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**WORK EXPERIENCE OF METRORAIL TRAIN DRIVERS: AN
EMPLOYEE ASSISTANCE PROGRAMME STUDY**

By

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November: 2004**



DECLARATION

I the undersigned, Makhine Moshibudi Brigid Bokaba declare that the study on “Trauma Experienced by Metrorail Train-Drivers: EAP study” was conducted by myself.

I also compiled this research report and all sources used or cited are acknowledged by means of a complete reference.

Signature

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ABSTRACT

Trauma experienced by Metrorail train drivers: EAP study

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The research study investigates the trauma experienced by Metrorail¹ train drivers. An Employee Assistance Programme (EAP) is a worksite-based programme that assists in dealing with employee's problems that impact on their job performance and overall production.

Trauma awareness and management through therapy are necessary components and contribute to the effective operation of EAP.

The study was conducted within the framework of a survey. Face-to-face scheduled interviews were designed and conducted on employees, i.e. Metrorail train drivers, after their respective supervisors had given permission.

From the feedback on these interviews, it was apparent that train drivers need the help of EAP services, maybe through psychological counselling and motivation. Witnessing suicides by people on rail tracks apparently is a common occurrence to Metrorail train drivers. These accidents leave them emotionally scarred and haunted for almost their entire lives.

EAP services will embrace other elements influencing the performance and occupational well-being of these train drivers. These elements include performance incentives, fringe benefits, security, and conducive train settings.

Metrorail was renamed in 1987. It was previously known as South African Railways, then Spoornet, and thereafter Metrorail.¹

KEY CONCEPTS

- EAP
- Mechanical Conditions
- Communication System
- Work Experience
- Trauma
- Shift work
- Production
- Fringe benefits
- Security at work
- Commuters
- Coping Mechanism
- Refreshment Facilities
- Counselling

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CHAPTER 1

1.1 INTRODUCTION

Train drivers are employed by Metrorail to transport commuters over short distances to and from their different daily destinations. Train drivers must always be physically and mentally alert, and communication between themselves and the Centralized Train Control (CTC) room should be continuous. Any changes in railway tracks must be communicated to the CTC room immediately, so that a specific train that could cause danger or be endangered can be sidetracked by CTC before an accident can occur.

Train drivers must always have undivided concentration, as lack of concentration can put the lives of thousands of commuters in jeopardy.

1.2 MOTIVATION FOR THE CHOICE OF SUBJECT

A visit to Metrorail and resulting discussion with the social worker employed by Metrorail fuelled the interest of the researcher about the work environment of train drivers and pressure experienced by such train drivers in their day-to-day performance of their duties. The researcher – as a commuter herself – had the opportunity to observe the frustrations of commuters and problems caused by commuters impacting directly or indirectly on train drivers.

1.3 PROBLEM FORMULATION

Availability of published information on the working conditions of train drivers is limited. Through observation and personal experiences by the researchers herself, the following problems, as experienced by train drivers, could be described:

- Long working hours (11 to 14 hours);
- Shift work;
- Stress resulting from high responsibility for commuters' lives and safety;

- Lack of facilities available to train drivers (e.g. toilet facilities);
- Ongoing communication with control rooms;
- Accidents.

According to the London Underground railway system, there were approximately 100 incidents of attempted suicide on the London Underground railway system each year in the 1980's. In most cases, these incidents concerned a person jumping from the platform into the path of a train. Exceptionally, suicide attempts took place in tunnels or between stations.

When a driver sees a person jump in front of his train, he applies the emergency brakes. A "tube train" travelling at 50 km/h has an emergency stopping distance of 40 metres. It is rarely that a train comes to a halt before striking the person on the track. (Tranah, 1995:156)

In May 2002, six train drivers were on leave and four off sick, out of a total of 116. During 2000, 34 train drivers went for counselling, during 2001, 17, and during 2002, 10 train drivers went for counselling due to trauma caused by accidents.

Whether an individual's response to extreme pressure turns into depression or into something constructive depends on the person's personality and coping style, previous trauma, working environment, the models they have been exposed to, and types of outcomes they anticipated.

The work environment of train drivers is not conducive to morale. Drivers complain about the poor condition of trains, such as doors that sometimes do not close or open properly. Trains are often overloaded by commuters, which may result in a risk. Train drivers fear commuters when trains are late, as commuters blame train drivers for delays, which very often result in threats to train drivers. Security measures are not sufficient to protect drivers. Available security men are armed with sticks only, which is not sufficient for protection. Uniforms often do not satisfy basic needs. Gender issues occur, in that male drivers accuse and blame female drivers when the latter make use of maternity leave, which puts male colleagues under more pressure.

Commuters commit suicide on the railway track. Policy prohibits drivers to stop the train outside the scheduled programme, as the risk of trains colliding with one another is too high, and will result in a high number of deaths. Train drivers are expected, however, to check underneath the train for body parts of suicide victims. Suicide is also a common phenomenon amongst train drivers.

The current provision of counselling for traumatised train drivers is not sufficient. The research problem can be defined as follows: “The absence of a structured EAP results in insufficient support and counselling being provided to traumatised train drivers.”

