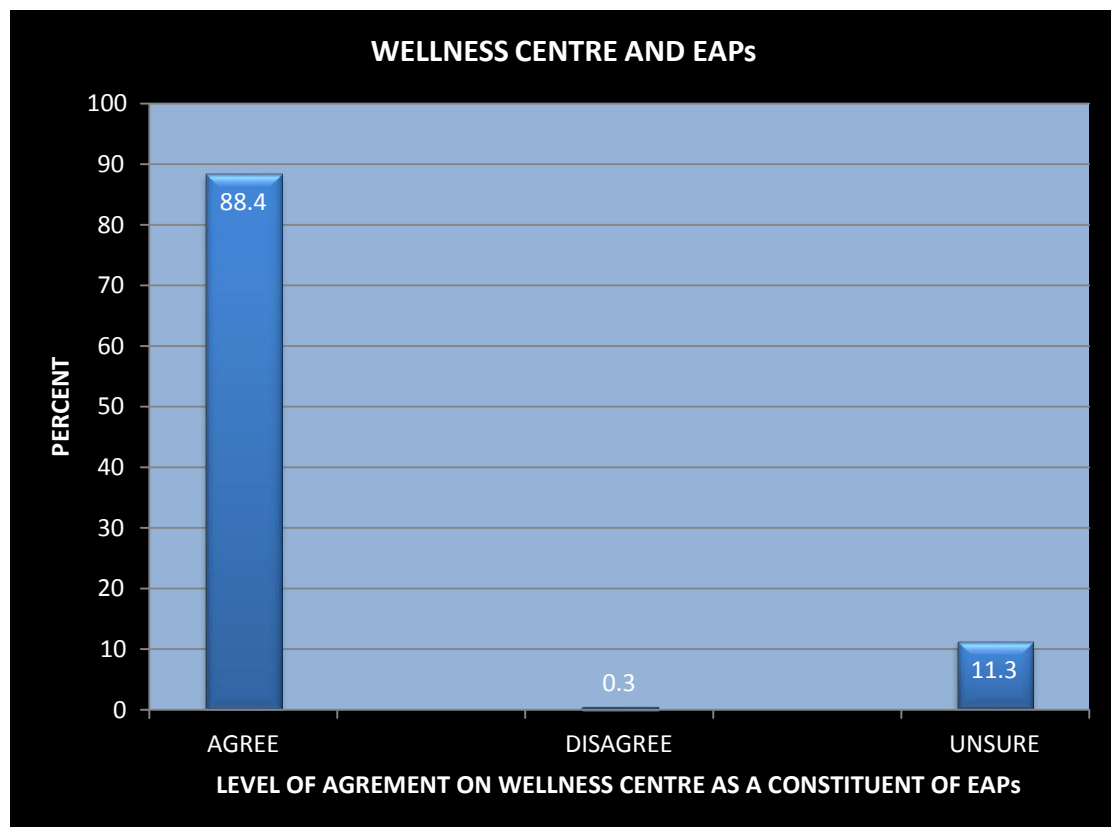


A significant percentage (76.1%) of the sample respondents from the selected secondary schools as revealed in Figure 5.15 would make use of a 24 hour dial up centre as a coping mechanism for troubled educators in relation to

employee assistance. As reflected in Figure 5.15, a small percentage of the sample respondents (3.2%) disagreed that a dial up centre was necessary to assist troubled educators for employee assistance, while 20.6% were not sure.

5.3.18 WELLNESS CENTRE AS A COMPONENT OF EAPs

Figure 5.16 Wellness centre as a component of EAPs (n = 310)

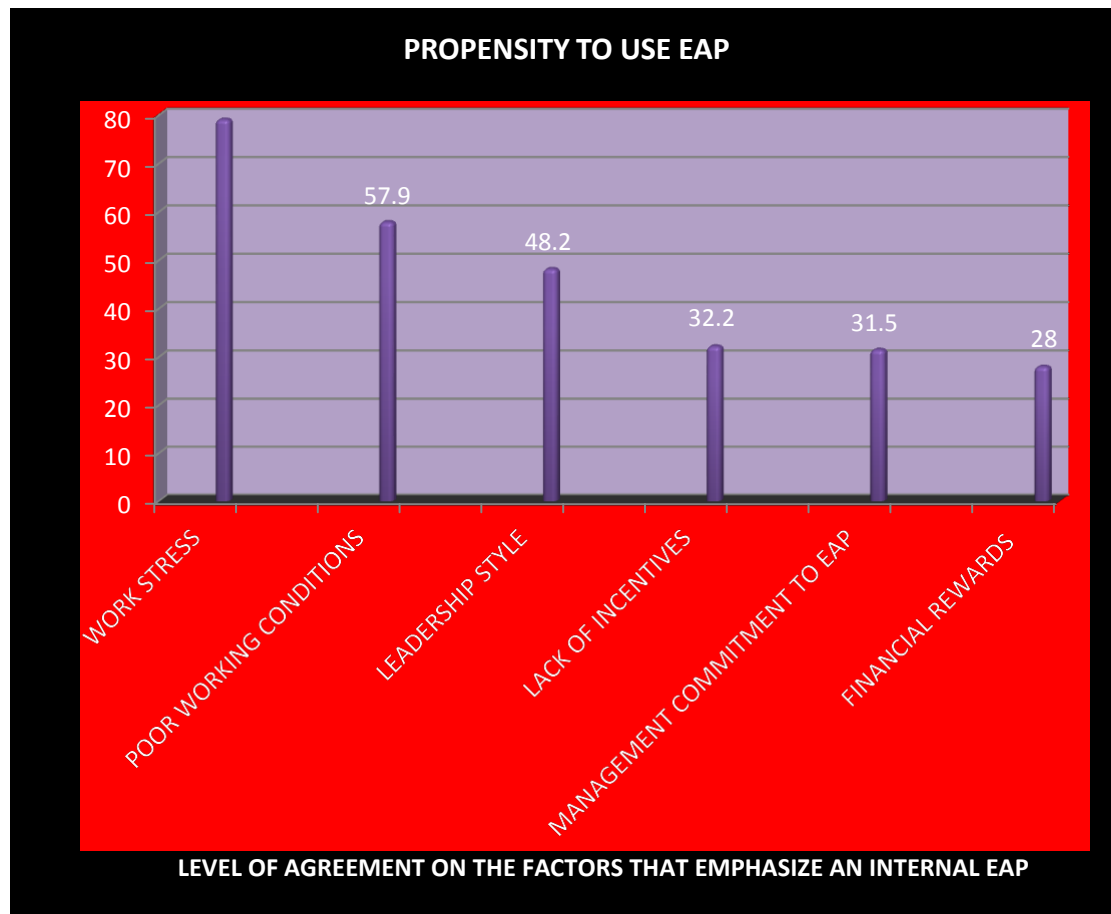


The bar graphs in Figure 5.16 show that a relatively insignificant portion of the sample respondents from the selected secondary schools (0.3%) disagreed that a wellness centre should be a component of the EAP. A large percentage of sample respondents from the selected secondary schools

(88.4%) as reflected in Figure 5.16 agreed that a wellness centre should be a necessary component of the EAP. As illustrated in Figure 5.16, a relatively small portion of the sample respondents (11.3%) were unsure about the need for wellness centre being incorporated in an EAP.

5.3.19 PROPENSITY TO USE THE EXPLORATORY EAP MODEL

Figure 5.17 Propensity to use the exploratory EAP model (n = 305)



The number of sample respondents from the selected secondary schools that did not answer this question on the propensity to use the exploratory EAP

model totalled 5. Figure 5.17 presents the ranked order of responses for the different variables impacting on EAP. The sample respondents from the selected secondary schools had to rank three key variables in relation to the utilization of an EAP. Each option is presented as a percentage, as respondents had multiple options to choose from. Figure 5.17 illustrates that stress in the school situation was ranked as the key reason why sample respondents from the selected secondary schools would use an EAP model. Figure 5.17 showed that 57.9% of the sample respondents from the selected secondary schools indicated that they would use an EAP due to poor working conditions. A large percentage of sample respondents from the selected secondary schools (48.2%) as reflected in Figure 5.17 indicated that there was a need to use an EAP due to the leadership style of the principal. Financial rewards in relation to the EAP were the least of the concerns amongst sample respondents (28%) from the selected secondary schools as depicted in Figure 5.17.