1.4 GOAL AND OBJECTIVES

The goal of this research project was to explore the working conditions of train drivers and the impact thereof on train drivers’ social functioning and productivity.

The objectives were:

- To assess the environment in which train drivers perform their duties;
- To assess coping mechanisms of traumatised train drivers in their workplace;
- To determine whether identified feelings are causing trauma;
- To explore the viability of an EAP for traumatised train drivers;
- To describe EAP guidelines for Metrorail.

1.5 ASSUMPTIONS

According to Mouton (1986:2), an assumption is defined as reality that can be understood by interpreting the meanings that people in a specific setting attach to it.

The following assumptions were formulated for purposes of this study:

- Train drivers experience high stress levels due to the lack of working conditions that are conducive to morale guidelines for Metrorail;
- Train drivers are traumatised because of numerous accidents;
- Trauma impacts negatively on the job performance of train drivers.

1.6 RESEARCH APPROACH

Grinnell (1997:28) defines qualitative approach as “a multi-perspective approach to social intervention aimed at describing, making sense of, interpreting, or reconstructing this interaction in terms of meaning that the subjects attach to it.” The researcher used the qualitative approach, because it is warm, it deals with people’s feelings, attitudes, and experiences, and the data collection is in words, as the researcher collected data through face-to-face interviews with the train drivers.

1.7 TYPES OF RESEARCH

The type of research relevant within this project is applied research. According to Newman (1997:22), applied research is defined as “trying to solve specific problems or help practitioners accomplish the tasks.” Theory is less central than seeking a solution to a problem for a limited setting.

Applied research was relevant, because after the researcher gathered information concerning train drivers, work experiences, and work environment through face-to-face interviews, possible solutions to the problems were recommended (i.e. the implementation of an EAP for train drivers).

1.8 RESEARCH DESIGN

De Vos (1999:123) defines a research design as “a blueprint or detailed plan.” She further describes how a research design offers the framework in accordance with which data is to be collected to answer the research question in an economic manner.

Grinnell (1988:220) refers to different designs when he states: “if there is already a substantial knowledge base in our problem area, we will be in a position to ask very specific and complex questions, which may attempt to explain facts previously gathered. If less is already known, our questions will be of a more general, descriptive nature. If very little is known, our question will be even more general still, at an

exploratory level. Each of these three knowledge levels demands a different type of research design, because at each level, different types of questions are being asked.”

Since very little was known about the topic, the exploratory design was used to explore the feelings and experiences of traumatised train drivers and their work environment and to assess whether they could cope with their job performance.

1.9 RESEARCH PROCEDURE AND STRATEGY

The researcher worked with Pretoria Metrorail train drivers who had experienced trauma during accidents on duty. Metrorail psychologists provided the researcher with names. All interviews were carried out between 08:00 and 12:00 every day of a specific week after appointments with the respondents had been arranged. Interviews were structured in accordance with a specific interview schedule.

1.10 PILOT STUDY

1.10.1 Literature study

Sources from the Academic Information Services, as well as from the Internet, were utilised regarding the work environment of employees and how the work environment affects employees. Work experience, trauma, stress, depression, and other related feelings were also studied.

1.10.2 Consultation with experts

The researcher contacted the following role players for additional information:

- Mrs M Kgarimetsa Phiri: Social Analyst – Development Bank of Southern Africa
- Ms E Marais: Psychologist – Metrorail
- Ms N Manthata EAP practitioner – Metrorail.

1.10.3 Feasibility of the study

The study was feasible, as no travelling was needed for the researcher during data collection. Although the researcher was not employed by the company, full co-operation and support was experienced from the relevant staff.

1.10.4 Pilot testing of questionnaire/measuring instrument

Pilot-testing is the pre-testing of a measuring instrument, and in this case consisted of trying it out on a small number of persons having characteristics similar to those of the target group of respondents. (De Vos, 1998:179).

The pilot test improves the success and effectiveness of the investigation. Respondents get the opportunity to highlight any questions that may not be clear, and the researcher gets the opportunity to improve according to the feedback provided. During the pilot test, the researcher tested scheduled questions concerning the study with four traumatised train drivers to see how they would respond to the questions. Respondents used for the pilot study were not used for the main investigation.

1.11 RESEARCH POPULATION, DELIMITATIONS OF THE SAMPLE AND SAMPLING METHODS

According to De Vos (1998:191), a sample is a small portion of the total set of objects, events, or persons, which together comprise the subject of the study.

1.11.1 Research population

According to De Vos (1998:190), population is a term that sets boundaries on the study units. It refers to individuals in the universe who possess specific characteristics or meet specific criteria. As such, the population for this study were all train drivers employed by Metrorail.

1.11.2 Delimitation of sample

According to the goal formulated for the study, the criteria for possible inclusion in the sampling can be stipulated as:

- Train drivers employed by Metrorail in the Pretoria area.
- Train drivers traumatised through accidents and other unfavourable working conditions.

The sample consisted of ten train drivers, five males and five females, who had experienced trauma due to accidents while on duty.

1.11.3 Sampling method

Babbie & Mouton (2001:166) discuss two types of sampling, i.e. probability and non-probability sampling.