5.4 USE OF INFERENCE STATISTICS

According to Cohen, Mannion and Morrison (2003:191), there is a need to test relationships between those factors and elements deemed to have some bearing on the phenomena in question. Inferential statistics is used to make generalizations about the population after the test. Levine, Ramsey and Smidt (2010:2) confirm that inferential statistics is used to draw conclusions. The following section used statistical tests to lend credence to the exploratory EAP model formulated for this study. The SPSS computer software version 17 for Windows was used to analyse the data using appropriate statistical tests. Further, the tests were conducted at a 95% level of confidence. Hence, p should be < 0.05 or $p < 0.001$ for statistically significant relationships.

5.5 HYPOTHESES TESTING

Lind, Marchal and Mason (2004:347) indicate that inferential statistical analysis is concerned with the testing of hypotheses. Inferential statistics allow the researcher to draw conclusions about populations from the sample data. According to Willemse (2009:199), hypotheses are claims about population characteristics. The tenability of the EAP model was tested using hypotheses in the context of the variables included in the exploratory EAP model. The traditional approach to reporting a result requires a statement of statistical significance. A p-value is generated from a test statistic. A significant result is indicated with $p < 0.05$ (Lind, Marchal and Mason, 2004:347). The Pearson's-Chi square test (a non-parametric Test) was performed for the various hypotheses formulated to determine whether there was any statistically significant relationship between the variables contained in the exploratory EAP model formulated. Williamse (2009:209) contends that the Pearson's chi-square test for independence (a non-parametric test) evaluates statistically significant differences between proportions for two or more groups in a data set. The thrust of the discussion that follows tests the tenability of the exploratory EAP model with the various components and variables that shaped the model using 7 dimensions and 14 pillars. The two themes that embody the formulation of the exploratory EAP model (Figure 3.1) for secondary school educators are:

- Theme 1: The impact of the 7 dimensions and its relevance to the formulation of the exploratory EAP model.
- Theme 2: The impact of the 14 pillars and their relevance to the formulation of the exploratory EAP model.

5.5.1 THE MAIN FOCUS OF THE DIMENSIONS AND PILLARS OF THE PROPOSED EXPLORATORY EAP MODEL

The main focus of the 7 dimensions in the exploratory EAP model formulated and shown in Figure 3.1 is on assisting the school management team in an EAP context. The 7 dimensions are important as they attempt to provide the necessary leadership and EAP framework that the school management team could embrace as guidelines for an effective EAP. The purpose of the 14 pillars is to provide a broad-based approach to reinforce the type of assistance provided by school management members to troubled and underperforming educators in an EAP environment. The pillars and dimensions of the proposed exploratory EAP model attempts to align the school management team perspectives to current paradigms on EAP, with the focus on the troubled and underperforming educator.

5.5.2 THE POTENTIAL BENEFITS OF THE EXPLORATORY EAP MODEL

The potential benefits of the exploratory EAP model depends on, *inter alia*, acceptance of the model, leadership style, leadership ability; and top management commitment to implement the exploratory EAP model as a strategic intervention to assist troubled or underperforming educators. In light of this, the SPSS version 17.0 for Windows was used to determine the correlation between the dependent and independent variables of the hypotheses tested.

5.5.3 DEPENDENT AND INDEPENDENT VARIABLE

The exploratory EAP model as a strategic intervention is the independent variable (x) in this empirical study. As the x variable is manipulated, the intervention (y) for the educator can either remain the same, increase or decrease. Willemse (2009:115) attests that each observation of data can be thought of as a data pair of the form (x,y) . The x is the explanatory (independent) variable and the y is the other dependent variable. The response variable y is the variable whose value depends on or can be explained by the value of the explanatory or independent x variable. Hence, the type of training; the necessary assistance provided to secondary school educators; the tactical assistance provided to secondary school educators; the type of assessment; the type of interaction; the well-being of secondary school educators; the quality of life; and the other EAP core technologies, *inter alia*, as the y variable in this study are thus analysed by the exploratory EAP model (x variable).

5.6 THE IMPACT OF THE 7 DIMENSIONS AND ITS RELEVANCE TO THE FORMULATION OF THE EXPLORATORY EAP MODEL

H₁ There is a significant correlation between training the school management team on EAP frameworks and the exploratory EAP model as the intervention.

Table 5.3 Training the school management team on EAP frameworks and the exploratory EAP model as the intervention (n = 306)

16 AND 7.2	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	48.834 ^a	16	.000
Likelihood Ratio	49.634	16	.000
Linear-by-Linear Association	15.261	1	.000
N of Valid Cases	306		

*Pearson's Chi-Square = 48.834, df = 16, Significance $p < 0.001$.

Table 5.3 reveals that 306 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 4. Table 5.3 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. The greater the training on legislative, social, strategic and economic frameworks, the greater the consistency and fairness of the exploratory EAP model. Coakeley (2012:5) affirms that a framework is necessary as it provides guidelines on fair and consistent treatment for all workers who need help. Coakeley (2012:6) further states that there should be proper training on EAP frameworks to realize the benefits of an effective EAP.

H₂ There is a significant correlation between instructing educators to deliver the curriculum (legislative framework) and the exploratory EAP model.

Table 5.4 Instructing educators to deliver the curriculum (legislative framework) and the exploratory EAP model (n = 308)

16 AND 9.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	31.959 ^a	16	.010
Likelihood Ratio	33.878	16	.006
Linear-by-Linear Association	5.248	1	.022
N of Valid Cases	308		

*Pearson's Chi-Square = 31.959, df = 16, Significance $p < 0.010$.

Table 5.4 reveals that 308 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 2. Table 5.4 shows that the Pearson's Chi-Square test result ($p < 0.05$) is significant. Policy documents, for example, The Employment of Educators Act, Act 76 of 1998 (Republic of South Africa, 1998) stipulates that principals must instruct educators to deliver the curriculum. Merely instructing secondary school educators to deliver the curriculum may not in all cases achieve the desired results. Educators as adults seek control, inclusivity and acceptance. The exploratory EAP model seeks to empower principals and school management teams to focus on control, inclusion and acceptance to enhance the legislative framework. Merrick (2011:4) attests that enhancing the work environment could improve curriculum delivery, job performance and job satisfaction.

H₃ There is a significant correlation between instituting disciplinary measures (legislative framework) and the exploratory EAP model as the intervention.

Table 5.5 Instituting disciplinary measures and the exploratory EAP model as the intervention (n = 308)

16 AND 9.2	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	47.717 ^a	16	.000
Likelihood Ratio	39.729	16	.001
Linear-by-Linear Association	5.737	1	.017
N of Valid Cases	308		

*Pearson's Chi-Square = 47.717, df = 16, Significance $p < 0.001$.

Table 5.5 reveals that 308 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 2. Table 5.5 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. There is a strong relationship between instituting disciplinary measures and the exploratory EAP model. Disciplinary measures enforced as stipulated in the Employment of Educators Act 76 of 1998 (Republic of South Africa, 1998) could lead to dismissal. The purpose of the exploratory EAP model is to try and retain the educator. Akabas and Gates (2002:1) confirm that the total impact of EAP intervention can support job retention. A softer approach and finding the real causes as advocated by Scamardo and Harnden (2007:129) is necessary in the context of the legislative framework.

H₄ There is a significant correlation between democratization of the workplace (social framework) and the exploratory EAP model.

Table 5.6 Democratization of the workplace (social framework) and the exploratory EAP model (n = 308)

16 AND 10.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	44.782 ^a	16	.000
Likelihood Ratio	47.414	16	.000
Linear-by-Linear Association	15.890	1	.000
N of Valid Cases	308		

*Pearson's Chi-Square = 44.782, df = 16, Significance $p < 0.001$.

Table 5.6 reveals that 308 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 2. Table 5.6 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Akabas and Gates (2002:3) attest that most EAP scholars believe that the EAP has been driven by demographics of the work force and the nature of the work environment. It is explained in The South African Constitution, Act 108 of 1996 (Republic of South Africa, 1996) that the workplace must be democratized. Demographics, work environment and democracy place added pressure on school management teams to get all educators to acclimatize to the school environment. Factors that negate the process may be attributed to a lack of knowledge and intent to implement policy mandates.

H₅ There is a significant correlation between the HIV/AIDS pandemic (social framework) and its impact on the exploratory EAP model.

Table 5.7 HIV/AIDS pandemic and its impact on the exploratory EAP model (n = 309)

16 AND 10.2	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	27.308 ^a	16	.038
Likelihood Ratio	26.212	16	.051
Linear-by-Linear Association	1.256	1	.262
N of Valid Cases	309		

*Pearson's Chi-Square = 27.308, df = 16, Significance $p < 0.038$.

Table 5.7 reveals that 309 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 1. Table 5.7 shows that the Pearson's Chi-Square test result ($p < 0.05$) is significant. Maritz (2003:25) attests that HIV/AIDS is a social challenge in South Africa. Mannion (2003:1) affirms that any intervention to assist employees must mention the troubled employee. Educators who are infected or affected by the HIV/AIDS pandemic will naturally be troubled (Nagesar, 2008 and Raniga, 2006). Hence, the exploratory EAP model seeks to assist such educators as they can take comfort in knowing that the school has systems and procedures in place.

H₆ There is a significant correlation between Return on Investment (ROI) as an element of the economic framework and the exploratory EAP model.

Table 5.8 Return on Investment (ROI) as an element of the economic framework and the exploratory EAP model (n = 306)

	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	25.904 ^a	16	.055
Likelihood Ratio	20.860	16	.184
Linear-by-Linear Association	.617	1	.432
N of Valid Cases	306		

*Pearson's Chi-Square = 25.904, df = 16, Significance $p > 0.055$.

Table 5.8 reveals that 306 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 4. Table 5.8 shows that the Pearson's Chi-Square test result is not highly significant as $p > 0.05$ in the context of this study. Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2009b) conducted a study on EAP Effectiveness and ROI (return on investment). They indicated that more research needs to be done on determining which kinds of EAP practices and programs contributed most to outcomes and ROI. Attridge (2010:1) found it surprising that few rigorous studies of EAP cost-offset had been conducted. The hypothesis is not accepted as the p value is greater than 0.05 and thus produced a non-significant result.

H₇ There is a significant correlation between bureaucratic methods (traditional leadership) and the exploratory EAP model.

Table 5.9 Bureaucratic methods (traditional leadership) and the exploratory EAP model (n = 307)

16 AND 12.2	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	53.674 ^a	16	.000
Likelihood Ratio	50.833	16	.000
Linear-by-Linear Association	1.595	1	.207
N of Valid Cases	307		

*Pearson's Chi-Square = 53.674, df = 16, Significance p < 0.001.

Table 5.9 reveals that 307 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 3. Table 5.9 shows that the Pearson's Chi-Square test result (p < 0.001) is highly significant. Bureaucratic methods that worked in the past have the potential to create conflict which could be solved by the exploratory EAP model in terms of control, inclusion and acceptance. Akabas and Gates (2002:4) affirm that caring about workers turns out to be a good strategy. It is envisaged that school management teams that care about their educators would refrain from using bureaucratic methods. Berridge (1996:59) attests that in the USA, EAP is an effective bureaucracy. With South Africa's troubled history, softer approaches and interactive leadership are necessary.

H₈ There is a significant relationship between the leadership style of the school management team (contemporary leadership) and the exploratory EAP model.

Table 5.10 Leadership style of the school management team (contemporary leadership) and the exploratory EAP model (n = 308)

16 AND 12.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	65.329 ^a	16	.000
Likelihood Ratio	50.961	16	.000
Linear-by-Linear Association	16.802	1	.000
N of Valid Cases	308		

*Pearson's Chi-Square = 65.329, df = 16, Significance $p < 0.001$.

Table 5.10 reveals that 308 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 2. Table 5.10 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. George (2009:129) argues that leadership style conveys how leaders use their power. Maritz (2003:246) points out that it is necessary to match the leader to the situation for effective relations. Bottyan (2004:19) attests that coercive leaders use extreme top-down decision making that hinders new ideas while the affiliate leader values people and their emotions. Hence, school management teams not cognisant of these perspectives could use different leadership approaches.

H₉ There is a significant correlation between the school management team developing EAP policy and the exploratory EAP model as the intervention.

Table 5.11 School management team developing EAP policy and the exploratory EAP model as the intervention (n = 305)

16 AND 33	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	61.797 ^a	16	.000
Likelihood Ratio	61.150	16	.000
Linear-by-Linear Association	12.449	1	.000
N of Valid Cases	305		

*Pearson's Chi-Square = 61.797, df = 16, Significance $p < 0.001$.

Table 5.11 reveals that 305 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 5. Table 5.11 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. It is expected that school management teams develop a policy based on EAP. Akabas and Gates (2002:6) affirm that more than 90% of EAPs carry out assessment, refer workers for substance abuse, provide short term consultation and offer trauma debriefing. Akabas and Gates (2002:6) recommend that school management teams should develop a school policy that should revolve around consultation and coordination with departments, supervisors and unions in relation to referral for an EAP intervention. Lewis (2009b:14) supports union intervention to assist with educator problems.

H₁₀ There is a significant correlation between training school management teams on EAP core technologies and leadership style in an EAP environment.

Table 5.12 Training on EAP core technologies and leadership style in an EAP environment (n = 308)

15 AND 12.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	41.369 ^a	16	.000
Likelihood Ratio	44.045	16	.000
Linear-by-Linear Association	1.373	1	.241
N of Valid Cases	308		

*Pearson's Chi-Square = 41.369, df = 16, Significance $p < 0.001$.

Table 5.12 reveals that 308 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 2. Table 5.12 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. There is a strong relationship between leadership style and EAP core technologies. Coakeley (2012:11) affirms that the best EAPs are rooted in training and education. Merrick (2011:4) emphasizes that training is an important EAP core technology and hence school management teams need to be trained on EAP core technologies and the use of appropriate leadership styles. This leads to the pillars in the exploratory EAP model that encapsulate core technologies. These are, *inter alia*. Advocacy; assessment; interaction; referral; motivation; and evaluation.

5.7 THE IMPACT OF THE 14 PILLARS AND ITS RELEVANCE TO THE FORMULATION OF THE EXPLORATORY EAP MODEL

H₁₁ There is a significant relationship between the ability of the school management team to advocate EAP and the exploratory EAP model.

Table 5.13 Ability of the school management teams in advocating EAP and the exploratory EAP model (n = 304)

15 AND 35	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	65.417 ^a	16	.000
Likelihood Ratio	48.774	16	.000
Linear-by-Linear Association	8.885	1	.003
N of Valid Cases	304		

*Pearson's Chi-Square = 65.417, df = 16, Significance $p < 0.001$.

Table 5.13 reveals that 304 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 6. Table 5.13 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Merrick (2011:10) points out the need for promoting the EAP. Active promotion of the EAP will serve to encourage the troubled educator to use the resource (EAP). The exploratory EAP model could serve as the catalyst in the absence of these basic requirements and the lack of ability to advocate EAP.

H₁₂ There is a significant relationship between e-mail or instant messaging services and the advocacy of EAP.

Table 5.14 Advocacy using internet and instant messaging (n = 306)

	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	95.776 ^a	16	.000
Likelihood Ratio	98.088	16	.000
Linear-by-Linear Association	.599	1	.439
N of Valid Cases	306		

Pearson's Chi-Square = 95.776, df = 16, Significance $p < 0.001$.

From the 310 returned questionnaires, 4 sample respondents from the selected secondary schools did not answer this question. This equated to 306 respondents who answered this question. Table 5.14 shows that the value for the Pearson's Chi-square test is $p < 0.001$. Hence, the relationship between using e-mail or instant messaging services for the advocacy of the EAP is highly significant. There is a strong correlation between the advocacy of the benefits of EAP and using the internet and instant messaging to convey the benefits to troubled educators in relation to EAP assistance. Nicolaas (2007:1) implores management to develop a marketing strategy for EAP and outline the rationale and benefits of EAP. Williams (2008:1) believes that the website can be an effective means of communicating EAP for secondary school educators.

H₁₃ There is a significant correlation between evaluation and the exploratory EAP model as the intervention.

Table 5.15 Evaluation and the exploratory EAP model as the intervention (n = 305)

16 AND 28	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	69.858 ^a	16	.000
Likelihood Ratio	61.746	16	.000
Linear-by-Linear Association	25.522	1	.000
N of Valid Cases	305		

*Pearson's Chi-Square = 69.858, df = 16, Significance $p < 0.001$.

Table 5.15 reveals that 305 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 5. Table 5.15 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Hence, there is a strong relationship between evaluation and the exploratory EAP model. Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2009b) attest that EAP models should be evaluated to check if they are beneficial in terms of reducing absentee rates, increasing climate and morale, as well as reducing inter-group conflicts.

H₁₄ There is a significant correlation between the exploratory EAP model and assisting educators presumed guilty of misconduct.