Newman (1997:206) defines purposive sampling as an acceptable kind of sampling for special situations. Purposive sampling uses the judgement of an expert in selecting cases. The psychologists of Metrorail were actively involved in identification and selection of respondents.

Babbie & Mouton (2001:166) further discuss purposive or judgemental sampling as a type of non-probability sampling – which seemed to be the most appropriate type of non-probable sampling for this study: “Sometimes it’s appropriate for you to select your sample on the basis of your own knowledge of the population, its elements, and the nature of your research aims: in short, based on your judgement and the purpose of the study.”

The sampling type for the purposes of this study was non-probable purposive sampling, as no listed details exist on the research population from which the sampling was done – i.e. traumatised train drivers.

1.12 ETHICAL ISSUES

1.12.1 Harm to experimental subjects/respondents

De Vos (1998:25) mentions that subjects can be harmed in a physical or emotional manner. One can accept that harm to respondents in the social sciences would be mainly of emotional nature, although physical injury cannot be ruled out completely. Dane (1998:25) claims that an ethical obligation rests with the researcher to protect subjects against any form of physical discomfort that may emerge, within reasonable limits, from the research project.

Respondents should be thoroughly informed beforehand about the potential impact of the investigation. Such information offers the respondents the opportunity to withdraw from the investigation.

During the collection of data, the researcher also took into consideration the emotional harm that the respondent could be exposed to. The researcher made sure that during the process of collecting data, the researcher does not arouse the emotions of the respondent. This was possible by firstly preparing the respondent, by telling the respondent what the research is all about, what he/she had to expect during data collection. The researcher also made the respondent aware of any sensitive issues to be discussed. The preparation process gave the respondent the opportunity to withdraw if he/she felt uncomfortable. It would also protect respondents from being harmed.

1.12.2 Informed consent

According to De Vos (1999:25), obtaining informed consent implies that all possible or adequate information on the goal of the investigation, the procedures to be followed during the investigation, the possible advantages, disadvantages and dangers to which respondents may be exposed, and the credibility of the researcher be rendered to potential subjects or their legal representatives. Participants must be legally and psychologically competent to

give consent, and they must be aware that they would be at liberty to withdraw from the investigation at any time.

This ethical aspect refers back to the preparation process that the researcher entered into during data collection. The researcher informed the participants exactly what the topic was all about and what kind of questions they could expect. They were also informed that they would be part of the research project, that sensitive information would not be disclosed and that confidentiality would be maintained, and that they would remain anonymous.

1.12.3 Deception of Subjects or Respondents

Loewenberg and Dolgoff (1988:27) describe deception of subjects as “deliberately misrepresenting facts in order to make another person believe what is not true, violating the respect to which every person is entitled.” This implies offering of incorrect information in order to ensure participation of subjects when they would otherwise probably have refused it.

During the interviews with participants, the researcher explained the goal of the study and what it would entail, what the purpose of the study was, the period to collect data, the profession of the researcher, which institution the research was done for. The first names and surname of the researcher would also be revealed to the participants.

1.12.4 Violation of Privacy

According to De Vos (1998:27), privacy is defined as “that which normally is not intended for others to observe or analyse.” Singleton et al. (1988:454) further explain that “that right to privacy is the individual’s right to decide when, where, to whom, and to what extent his or her attitudes, beliefs, and behaviour will be revealed”. These principles can be violated in a variety of ways, and it is imperative that researchers act with the necessary sensitivity where privacy of subjects is relevant.

Privacy implies the elements of personal privacy, while confidentiality indicates the handling of information in a confidential manner. The right to self-determination implies that individuals have the right and competence to evaluate available information, to weigh alternatives against one another, and to make their own decisions.

The researcher prevented violation of privacy by explaining to each respondent what confidentiality would entail, meaning all information that they disclose to the researcher would not be divulged, and that only a few professional members would be aware of their identities, i.e. the EAP practitioner and a psychologist from Metrorail. During collection of data, the researcher would use nicknames or Mr Y or Ms X to represent their identity.

1.12.5 Actions and Competence of Researchers

According to De Vos (1998:30), researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. In the initial reasoned proposal for the investigation, the researcher should clarify the reasons for the study and should indicate in what manner he will be able to honour ethical guidelines.

The researcher would be able to render the researched project, as she has acquired the social work skills of dealing with different groups of people of all age groups. The respondents would be made aware of the sensitivity of issues relating to accidents experienced while executing of their duties.

1.12.6 Release or Publication of the Findings

According to De Vos (1998:32), the researcher should compile the report as accurately and as objectively as possible. If errors occur in the study, this may lead to other researchers wasting their time and funds by relying upon the findings. An ethical obligation rests upon the researcher, therefore, to ensure at all times that the investigation proceeds correctly, and that no one is deceived by its findings.

During the publication of the findings, the investigations proceeded correctly as the researcher would make use of statistics, for example that 50% of the male train drivers complained about too much leave for female train drivers. No names for the respondents were used for the findings

1.13 CONTENTS OF THE RESEARCH REPORT

Chapter one - Introduction to the study.

Chapter two - Empirical study on the emotional experience of train drivers.

Chapter three - Literature study on the working conditions and its impact on train drivers.

Chapter four – Conclusions and recommendations.