Table 5.16 Exploratory EAP model and assisting educators presumed guilty of misconduct (n = 309)

17 AND 12.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	40.090 ^a	12	.000
Likelihood Ratio	39.414	12	.000
Linear-by-Linear Association	8.459	1	.004
N of Valid Cases	309		

*Pearson's Chi-Square = 40.090, df = 12, Significance $p < 0.001$.

Table 5.16 reveals that 309 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 1. Table 5.16 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Patterson, Grenny, Maxfield, McMillan and Switzler (2009:110) state that "if you do not punish educators when they violate a core value or ethical standard, that value will lose its moral force". Duchscher (2011:1) points out the need to discipline educators and charge them for misconduct if they had relationships with students. Prabhupada (1992:1) emphasizes that care and self-realization are important qualities for development. In light of this, the elements or components of the exploratory EAP model could serve as a strategic intervention to assist educators presumed guilty of misconduct.

H₁₅ There is a significant relationship between educator perceptions on assessment and EAP assistance.

**Table 5.17 Educator perceptions on assessment and EAP assistance
(n = 308)**

	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	45.068 ^a	16	.000
Likelihood Ratio	37.395	16	.002
Linear-by-Linear Association	1.872	1	.171
N of Valid Cases	308		

Pearson's Chi-Square = 45.068, df = 16, Significance $p < 0.001$.

From the 310 returned questionnaires, 2 sample respondents from the selected secondary schools did not answer this question. Table 5.17 reveals that Pearson's Chi-Square test ($p < 0.001$) showed a highly significant result. Merrick (2011:4) asserts that confidential and the timely assessment of educators with problems is necessary. Biputh (2008:230) confirms that the IQMS tool currently used in the Education sector to assess educator's performance has many disadvantages. It also creates stress and confusion amongst secondary school educators. Oelofsen (2007:32) confirms that assessment should be done to determine the troubled or underperforming educator, with an awareness of current reality. Cadwell (1994:3) argues that it is necessary to determine educator perceptions on EAP assistance so that correct assistance can be provided.

H₁₆ There is a significant relationship between leadership style of the school management team and liaising with troubled or underperforming educators in an EAP environment.

Table 5.18 Leadership style of the school management team and liaising with troubled or underperforming educators in an EAP environment (n = 308)

	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	42.301 ^a	12	.000
Likelihood Ratio	43.170	12	.000
Linear-by-Linear Association	13.694	1	.000
N of Valid Cases	308		

Pearson's Chi-Square = 42.301, df = 12, Significance $p < 0.001$.

From the 310 returned questionnaires, 2 sample respondents from the selected secondary schools did not answer this question. Table 5.18 shows that the Pearson's Chi-Square test ($p < 0.001$) revealed a highly significant relationship between leadership style and liaising with troubled or underperforming educators. Bottyan (2004:19) affirms that leadership style (coercive, authoritative, affiliate, democratic, autocratic, participatory and coaching) will have a bearing on the interaction. Merrick (2011:4) attests that constructive interaction, where school management teams motivate educators, will benefit both the troubled or underperforming educator and management members. Maxwell (2009:13) reaffirms that care should precede interaction with the troubled educators, while McEwan (2012:1) argues that assertive intervention should be used by school management teams with diplomacy. While interaction implies open warfare or perpetual arguments in the normal context, in EAP it is a mechanism to start the dialogue for assistance or support as confrontation can lead to unnecessary conflicts between the principal and the troubled educator.

H₁₇ There is a significant correlation between the ability of the school management team in difficult situations and the exploratory EAP model.

Table 5.19 Ability of the school management team in difficult situations and the exploratory EAP model (n = 305)

16 AND 35	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	52.805 ^a	16	.000
Likelihood Ratio	50.187	16	.000
Linear-by-Linear Association	14.588	1	.000
N of Valid Cases	305		

*Pearson's Chi-Square = 52.805, df = 16, Significance $p < 0.001$.

Table 5.19 reveals that 305 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 5. Table 5.19 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Spetch, Howland and Lowman (2011:110) emphasize that consulting psychologists often emerge from clinical and psychology backgrounds and are well suited to conducting the duties of an EAP professional. Many principals lack a clinical and psychological background, alluded to earlier in the qualification and field of specialization cross tabulation. The exploratory EAP model cannot replace these EAP trained professionals. However, the exploratory EAP model can serve as the catalyst in difficult situations in the absence of specialized EAP professionals.

H₁₈ There is a significant correlation between the exploratory EAP model and substance abuse.

Table 5.20 The exploratory EAP model and substance abuse (n = 309)

	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	59.617 ^a	16	.000
Likelihood Ratio	53.572	16	.000
Linear-by-Linear Association	25.482	1	.000
N of Valid Cases	309		

Pearson's Chi-Square = 59.617, df = 16, Significance $p < 0.001$.

From the 310 returned questionnaires, 1 sample respondent from the selected secondary schools did not answer this question. Table 5.20 revealed that the Pearson's Chi-Square test result ($p < 0.001$) showed a significant correlation. Milne, Blum and Roman (1994:123) argue that alcohol and drug use is prevalent in many organizations. Khumalo (2011:1) highlights the impact of drugs, theft, violence and weapons in secondary schools in KwaZulu-Natal. McEwan (2012:1) reaffirms that substance abuse is a challenge that must be attended to by using EAP interventions. Botha (2009:5) asserts that some educators are under the influence of alcohol during school hours. In light of these concerns, the exploratory EAP model can serve as a constructive mechanism in the absence of other reliable frameworks.

H₁₉ There is a significant correlation between EAP as the necessary intervention and stress experienced by secondary school educators.

Table 5.21 EAP as the necessary intervention and stress experienced by secondary school educators (n = 308)

	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	42.405 ^a	12	.000
Likelihood Ratio	44.961	12	.000
Linear-by-Linear Association	7.349	1	.007
N of Valid Cases	308		

Pearson's Chi-Square = 42.405 df = 12, Significance $p < 0.001$.

From the 310 returned questionnaires, 2 sample respondents from the selected secondary schools did not answer this question. The Pearson's Chi-Square test result ($p < 0.001$) as depicted in Table 5.21 affirms that a highly strong correlation between the EAP as an intervention and stress exists. This could be attributed to bureaucratic methods employed by the school management teams. Van Wyk (2004:1) affirms that teaching is one of the most stressful jobs. Mchunu (2012:1) alludes to the need for military precision to fix dysfunctional schools. Fritz (2004:3) contends that many schools are located on management models of the past which increases the stress levels of educators. Carolyn (1996:1) attests that educators get absent as a result of stress. Coakeley (2012:15), in sum, affirms that one of the main incentives to implement EAP is stress reduction. Hence, the exploratory EAP model could serve as a tentative mechanism to assist troubled educators.

H₂₀ There is a significant correlation between training the school management team and exploratory EAP model for strategic assistance.

Table 5.22 Training the school management team and exploratory EAP model for strategic assistance (n = 307)

17 AND 7.2	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	43.674 ^a	12	.000
Likelihood Ratio	45.474	12	.000
Linear-by-Linear Association	14.815	1	.000
N of Valid Cases	307		

*Pearson's Chi-Square = 43.674, df = 12, Significance $p < 0.001$.

Table 5.22 reveals that 307 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 3. Table 5.22 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Akabas and Gates (2002:7) argue that educator morale could be affected by the quality of the supervisor and when EAPs help supervisors to be more responsive to troubled and underperforming educators, the quality of life of the educator will improve and other educators would view the supervisor as being more supportive. Hence, the school management team needs to be trained on EAPs and this exploratory EAP model (Figure 3.1) may have potential benefits to improve the quality of the supervisor.

H₂₁ There is a significant correlation between using the exploratory EAP model to solve problems and the development of EAP policy by school management teams.

Table 5.23 Using the exploratory EAP model to solve problems and the development of EAP policy by school management teams (n = 304)

30 AND 33	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	113.664 ^a	16	.000
Likelihood Ratio	108.159	16	.000
Linear-by-Linear Association	16.261	1	.000
N of Valid Cases	304		

*Pearson's Chi-Square = 113.664, df = 16, Significance $p < 0.001$.

Table 5.23 reveals that 304 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 6. Table 5.23 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2009a) confirm reports on how EAP assists troubled educators seem to be a good method for assessing the effectiveness of an EAP. Spetch, Howland and Lowman (2011:114) affirm that the three major problems are: psychological/emotional, marital/family and work-related problems. Hence, the school policy should be developed, failing which, the exploratory EAP model could prove to be a useful intervention.