CHAPTER 2

EMPLOYEE ASSISTANCE PROGRAMMES: A THEORETICAL POINT OF VIEW

2.1 DEFINITION OF EAP

The EAP- SA Standard Committee Document (1994:) defines EAP as “a worksite-based programme designed to assist in the identification and resolution of productivity problems associated with employees impaired by personal concerns, but not limited to: health, marital, family, financial, alcohol, drug, legal, emotional, stress, or other personal concerns which may adversely affect employee job performance.”

An EAP is a programme to help employees whose personal problems adversely affect their work. Trained professional staff attached to the EAP are available to help employees with their problems.

According to EAPA (1994), EAP is a mechanism for making counselling and other forms of assistance available to a designated workforce on a systematic and uniform basis, and to recognised standards.

Is also is a confidential and professional service provided as an employee benefit which complements and extends in-company resources in the constructive and supportive management of people impacted by concerns in their personal and work lives. (Berridge, Cooper, & Highley-Marchington: 16-17)

2.2 THE OBJECTIVES OF EAPs

EAPs tend to have two primary objectives:

- To help the employees of organizations distracted by a range of personal concerns, including (but not limited to) emotion, stress, relationship, family, alcohol, drugs, finance, legal and other problems, to cope with such concerns, and to learn to control the stresses produced.
- To assist the organisation also in the identification and amelioration of productivity issues in employees whose job performance is adversely affected by such personal concern (EAPA, 1994 in Berridge, Cooper,& Highly-Marchington, 1997:16-17)

The intended beneficiaries of the EAP hence are both the individual and his/her employing organization. At the personal level, the objective of employee counselling is not personal restructuring , but focussing holistically e.g. family members of the employee.

2.3 DEFINITION OF EAP MODEL

An EAP MODEL is the structure that an organisation uses to plan and implement to serve the needs of the troubled employees. Sometimes employers have difficulty in determining which EAP model to use, because of the wide variety of models available, conflicting information about the features of different models, and the misunderstanding concerning about their advantages and disadvantages. An explanation of the features and advantages and disadvantages of each EAP model should help employers to select the most appropriate one for their organisation. The three basic EAP models are the Hotline, Consortium, and Contractor models. These three models provide services on contract or external basis. The other models, such as the In-house, Union-based and Union-employer models provide its services on an internal basis. (Meyers, 1980: 83.)

Dickman, et al. (1988:133) are of the opinion that several different EAP models have evolved. Part of the diversity comes from variation in the size of the organisation, the availability of internal resources to denote to employee assistance services, and the

willingness of the organisation to expand resources. No model can therefore be identified as the best model, and referral of the best model will depend on the specific type of organisation. It will be to the advantage of the organisation to first assess various EAP models before finalizing the decision on implementing the EAP.

There are various types of EAP models as described by various authors, and one model cannot fit all organisations, because of different organisational structures. Klarreich, Franček and Moore (1985:4) mentioned that no one model for the development of the programme would fit all work situations. In most cases, the model to be used is determined by the size and location of the organisation and the nature and the socio-demographics of the workforce. There are two basic types of models in EAPs, i.e. the internal and the external model, as discussed below.

2.3.1 The internal model

According to Klarreich et al. (1985: 9) there are many good in-house programmes to be found and provided they are staffed by professional clinicians and supported by an organisation so that they are not just “paper” programmes, could be very effective. Attention must be given to the issues of staffing and programme services rendering.

The internal model is also referred to as an in-house or on-site programme. According to Myers (1984: 70), employees of the organisation will staff the internal programme and includes social workers, alcoholism counsellors, psychologists, and representatives of the personnel department. This model is commonly utilised where there is an exceptional need for confidentiality. Should the orientation be towards limited counselling, the programme may utilise external resources for treatment and make inside counselling resources available to employees in this system that view themselves as different “civilians”.

Dickman et al. (1988:250) Also indicates that large industries or organisations tend to opt for internal programme models whereas the EAP is organised as an integral part of the organisation. The reasons why larger organisations

commonly use this model might be due to the costs involved, as well as in the larger number of employees within the organisation. With the internal model, the resources for treatment can coordinate follow-up and feedback. According to Collins (2000: 42), the internal model has higher utilisation rates, most probably because the service is more accessible than with other models. This statement on accessibility is supported by Myers (1984:91).

2.3.1.1 Advantages of the internal model

The following advantages of the internal model were identified:

- The internal model has higher utilization rates
- The counsellor can fulfil an advocacy role by protecting employees from supervisors' arbitrary actions
- The internal counsellors can conduct independent investigations, maintain informal records of trouble spots, and ensure fair judgement.
- An unlimited number of evaluative or diagnostic sessions for clients can be provided, because the programme is designed to serve only the specific organization.
- The organization is more likely to invest in the counsellor's growth and development, since the counsellor is an employee. This implies that the counsellor has an opportunity for career development, which might be conducive for the acquiring and introducing of newly learnt services of EAPs.
- The internal model facilitates communication with the organization (Dickman et al. 1988:134 and Kunnes 1993:25), as it allows ample opportunity for the counsellors to communicate with the supervisors, top management, the personnel manager, medical unit personnel, and union representatives. This model also promotes dialogue between the supervisor, the troubled employee, and the counsellor.

- Records are more accessible to the service provider, and this makes it possible to identify the need for treatment, and to commence with treatment before the supervisor makes an actual referral.

2.3.1.2 Disadvantages of the internal model

The following disadvantages of the internal model were identified:

- It requires a full-time staff complement, and as this might be very costly for small organizations, this model might be more economically viable to the larger organization;
- Anonymity and confidentiality may be a problem and cannot be ensured. Since the location of the EAP office is on-site, employees might risk being seen by peers who might question their presence in an EAP office;
- The programme based on an internal model may be difficult to terminate, as employees of the organisation staff the programme. In the event of termination of the programme, EAP personnel would therefore have to be retrenched, placed-out or reassigned.

2.3.2 External model

External EAPs are operated and staffed by personnel employed by the organisation that provides EAP services (Myers 1984:10). An employer therefore contracts with an independent EAP service provider to provide EAP services. This approach often enables the client organisation to purchase and implement a programme specifically tailored to their needs. (Klarreich et al, 1985:10). With this model, employees can receive treatment off the worksite, making it possible for employees to utilize the programme without the fear of being seen. Chiabotta (1987:45) is of the opinion that with this model there is no actual diagnosis, but treatment is provided directly by the contracted organisation. The service provider therefore only offers assessment, short-term counselling, and referral of the employee to the relevant resources. Three types of external models will be discussed below:

2.3.2.1 The Hotline Model

According to Myers (1984:82), a hotline is either a local or long distance telephone service. Employees experiencing problems dial the publicised number and talk to a listener who is trained to assess problems. After the assessment, the employee will be referred to a relevant and listed service provider from his/ her community.

The advantages of hotlines are that they're easily accessible to employees and ensure anonymity and confidentiality. Hotlines are also economical and can be terminated at any time with little or no effect on the organisation. This model can be useful in cases where employees who are experiencing problems are reluctant to make and maintain contact with the EAP staff.

The major disadvantage of hot lines is the possibility of inappropriate referrals of employees due to the fact that accurate assessment cannot be made via telephone or due to lack of knowledge about resources for referrals. In addition, hot lines may deny the clients the opportunity to express their emotions privately when they present their problem to the staff for crisis intervention or referral. Furthermore, the clients may find it difficult to discuss the problem a second time or even in a face-to-face situation with the therapist to whom the client was referred.

2.3.2.2 The Consortium Model

Consortium in terms of an EAP means that a group of employers in a given geographical area join together in order to establish effective EAPs serving their common interest. (Beugger, 1987: 11).

Klarreich et al (1985:60) support the above statement that the members of the organisation which collectively own the system, will also govern the consortium. Organisations that, for economic or other reasons, do

not wish to, or cannot afford to initiate their own programmes, use consortiums. In this model, the costs of a full-time coordinator tasked with hiring contractor services that will provide the participating organisations with EAP services, is split amongst the participants. Participating organisations are charged for services on a capitation basis, which is a fixed fee per employee per month, and in this way help to reduce the financial responsibility of a single employer. By sharing the financial burden, organisations that cannot afford the services on their own can still manage to offer their employees a service at an affordable rate.

2.3.2.2.1 Advantages of consortium model

Because consortium offices are located off the working site, client anonymity, confidentiality, and privacy are ensured. Apart from the confidentiality issues that are considered a big advantage of external programmes, Myers (1984: 86-87) also identified the following advantages:

- Peers and supervisors do not see that the troubled employee is utilising the service if provided off-site.
- Employee's records are considered more secure in an external counselling site because it is not easy for the employer to gain access to the records of the employees.
- Through the consortium model, employees may receive highly professional assistance.
- The consortium decreases costs for the organisation.
- It is easier to terminate the services, as the consortium usually serves several service contractors.
- It allows the employer to offer some degree of employee assistance.

2.3.2.2.2. Disadvantages of the consortium model

- Accessibility is a problem with the consortium model, as the site for service rendering is located away from the workplace.
- The service providers may not have enough knowledge of the organisational structure and the dynamics of the organisation they are serving.
- The service providers may be viewed as outsiders, making it difficult for them to establish rapport with management or with its employees.

2.3.2.3 The Contractor Model

A contractor differs from a consortium in that a contractor is a profit-making agency whose services are paid for by the contracting organisation (Bruce, 1990:131). There are three versions of contractor models.

The first version involves supplying EAP services for one or two problems such as drug and alcohol abuse. The second version is an extension of the first in that additional services, such as aftercare and assistance with job re-entry, are also provided to employees. Version three again differs from the second in several distinct ways and can be considered a comprehensive service. In this version, the contractor will provide the employer with expertise, not only during the planning phase, which will include the integration of EAP goals with the goals of the organisation but even assist employees with aspects such as out-placement and career, financial and pastoral counselling.

The advantages and disadvantages of this model, according to Googins and Godfrey (1987: 121) are as follows:

2.3.2.3.1 Advantages of the contractor model

- Confidentiality: The apparent independence of the contractor suggests that the rights of the employee are protected and information will not be compromised and used in support of decisions made by the organisation.
- Suitability for smaller organisations: This model allows the smaller organisation to take advantage of an array of services without having to pay for full-time staff.
- Network Opportunities: In such a programme, there is better identification and utilisation of community resources, and consequently better networks.