H₂₂ There is a significant correlation between appraising educator requirements and the exploratory EAP model for strategic assistance.

Table 5.24 Appraising educator requirements and the exploratory EAP model for strategic assistance (n = 308)

17 AND 8.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	22.468 ^a	12	.033
Likelihood Ratio	25.257	12	.014
Linear-by-Linear Association	.184	1	.668
N of Valid Cases	308		

*Pearson's Chi-Square = 22.468, df = 12, Significance $p < 0.033$.

Table 5.24 reveals that 308 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 2. Table 5.24 shows that the Pearson's Chi-Square test result ($p < 0.05$) is significant. Akabas and Gates (2002:22) emphasize that educators need to have a voice in the process as they are the best resource for understanding their own needs and concerns but are often overlooked. Hence, it is necessary for the school management to ask the educator to write down their perceptions on EAP and the type of assistance they require. From these, the school management team can establish the specific requirements of secondary school educators and develop strategies in the form of EAP to assist such educators.

H₂₃ There is a significant correlation between the budget for external service providers and the exploratory EAP model for strategic assistance.

Table 5.25 Budget for external service providers and the exploratory EAP model for strategic assistance (n = 310)

17 AND 11.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	32.350 ^a	12	.001
Likelihood Ratio	31.795	12	.001
Linear-by-Linear Association	.172	1	.678
N of Valid Cases	310		

*Pearson's Chi-Square = 32.350, df = 12, Significance $p < 0.001$.

Table 5.25 shows that all 310 sample respondents from the selected secondary schools answered this question. Table 5.25 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2009b) conducted a study on EAP Effectiveness and ROI. They concluded that in order to use an EAP, the cost of the EAP had to be justified to those responsible for the budget. In the school context, the School Governing Body is tasked with the responsibility of finances as stipulated in the South African Schools Act 84 of 1996 (Republic of South Africa, 1996). The principal has to therefore motivate to the School Governing Body to release funds for an external service provider to take ownership and facilitate the EAP intervention. However, many schools in KwaZulu-Natal have not made provision for external EAP service providers. Hence, the exploratory EAP model can assist such schools that cannot procure the assistance of external service providers due to budgetary constraints.

H₂₄ There is a significant correlation between the ability of school management teams in work related problems and the exploratory EAP model as a strategic intervention.

Table 5.26 Ability of the school management teams in work related problems and the exploratory EAP model as a strategic intervention (n = 304)

21 AND 35	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	72.222 ^a	12	.000
Likelihood Ratio	63.600	12	.000
Linear-by-Linear Association	20.600	1	.000
N of Valid Cases	304		

*Pearson's Chi-Square = 72.222, df = 12, Significance $p < 0.001$.

Table 5.26 reveals that 304 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 6. Table 5.26 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2009b) in a study on EAP Effectiveness and ROI, concluded that 57% of cases showed improvement in their ability to work productively after the use of the EAP. Hence, school management teams could use the exploratory EAP model to enhance performance for work related problems.

H₂₅ There is a significant correlation between financing external EAP service providers and the utilization of specialized EAP professionals.

Table 5.27 Financing external EAP service providers and the utilization of specialized EAP professionals (n = 303)

38 AND 11.1	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	24.319 ^a	16	.083
Likelihood Ratio	28.081	16	.031
Linear-by-Linear Association	.141	1	.707
N of Valid Cases	303		

*Pearson's Chi-Square = 24.319, df = 16, Significance p = 0.083.

Table 5.27 reveals that 303 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 7. Table 5.27 shows that the Pearson's Chi-Square test produced a non-significant result (p=0.083). Further, p=0.083 is greater than 0.05. The test statistic indicates the lack of a significant relationship. As the test statistic shows that there is no relationship between financing and using external EAP service providers, the hypothesis is rejected.

H₂₆ There is a significant correlation between the ability of top management to assist educators in the absence of a specialized unit for EAP and the exploratory EAP model.

Table 5.28 Ability of top management to assist educators in the absence of a specialized unit for EAP and the exploratory EAP model (n = 304)

35 AND 37	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	83.300 ^a	12	.000
Likelihood Ratio	77.747	12	.000
Linear-by-Linear Association	19.932	1	.000
N of Valid Cases	304		

*Pearson's Chi-Square = 83.300, df = 12, Significance $p < 0.001$.

Table 5.28 reveals that 304 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 6. Table 5.28 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2010:1) affirm that those who work for EAPs come from different professions, namely, psychologists and EAP specialists. Akabas and Gates (2002:1) affirm that EAP professionals are easily able to clarify workplace structure and systems. Top management should use the EAP to help educators as Hartford (2007:5) found that employees who used EAPs were twice as likely to return to work compared to employees who did not use the EAPs.

H₂₇ There is a significant correlation between top management commitment to the implementation of the EAP and the exploratory EAP model as the intervention.

Table 5.29 Top management commitment to implement EAPs and the exploratory EAP model as the intervention (n = 305)

16 AND 34	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	68.029 ^a	16	.000
Likelihood Ratio	64.557	16	.000
Linear-by-Linear Association	25.705	1	.000
N of Valid Cases	305		

*Pearson's Chi-Square = 68.029, df = 16, Significance $p < 0.001$.

Table 5.29 reveals that 305 out of 310 sample respondents from the selected secondary schools answered this question. The number of sample respondents from the selected secondary schools that did not answer this question totalled 5. Table 5.29 shows that the Pearson's Chi-Square test result ($p < 0.001$) is highly significant. Selvik, Stephenson, Plaza and Sudgen (2004:3) affirm that employees who reported great difficulty in performing their work argued that they were better prepared to complete their work after they used an EAP. Absenteeism and tardiness also decreased. Thus, it is suggested that the current EAP model may prove useful in the absence of any other EAP intervention and top management should assess its benefits for possible usage. Spetch, Howland and Lowman (2011:111), Coakeley (2012), Merrick (2011) and other EAP gurus advocate EAP implementation for the troubled and underperforming educator.

5.8 LIMITATIONS OF THIS STUDY

This study has certain limitations.

Firstly, the literature that focused on EAP for secondary school educators was limited. Hence, accredited authors on EAP management principles were consulted.

Secondly, 311 out of 512 respondents returned the mailed questionnaires. 1 questionnaire had to be discarded due to many omissions. From the 310 remaining questionnaires, one or two questions were left blank. This complicated the analysis and only those who answered the questions were used to compute the statistical results.

Thirdly, data was gathered from secondary school educators and management members in KwaZulu-Natal. Hence, the findings are relevant to secondary school educators in KwaZulu-Natal. Any generalization should therefore be made with caution as situational factors may differ.

5.9 CONCLUSION

This chapter presented the analysis of data highlighted in the empirical component of the study. The preliminary descriptive statistics formed the first part of this chapter, whilst Pearson's Chi-Square was used to test 27 hypotheses in the latter part of this chapter. The hypotheses were evaluated under two main themes that embodied the formulation of the exploratory EAP model (Figure 3.1). The impact of the dimensions and their relevance to the

formulation of the exploratory EAP model formed theme 1. The impact of the pillars and their relevance to the formulation of the exploratory EAP model formed theme 2. 25 out of the 27 hypotheses were significantly correlated at a 95% level of confidence ($p < 0.05$). 2 out of 27 hypotheses were not accepted at the 95% level of confidence as in both cases, the p value using Pearson's Chi-Square was greater than 0.05. The results have identified significant correlations and differences between the variables by way of the hypotheses tested. From the hypotheses testing, it is apparent that the exploratory EAP model (Figure 3.1) can be tentatively acceptable as an academic model for secondary school educators in KwaZulu-Natal. The next chapter presents the tentative recommendations arising from the empirical analysis of the data, conclusions and suggestions for future research.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the conclusion drawn from the empirical findings. A quantitative research design was adopted for this study. This study intended to develop an exploratory EAP model for secondary school educators in KwaZulu-Natal. The exploratory EAP model was tested by means of 27 hypotheses formulated for this study. A pre-coded closed ended questionnaire using the 5-point Likert scale was sent to the sample (512) identified from the target population of 1 424 public secondary schools in KwaZulu-Natal. The analysis for this study using SPSS version 17.0 for Windows was complicated, as although 311 sample respondents returned the questionnaire, 1 questionnaire had to be discarded due to the large percentage of missing items in that questionnaire. From the 310 remaining questionnaires used as the sample in this pedagogical study, a relatively small percentage of respondents did not answer every question. Hence, for each of the analyses, the researcher reported the exact number of respondents that did not answer that particular question. Sharma (1995:137) states that the response rate is generally low in a mail survey. The response rate for this study averaged 59.7%. This was considered to be significant (310 responded out of the total of 512 sample respondents) for meaningful analysis of the results although the missing unanswered questions were not included in the statistical analysis for each question. There were many significant findings that emerged from the empirical analysis of the data.

6.2 CONCLUSION

The main reason for this study was to develop an exploratory Employee Assistance Programme (EAP) model for secondary school educators in KwaZulu-Natal. The researcher solicited the services of a statistician who used the Statistical Package for the Social Sciences (SPSS version 17.0 for Windows) to test the tenability of the exploratory EAP model. The findings revealed that a small percentage of schools in KwaZulu-Natal (30.8%) had a policy on EAP. This study also found that only 33.1% of schools had an action plan to implement an EAP policy and procedures. The main finding of this study shows that the exploratory EAP model (Figure 3.1) has several benefits and can therefore tentatively serve as the strategic intervention or guidelines for secondary school educators and management members in KwaZulu-Natal. The exploratory EAP model provides a broad framework based on traditional and contemporary theory that can be used to assist the troubled or underperforming educator and management members. The exploratory EAP model focuses on reciprocal relationship and elements of systems theory to assist troubled and underperforming educators, whilst also acknowledging that extreme cases should be referred to the Department of Education EAP. Horn (2009:5) argued that educators experience unique stress that leads to absenteeism and attrition. The exploratory EAP model was developed to provide a framework that can build confidence in educators and management members, attempting to reduce stress, educator absenteeism and attrition as well as synergizing the EAP with educator wellness. Arising from the empirical analysis of the data, a description of recommendations follows.

6.3 RECOMMENDATIONS

The main recommendations of this study are elicited from the analysis of results. Arising from the empirical analysis of the findings, the following tentative recommendations in relation to the formulation of an exploratory EAP model for secondary school educators are suggested:

6.3.1 INTERNAL SCHOOL POLICY ON EAPs

Davy (2005:7) highlighted that EAP services should be provided by the school management team. It is therefore recommended that the principal consult with the school management team to develop an EAP policy that is unique to the specific culture of the school since the empirical analysis indicated that 69.2% of schools did not have an EAP policy or intervention in place. The policy developed by the school management team should be ratified at a staff meeting with all the educators. The policy developed by the school management team should stipulate the timeframes for behaviour modification of troubled and underperforming educators. It is also necessary to determine the type of records that would be kept in respect of troubled and underperforming educators. The variables in the exploratory EAP model could be used as a frame of reference in the development of the school policy on EAPs. It is further recommended that secondary school principals review the school policy on EAP on an annual basis to cater for the changing landscape of work.

6.3.2 ACTION PLAN FOR EAP IMPLEMENTATION

It is proposed that the principal consult with the school management team to develop action plans to implement on-site EAP since 66.9% of the schools

sampled did not have actions plans to implement EAPs at secondary school level in KwaZulu-Natal. The exploratory EAP model formulated for this study could therefore serve as a guide to developing such action plans. Thereafter, appraisals of the action plans are necessary to ensure that the implementation of these are effective and serves to assist troubled and underperforming secondary school educators. It is envisaged that the development of action plans to implement EAPs will close the gap with respect to EAP policy implementation. Alker and McHugh (2000:303) confirm that EAP action plans are necessary to close the gap in terms of EAP policy implementation.

6.3.3 COMMUNICATION AND PROMOTION OF EAP

It is recommended that principals of secondary schools in KwaZulu-Natal initially communicate the benefits of EAPs to all educators at a formal staff meeting. Thereafter, posters, notices and informal discussions could be used to promote EAPs and in this regard assist educators who are not familiar with technology, more specifically in rural schools. It is further recommended that school management teams should use technology to communicate and promote EAP policy and its benefits to secondary school educators that have these resources. The internet (email) or instant messaging services (SMS and BBM) are useful tools that could be used to communicate and promote the EAP. It is also necessary to promote dial up and wellness centres that could be used to assist troubled or underperforming educators. This study revealed that a significant majority of respondents (87%) agreed that the communication and promotion of EAPs and EAP core technologies were necessary.

6.3.4 DEMOCRATIC LEADERSHIP FOR ENHANCED EAP INTERACTION

A paradigm shift in leadership style is recommended as it emerged from the analysis of results that 48.2% of educators required assistance to cope with autocratic leadership style of the school management teams. Ross (2006:1) concurs that the autocratic leadership style of the school management teams will affect wellness. It is therefore recommended that principals and school management teams be appraised on new paradigms for effective leadership in the 21st century. Attridge, Amaral, Bjornson, Goplerud, Herlihy, McPherson, Paul, Routledge, Sharar, Stephenson and Teems (2009c:19) affirm that school management teams require training on leadership and this could improve the interaction between school management teams and the troubled or underperforming educator. It also emerged from this study that a shift from bureaucratic methods to softer approaches could minimize punitive disciplinary measures in an EAP environment. The preliminary analysis also showed that school management teams and educators lacked leadership and management qualification or skills. Only 2.4% had a management qualification, while only 4.9% had a leadership qualification. Educators are promoted with the implicit understanding that their teaching record will suffice and is enough to hold management positions. Therefore, it is further suggested that improvement in leadership and management qualifications could assist in participatory decision-making and hence enhance EAP implementation effectively with transparency and confidentiality of the information provided by the troubled educator. This builds up trust and will lend credibility to and the need for EAP.

6.3.5 APPRAISAL ON STRESS

It is recommended that school management teams and the Department of Education should appraise educators on stress management as the empirical study found that 79.1% of educators required the greatest assistance with

work related stress. Cinamon, Rich and Westman (2007:250) maintain that student misbehavior, parent intrusion, children with special needs and low student achievement add to stress. Sharar and Lennox (2009:1) contend that stress leads to low self-esteem, low job satisfaction and lack of commitment to remain in the profession. Maluleka (2012:5) argued that principals are also stressed due to ailing schools. In this regard, it is proposed that school management teams and the Department of Education should attempt to improve working conditions as this study also found that 57.9% of educators required assistance with working conditions that indirectly impacted on stress levels. Dehaloo (2011:1) and Lethoko (2002:5) confirm that working conditions impact on stress, motivation and job satisfaction, hence the need for an EAP intervention. It is suggested that secondary school educators and school management teams use the exploratory EAP model (variable on work and family stress) to enhance the quality of life.

6.3.6 DEALING WITH MISCONDUCT IN THE EAP ENVIRONMENT

It is suggested that educators be informed about serious misconduct in the event of any transgressions that should be handled by the appropriate authorities as vested in legislation, namely, Section 17 and Section 18 of the Employment of Educators' Act, Act 76 of 1998 (Republic of South Africa, 1998). The principal and school management team should inform the educators that the more serious cases will immediately be referred to the Department of Education for investigation and subsequent outcome. Initially, it is important for school management teams to resolve the less serious cases internally using the exploratory EAP model as a guide. It is further proposed that the joint parties (school management members together with trade union representation) should try and assist educators charged for misconduct. The school management team should avoid unilateral judgment and handing down punishment as EAP epitomizes a more feasible and tender approach. It is also suggested that during and after the sanctions are imposed, it is

necessary to concentrate on reintegrating the educator to conform to the code of conduct and the ethos of the Department of Education.

6.3.7 PERTINENT PROBLEMS AND EAP INTERVENTION

In secondary schools, alcohol abuse; drug abuse; violence; HIV/AIDS; dealing with difficult situations; and crises management are some of the other constant problems faced by educators. In light of this, it is proposed that secondary school principals, management members and educators be trained on the procedure to handle such pertinent problems. It is suggested that the exploratory EAP model developed for secondary school educators in KwaZulu-Natal could serve as mechanisms to alleviate the problems faced by troubled and underperforming educators.

6.3.8 TRAINING ON EAP CORE TECHNOLOGIES

It is suggested that school management teams be trained on EAP core technologies as this empirical investigation revealed that a significant correlation between training on EAP core technologies and leadership style in an EAP environment existed. The exploratory EAP model consists of a variable on EAP core technologies (Dimension 7) that can serve as a guide to plan and implement training programmes on EAP core technologies.

6.3.9 EVALUATION OF THE EXPLORATORY EAP MODEL AS THE INTERVENTION

It is proposed that school management teams and educators evaluate each variable in the exploratory EAP model to determine those variables that are relevant for use in their schools. It is also proposed that school management teams evaluate the process, procedure and impact of interventions to assist troubled and underperforming educators.