2.3.2.3.2 Disadvantages of the contractor model

- Limited scope for treatment: The scope of treatment is possibly too narrow, and will only reflect the treatment preference of the agency.
- Lack of organisational knowledge: There is little understanding of the working environment that is being served, and this can lead to the wrong interpretation of problems.
- Lack of ownership: Employers do not experience a sense of ownership, resulting in some managers /supervisors being reluctant to deal with the “outsiders.”
- Limited access: The programme can be less accessible to the users, as it is situated outside the workplace.

According to (Dickman et al, 1988:133), a selection between any of the models discussed above should therefore be dictated by the needs and type of organisation, as no single model can be earmarked as the best model for all organisations. Bew and Bew(1988:22) add to this opinion by saying that, when deciding on the appropriate model for implementation, the organisation must consider factors such as confidentiality, credibility, accessibility, availability of expertise, acceptance

by employees, scope of services to cover all possible problems, costs, and ability to monitor the programme.

2.4 THE RIGHT TO UTILISE THE EAP

The main objectives of the EAP is to provide constructive assistance to every employee who is experiencing any form of a personal problem, be it one of physical illness, mental and emotional illness, family distress, financial, alcoholism, drug dependency, legal problems, or other problems.

Constitution of the Republic of South Africa Act, 1996 (Act 108 of 1996)

According to the Constitution of the Republic of South Africa (Act. 108 of 1996) Section 9 “everyone is equal before the law and has the right to equal protection and benefit of the law.” No employee can therefore be denied participation in the EAP. Every employee has an equal right to utilise the EAP when he/ she is experiencing personal or social problems that are adversely affecting his/her job performance and productivity. “Equality includes the full and equal enjoyment of all rights and freedom. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken “

2.4.1 Safe and healthy working environment

The provision of an EAP plays an integral part in meeting the organisation’s objectives of providing officials with a satisfying, safe and healthy working environment (Department of Traditional and Local Government Affairs: EAP Policy, 2000: 3)

According to the constitution of the Republic of South Africa (No. 108 of 1996) Section 24: “Everyone has the right –

- (a) To an environment that is not harmful to their health or well-being.”

The Act continues in Section 13 by putting an obligation on the employer as far as is reasonably practical to cause every employee to be made conversant with the hazard to his/her health and safety attached to any work which he/she has to perform. The employer is further obliged in terms of Section 17 to appoint health and safety representatives to ensure a safe and healthy working environment for all employees. In terms of Section 40, however, there is an obligation on employees at work to take reasonable care for the health and safety of themselves and of other persons who may be affected by his/her acts or omissions, as well as to cooperate with the employer in his/her endeavours to abide by the provisions of this Act.

2.4.2. Work performance

The EAP should be proactive in preventing a decline of performance from employees with normally satisfying job performance and potential. It should also be reactive in the identification, assessment and treatment of underachievers for successful work performance and productivity. (ACT)

2.5 BENEFITS OF UTILISING EAP SERVICES

2.5.1 Benefit to the organisation

2.5.1.1 Cost effectiveness

EAP can be viewed as a means of reducing costs by decreasing absenteeism, tardiness, accidents, error judgement, and the like. By initiating the EAP, work organisation institutes a cost savings program that will, among other things, improve bottom-line profits.

2.5.1.2 Aid to management

A second benefit for a company utilising EAP is its potential to assist management. It reinforces basic management principles, particularly

those relating to the supervisory role and its responsibilities. Because employers are concerned with the control of job performance standards, the EAP provides a supplemental mechanism that reinforces basic management practices.

2.5.1.3 EAPs enhance corporate image

EAPs provide a variety of image messages both with the company and to the outside community. One of these messages relates to the qualities of caring concern and well-being. EAP can serve as a symbol by which the company communicates its active willingness to provide for and protect those employees who are experiencing personal problems. EAP signals to employees a positive concern for well-being of the work force and recognition of the role of the company in attending the employee's needs where appropriate. This image may be equally effective in the outside community. A company that is perceived as creating a healthy climate for its employees enhances its public image of attractiveness to the consumer.

2.5.2 Benefits to employees

The mere existence of a good EAP is a meaningful benefit. High morale tends to facilitate the existence of the positive qualities within the workplace (e.g. high morale) then the message is sent through that the employer cares about its employees, and the morale, job satisfaction, and productivity increases.

According to (Badenhorst 1990: 10) the other real winners in this programme are the ones who use it.

Employees will benefit from this programme due to the following reasons:

- They are given a chance to rebuild their lives.
- They will have an option other than continuing the problem.
- They will have a chance to save their lives or the lives of their dependants.

In the final analysis, employees may secure meaningful help for a problem that possibly will endanger not only the ability to gain a living but also the very lives of their dependants.

Chiabotta (1987:11) alleges that, ultimately, mutual cooperation and trust between labour and management will directly and indirectly benefit the employee. The mere existence of a good EAP, in and by itself, is a meaningful employee benefit. When labour and management jointly demonstrate that ‘to be troubled is to be human,’ a more trusting environment will exist and employees will tend to feel more comfortable asking for and accepting help and assistance.