6.3.10 BENEFITS OF THE EXPLORATORY EAP MODEL IN THE ABSENCE OF SPECIALIZED EAP PROFESSIONALS

It is initially proposed that providing requisite intervention for troubled and underperforming educators is best left to EAP professionals. However, in the absence of specialized EAP professionals, it is cautiously recommended that school management teams should carefully provide the necessary assistance as this study revealed that only 9% of secondary school sampled had a budget for external EAP professionals. In this regard, school management teams could use the exploratory EAP model as a catalyst for fair and consistent treatment of troubled and underperforming educators. The exploratory EAP model provides tangible benefits and remedial action.

6.4 DIRECTIONS FOR FUTURE RESEARCH

Since this study dealt with the development of an exploratory EAP model for secondary school educators in KwaZulu-Natal, future research in primary schools or other provinces from a similar study of this nature could shed new perspectives. This study found that a positive correlation exists between using the internet and instant messaging services to assist troubled educators. Further research on technology as an effective EAP intervention is therefore necessary. Research on improving the current exploratory EAP model or determining the potential benefits of the current exploratory EAP model could be further conducted in the future.

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PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO

Tel: 033 341 8610

Fax: 033 341 8612

Private Bag X9137

Pietermaritzburg

3200

228 Pietermaritz Street

PIETERMARITZBURG

INHLOKHOVISI

PIETERMARITZBURG

HEAD OFFICE

Imibuzo:

Enquiries: Sibusiso Atwar

Reference:

Inkomba: 0059/2009

Date:

Usuku: 29 September 2009

MR N NAGESAR
9 COUCAL CLOSE
WOODHAVEN
4004

PERMISSION TO INTERVIEW LEARNERS AND EDUCATORS

The above matter refers.


Permission is hereby granted to interview Departmental Officials, learners and educators in selected schools of the Province of KwaZulu Natal subject to the following conditions:

1. You make all the arrangements concerning your interviews.
2. Educators' programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, educators and schools are not identifiable in any way from the results of the Interviews.
5. Your interviews are limited only to targeted schools.
6. A brief summary of the Interview content, findings and recommendations is provided to my office.
7. A copy of this letter is submitted to District Managers and principals of schools where the intended interviews are to be conducted.

The KZN Department of education fully supports your commitment to research: **The Development of an employee assistance programme for secondary schools in KwaZulu-Natal: An exploratory study**

It is hoped that you will find the above in order.

Best Wishes


R Cassius Lubisi, (PhD)
Superintendent-General

RESOURCES PLANNING DIRECTORATE: RESEARCH UNIT
Office No. G25, 188 Pietermaritz Street, PIETERMARITZBURG, 3201

LETTER TO PRINCIPALS

ANNEXURE B

Telephone: 031 4691224

9 Coucal Close

Cell: 0845200594

Woodhaven

4004

10 April 2012

For Attention: The Principal

Dear Respondent

ASSISTANCE: QUESTIONNAIRE COMPLETION – DOCTORATE DEGREE

I am a registered student at the Durban University of Technology in the Department of Human Resource Management. I am currently pursuing a Doctorate degree and the primary component deals with research-based investigation which necessitates data collection. My topic is “The development of an employee assistance programme (EAP) model for secondary school educators in KwaZulu-Natal”. The latter part of the empirical framework involves the administration of a questionnaire. You have been identified as one of the respondents comprising the sample frame.

I shall be most grateful if you or any member of your teaching staff complete the attached questionnaire and return same in the self-mailed envelope by 27 April 2012. The questionnaire will take about 10-15 minutes to complete and requires you to tick the relevant pre-coded response in an objective manner. Please be assured that your responses will be treated with utmost confidentiality and will not be divulged to any other party. Your responses will be used for statistical purposes only. Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to a speedy return of the questionnaire. Please contact me if there are any queries.

I thank you.

Sincerely,

N. Nagesar

Enclosures: Questionnaire with self-addressed return envelope.
Permission letter from Department of Education

QUESTIONNAIRE ON EMPLOYEE ASSISTANCE PROGRAMMES (EAP)

INSTRUCTIONS TO RESPONDENTS:

- By completing and returning this questionnaire, you help in the research and developmental imperatives in South Africa.
- Confidentiality and anonymity is guaranteed.
- Please use the self-addressed stamped envelope to return the questionnaire before 27 April 2012 to the researcher.
- Tick only one response.
- Answer all questions.

SECTION A: BIOGRAPHICAL DETAILS AND GENERAL QUESTIONS.

1. Post Level

1.1	Post level One	1
1.2	Post level Two	2
1.3	Post level Three	3
1.4	Post level Four	4

2. Gender

2.1	Male	1
2.2	Female	2

3. Length of Service in current post level

3.1	1 to 5 years	1
3.2	6 to 10 years	2
3.3	11 to 15 years	3
3.4	16 to 20 years	4
3.5	> 21 years	5

4.1 Highest Qualification

4.1.1	Matric	1
4.1.2	Diploma	2
4.1.3	Degree	3
4.1.4	Honours	4
4.1.5	Masters	5
4.1.6	Doctorate	6

4.2. Qualification in:

4.2.1	Education	1
4.2.2	Law	2
4.2.3	Leadership	3
4.2.4	Management	4
4.2.5	Other : Specify:	

5. Does the school have an EAP policy?

5.1	Yes	1
5.2	No	2

6. Does the school have an action plan to implement EAP policy?

6.1	Yes	1
6.2	No	2

SECTION B: QUESTIONS ON THE 7 DIMENSIONS OF THE PROPOSED EAP MODEL.

1 STRONGLY AGREE	2 AGREE	3 UNSURE	4 DISAGREE	5 STRONGLY DISAGREE
------------------------	------------	-------------	---------------	---------------------------

7.1	The principal and staff developed an internal EAP model that incorporates legislative frameworks.	1	2	3	4	5
7.2	The School management team requires training on EAP frameworks.	1	2	3	4	5

8.1	The School management team conducts written surveys on educator well-being.	1	2	3	4	5
8.2	The School management team has been trained on the tactical approach in implementing an internal EAP.	1	2	3	4	5

9.1	The School management team has the task of instructing all educators to deliver the curriculum.	1	2	3	4	5
9.2	The School management team should institute disciplinary measures for non-conforming educators.	1	2	3	4	5

10.1	Principals have the task of dealing with unique educator EAP issues to ensure democratization of the workplace.	1	2	3	4	5
10.2	Educators and the school management team have been sufficiently trained to handle the HIV/AIDS pandemic.	1	2	3	4	5

11.1	The school has a budget to pay external EAP service providers to develop programmes for troubled educators.	1	2	3	4	5
11.2	The school has a budget to pay external EAP service providers to develop programmes for troubled management members.	1	2	3	4	5

12.1	The success of the EAP depends on the leadership style of the School management team.	1	2	3	4	5
12.2	The School management team should use bureaucratic methods that worked in the past.	1	2	3	4	5

13.1	The School management team requires training on developing the human capital in an EAP environment.	1	2	3	4	5
13.2	The School management team uses internet and instant messaging services in EAP.	1	2	3	4	5

SECTION C: QUESTIONS ON THE 7 PILLARS OF THE PROPOSED EAP MODEL.

1 STRONGLY AGREE	2 AGREE	3 UNSURE	4 DISAGREE	5 STRONGLY DISAGREE
---	--------------------------	---------------------------	-----------------------------	--

14	There is need for advocacy and training on EAP core technologies for educators.	1	2	3	4	5
----	---	---	---	---	---	---

15	There is need for advocacy and training on EAP core technologies for the School management team.	1	2	3	4	5
----	--	---	---	---	---	---

16	The EAP model can serve as an intervention in crises situations for school educators.	1	2	3	4	5
----	---	---	---	---	---	---

17	The EAP model should assist educators that transgress core values.	1	2	3	4	5
----	--	---	---	---	---	---

18	The School management team should be observant for signs associated with alcohol/drug abuse/violence.	1	2	3	4	5
----	---	---	---	---	---	---