Only employees who make use of the EAP will benefit from it. Employees are afforded the opportunity to deal with their problems and rebuild their lives. The real winners in an EAP are those that use it.

2.6. ISSUES COVERED BY AN EAP

British programmes have provided counselling for a wide range of concerns, termed a ‘broad-brush’ approach in EAP terminology. This is in sharp contrast to the (formerly) alcohol- and (lately) drug-focused programmes more commonly seen in the United States. Other distinctive features of EAPs in Britain include a very much higher proportion of ‘self-referrals’ than ‘managerial referrals,’ and the frequent provision of 24-hour access to telephone counselling services and the inclusion of family members. These and other differences expand the terms of reference of British EAPs, making them in general more broadly-based than those typically found in the United States.

Individual EAP applications might well tackle a more limited range of issues, depending upon the provider’s expertise and policies. Alternatively, the employer might identify a narrow array of issues to be covered in response to a wish to concentrate on key problems, a restricted range of employees (rather than dependants) or of reasons of cost limitations.

The potential list covers some of the more commonly found issues on what help may be available within an EAP. But the range of issues potentially capable of being brought to an EAP in modern employment, characterised by change, complexity and stress, can only be expected to grow. Given the employer's willingness to fund, and counsellors' training to tackle them, the list of potential issues is almost infinite in the view of one personnel management commentator. Within a broad-brush EAP, a continuum of severity of presenting symptoms can be constructed as a guide to the appropriate response from the counsellor (Berridge et al, 1997:21-23).

Most counselling within employee assistance is short-term therapy, which accords with this social-psychological model. The counsellor brings professional training and knowledge, experience and skill, and a range of perspectives and techniques to help a client at a time of change, choice, or crisis. These times are not necessarily negative, even for clients, although initially they may seem so.

2.7 THE APPROACHES OF AN EAP

Myers (1984:12) mentioned that authors often use the concepts of approach and model in an interchangeable manner, whilst in an EAP context, different meanings are attached to these concepts. The two basic approaches used in an EAP are prevention and confrontation. Research on existing EAPs indicated that an approach based on prevention and confrontation are the most widely used, as it conforms with the traditional management methods, and ensures that troubled employees are referred for assistance. Myers (1984:12) identifies two types of approaches in an EAP, namely the preventative and performance approaches.

2.7.1 Preventative approach

This approach is also called primary prevention, and in this context, EAPs offer a new challenge to address the threat of job loss, as it is specifically structured to include an intervention process that may correct the pattern of dysfunctional performance. EAPs address relationships and roles within the workplace. In the context of public health, three levels of prevention are

utilised to analyse health issues, i.e. primary prevention, which includes the interpretation or cause of the condition within the environment, secondary prevention, and tertiary prevention, and these levels are also applied in the process of helping troubled employees in the workplace.

With regard to EAPs, Vicary (1994:100) states that prevention is seen as a continuum of care, from preventing a problem before it starts (primary) to early intervention when the problems develop (secondary), to treatment for an established problem (tertiary).

2.7.1.1 Primary Prevention

Employee Assistance Programmes are designed to instil a consistency in the workplace, in order to establish positive work characteristics that will enhance the workplace. An issue of concern in many EAPs is the curative focus thereof, and the importance of moving beyond this to include prevention (McKendrick, 1990:37). An approach of primary prevention in an EAP therefore saves the employer time spent on disciplining the troubled employees in order to correct their deficient performance and therefore can reduce the incidence of problems that occur in the workplace. Programmes on stress and financial management, smoking cessation, eating disorders, and other wellness programmes can serve as primary prevention in an EAP. Dickman et al. (1988: 219) indicate that the major goals of prevention programmes are to prevent dysfunction in those who are currently healthy, and to prevent existing problems from becoming more serious. In short, primary prevention therefore is a preventive measure that can be used to try to eliminate the problems before they get out of control.

2.7.1.2 Secondary Prevention

Secondary prevention comes in play when the problem has already occurred but is still in the developing stage (early stage) although treatment is required. This type of prevention is less costly and more effective than tertiary prevention, but is more costly and less effective than primary prevention.

2.7.1.3 Tertiary prevention

Tertiary prevention is the rehabilitation that follows after disease and/or problem identification and diagnosis. As it involves cure rather than prevention, it might be more costly and less effective than both primary and secondary prevention.

Any preventive approach can be made more effective by involving those who manage employees in education and training, in order to improve their understanding of the problems, systems and distress faced by employees.

Employees should also be informed on the course of action to be taken should they experience problems. With regard to prevention, education is considered as extremely important, as it leads to new awareness, and awareness leads to opportunity for change. The preventive approach in EAP provides educational, organisational and environmental interventions to reduce the risks of chronic diseases linked to lifestyle and in effect, improve the health conditions in the workplace.

2.7.2 Performance approach

The performance approach is also called the confrontational approach and focuses on job performance. This approach is most widely used in an EAP, because it conforms to the traditional management methods and ensures the eventual referral of the problem employee (Myers, 1984:116). This approach also makes use of the steps or procedures specified in most performance appraisals systems. Such steps include the establishment of job performance, informing employees what is expected of them, evaluating performance, and making EAP referrals or following progressive disciplinary procedures.