19	It is necessary to have a framework on how to assess educators that require assistance in relation to EAP.	1	2	3	4	5
20	It is necessary to have a legal framework on how to confront troubled educators.	1	2	3	4	5
21	Educators require training and development on using EAP as an intervention for work related problems.	1	2	3	4	5
22	Educators experience stress as a result of curriculum changes.	1	2	3	4	5
23	Critical incidents have the potential to overwhelm educators coping mechanisms.	1	2	3	4	5
24	Troubled educators require coaching to facilitate their well-being.	1	2	3	4	5
25	Troubled educators require group therapy to facilitate their well-being.	1	2	3	4	5
26	Educators will benefit from a 24 hour dial up centre.	1	2	3	4	5
27	A wellness centre can provide an environment where employees excel.	1	2	3	4	5
28	Evaluation, human concerns and feedback should form part of an EAP model.	1	2	3	4	5
29	The school has a budget for the implementation of an internal EAP.	1	2	3	4	5
30	Educators will use an EAP that help them solve problems.	1	2	3	4	5
31	The EAP should cater for the multiple needs of educators, <i>inter alia</i> , personal, financial, work related issues.	1	2	3	4	5

32	Will you make use of a wellness centre that will enhance an educator's physical well-being at work?	More than twice a week	Twice a week	Once a week	Needs basis	Never
----	---	------------------------	--------------	-------------	-------------	-------

33	The Principal, Deputy Principal and Heads of Department are responsible for developing EAP policy.	1	2	3	4	5
----	--	---	---	---	---	---

34	EAP can be successful in schools if there is a commitment from leaders to implement.	1	2	3	4	5
----	--	---	---	---	---	---

35	The ability of the leadership at school will determine the effectiveness of the EAP.	1	2	3	4	5
----	--	---	---	---	---	---

36	School personnel are sufficiently equipped to deal with the challenges experienced by educators.	1	2	3	4	5
----	--	---	---	---	---	---

37	There is a need for a dedicated specialized unit to deal with EAP issues at school.	1	2	3	4	5
----	---	---	---	---	---	---

38	There is need for a professional School Counselor or Psychologist to deal with complex issues of educators in relation to EAP.	1	2	3	4	5
----	--	---	---	---	---	---

39. In your opinion, which of the following variables are of paramount importance in relation to utilizing an EAP programme for educators in secondary schools? Select only 3 variables at most.

No.	Variable	Tick
39.1	Work related stress	
39.2	Leadership style of Principal	
39.3	Poor working conditions	
39.4	Lack of incentive for good work	
39.5	Lack of management commitment to EAP	
39.6	Lack of financial rewards	

Thank you for your co-operation.

PEARSON'S CHI SQUARE TESTS: BIOGRAPHICAL VS EAP MODEL. ANNEXURE D

	Post level	Gender	Length of service	Highest Qualification	Qualification is in:	EAP policy?	Action plans
B7.1	.001*	.158	.008*	0.225	0.295	.000*	.000*
B7.2	.000*	0.352	0.096	.006*	0.977	.000*	.000*
B8.1	.000*	.661	.007*	.043*	0.638	.000*	.000*
B8.2	.000*	.541	.013*	0.28	0.427	.000*	.000*
B9.1	.011*	0.163	.021*	0.758	.024*	0.525	0.825
B9.2	.008*	.173	0.452	.023*	0.848	.152	.158
B10.1	0.086	0.092	0.399	.006*	0.293	0.175	.016*
B10.2	.001*	.229	0.316	0.156	0.695	.891	.641
B11.1	.000*	0.126	.035*	0.161	0.497	.001*	.008*
B11.2	.000*	0.415	.029*	0.329	0.618	.000*	.003*
B12.1	0.148	0.087	0.228	.020*	0.445	0.098	0.067
B12.2	0.288	.567	.528	0.376	0.469	.117	.028*
B13.1	0.118	0.149	0.078	0.1	.000*	.001*	.002*
B13.2	.000*	.694	.038*	0.118	0.26	.000*	.000*
C14	.016*	0.379	0.053	0.126	0.163	.000*	.000*
C15	0.252	0.162	.010*	.029*	0.987	.000*	.000*
C16	0.171	0.33	0.535	0.92	1	0.097	0.215
C17	.016*	0.495	0.208	0.595	0.999	0.789	0.981
C18	0.892	0.528	0.617	0.52	1	0.21	0.37
C19	0.082	0.733	0.086	0.327	1	0.798	0.936
C20	0.06	0.226	.003*	0.465	0.055	0.229	0.258
C21	0.095	0.375	0.364	0.228	1	0.807	0.087
C22	0.42	0.083	.010*	0.386	0.998	.004*	.005*
C23	0.544	0.079	0.307	0.052	0.344	.004*	.005*
C24	.021*	0.402	0.383	0.138	1	0.75	0.467
C25	0.128	.011*	.014*	0.131	0.519	0.198	0.278
C26	0.436	0.476	0.073	0.319	1	0.158	0.199
C27	.005*	0.408	.002*	0.416	0.993	0.188	0.094
C28	0.115	0.617	0.263	0.173	0.699	0.068	.003*
C29	.000*	.031*	.025*	.039*	.047*	.000*	.000*
C30	.025*	0.885	0.172	0.527	.001*	.000*	.001*
C31	0.101	0.722	0.06	0.92	0.968	0.492	0.358
C32	0.413	0.748	0.272	0.938	0.999	0.412	0.424
C33	0.719	.777	0.332	0.087	0.567	.078	.111
C34	0.201	0.828	0.922	0.424	0.844	0.683	0.97
C35	.020*	0.983	0.235	0.152	0.997	.047*	0.638
C36	.005*	.176	.067	0.268	0.938	.000*	.000*
C37	.050*	0.101	0.113	0.068	0.55	.035*	.003*
C38	0.418	0.708	0.292	0.236	1	0.545	0.279

***significant result: p < 0.05**

PEARSON'S CHI-SQUARE TEST: DIMENSIONS VS PILLARS

ANNEXURE E

	B7.1	B8.1	B9.1	B10.1	B11.1	B12.1	B13.1	B7.2	B8.2	B9.2	B10.2	B11.2	B12.2	B13.2
C14	0.610	0.380	0.000	0.000	0.580	0.000	0.000	0.000	0.000	0.000	0.000	0.190	0.030	0.000
C15	0.020	0.140	0.002	0.000	0.026	0.000	0.000	0.000	0.010	0.000	0.000	0.039	0.010	0.000
C16	0.417	0.162	0.010	0.000	0.111	0.000	0.000	0.000	0.273	0.000	0.038	0.161	0.000	0.275
C17	0.262	0.333	0.000	0.000	0.001	0.000	0.000	0.000	0.129	0.000	0.006	0.001	0.000	0.000
C18	0.123	0.048	0.000	0.000	0.000	0.000	0.000	0.022	0.160	0.000	0.002	0.000	0.002	0.004
C19	0.023	0.000	0.000	0.000	0.013	0.000	0.000	0.000	0.054	0.045	0.000	0.016	0.000	0.000
C20	0.040	0.020	0.000	0.000	0.001	0.000	0.000	0.006	0.135	0.016	0.026	0.001	0.002	0.000
C21	0.135	0.054	0.000	0.000	0.027	0.000	0.000	0.000	0.158	0.016	0.057	0.013	0.000	0.000
C22	0.013	0.014	0.002	0.001	0.014	0.065	0.000	0.000	0.316	0.000	0.007	0.037	0.000	0.000
C23	0.043	0.593	0.114	0.000	0.117	0.146	0.000	0.031	0.060	0.044	0.005	0.332	0.000	0.000
C24	0.166	0.275	0.001	0.000	0.284	0.001	0.000	0.000	0.317	0.000	0.245	0.645	0.000	0.062
C25	0.017	0.000	0.217	0.000	0.009	0.000	0.000	0.000	0.029	0.000	0.005	0.007	0.000	0.001
C26	0.011	0.005	0.002	0.000	0.037	0.000	0.000	0.000	0.096	0.001	0.000	0.011	0.000	0.002
C27	0.717	0.736	0.199	0.001	0.172	0.004	0.000	0.000	0.087	0.001	0.106	0.700	0.000	0.003
C30	0.008	0.069	0.000	0.000	0.017	0.000	0.000	0.000	0.020	0.000	0.001	0.005	0.000	0.000
C31	0.111	0.008	0.014	0.000	0.011	0.000	0.000	0.000	0.013	0.001	0.001	0.152	0.000	0.002
C32	0.076	0.002	0.387	0.023	0.000	0.056	0.005	0.377	0.084	0.184	0.544	0.005	0.037	0.001
C36	0.000	0.000	0.001	0.000	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000
C37	0.034	0.001	0.003	0.017	0.433	0.019	0.000	0.000	0.004	0.001	0.044	0.199	0.000	0.000
C38	0.615	0.201	0.029	0.007	0.083	0.001	0.000	0.011	0.019	0.015	0.015	0.088	0.003	0.003