In this approach, the troubled employee is helped to correct his/her deficient behaviour through a disciplinary process. Archambault, Doran, Matlas, & Nadolski (1982:14) state that confrontation is based on the documented deterioration of job performance as observed by supervisors. The researcher agrees with the above authors in that the confrontation of the troubled

employee should be based on factual and well-documented evidence. If the supervisor is in possession of documented facts, the employee can hardly deny what he/she is being accused of, but without it there is no evidence. This approach can also help employees to take responsibility of their own actions and behaviour.

Summary

This chapter explained how EAP in the workplace operates, and mentioned its objectives and models that can be implemented in the organisation. The organisation can benefit by the implementation of EAP, through understanding its goals and benefits to the organisation and employees. The EAP models, together with their advantages, are valuable tools that will help the organisation to outline the structure of the EAP they wish to implement. The approaches outlined also serve a preventive purpose in that they prevent the occurrence of problems and inadequate performance. In summary, it can be stated that EAP is an important tool to help employees to deal with their problems. If implemented correctly in the organisation, it can reduce the incidence which the organisation can experience.

CHAPTER THREE

LITERATURE STUDY

ON THE WORK ENVIRONMENT OF TRAIN DRIVERS AND TRAUMA EXPERIENCED

3.1 ERGONOMICS

Barbara (1996: 347) calls ergonomics the study of human characteristics for the appropriate design of the living and work environments. Ergonomics researchers strive to learn about human characteristics (capabilities, limitations, motivations, and desires.) in order to adapt a human-made environment to the people involved. This knowledge may affect complex technical systems or work tasks, equipment, and workstations, or the tools used at work and at home, house.

Stranks (1992:73) defined ergonomics as the scientific study of the interrelationships between people and their work, fitting the task to the individual, the scientific study of work, and the study of the man-machine interface.

Considerable attention to the principles of ergonomics, ergonomics design, interface design, and anthropometrics can have significant benefits in reducing stress in the workforce, thereby promoting greater efficiency and reduced manufacturing/operating losses.

Ergonomics is human-centred, trans-disciplinary, and application-oriented. The goal of ergonomics and human factors range from making work safe and humane, to increasing human efficiency, to promoting human well-being.

Kroemer & Kroemer (1994:1) see ergonomics as the application of scientific principles, methods, and data drawn from a variety of disciplines to the development of engineering systems in which people play a significant role. To be more specific, ergonomics is defined as the discipline to “study human characteristics for the appropriate design of the living and working environment.” Its fundamental aim is

that all human-made tools, devices, equipment, machines, and environment should advance, directly or indirectly, the safety, well being, and performance of humans.

3.2 GOALS OF ERGONOMICS

Ergonomics adapts the man-made world to the people involved, because it focuses on the human as the most important component of our technological systems. The ultimate goal of ergonomics is “humanization” of work. The goal may be symbolized by the “E & E” of Ease and Efficiency, for which all-technological systems and their elements should be designed. This requires knowledge of the characteristics of the people involved, particularly of their dimensions, their capabilities, and their limitations.

3.3 STRESS

3.3.1 What is stress?

Stress is a term which is rarely clearly understood. Various definitions have been put forward over the years, inter alia:

- Any influence that disturbs the natural equilibrium of the living body.
- The common response to attack..
- A feeling of sustained anxiety, which, over a period, leads to disease.
- A psychological response, which follows failure to cope with problems.

Generally, a stressful circumstance is one with which an individual is unable to cope successfully, or believes he cannot cope successfully, and which results in unwanted physical, mental or emotional response. Stress implies some form of demand on the individual, it can be perceived as a threat, it can produce the classic ‘flight or fight’ response, it may create physiological imbalance, and can certainly affect individual performance. It is particularly concerned with how people cope with changes in their lives at work, at home,

and in other circumstances. It should be appreciated, however, that not all stress is bad. We all need a certain amount of stress (positive stress) in order to cope with life situations.

3.4 THE EFFECTS OF STRESS

According to Stranks (1992: 95), stress effects vary considerably from person to person. Typical effects of stress are headaches, insomnia, fatigue, overeating, constipation, nervousness, minor accidents, palpitations, indigestion, and irritability. Many more effects and symptoms could be added to this list. The two principal psychological effects of stress are anxiety and depression.

3.4.1 Critical Symptoms of Stress

- Loss of control
- Restlessness
- Feeling trapped
- Helplessness
- Indecision

3.4.2 Long Term Effects of Ongoing Stress

3.4.2.1 Physiological symptoms

- The inability to get enough sleep
- Exhaustion
- Disturbances of appetite and digestive tract

3.4.2.2 Productivity

- Increasing number of mistakes
- More prone to accidents
- Productivity problems and commitment to work

3.4.2.3 Psychological symptoms

- Stress
- Depression
- Anxiety
- Burnout

Considering the above long-term effects of stress in conjunction with the data collected at Metrorail confirms that long-term effects of stress can contribute to high accident rates in the workplace. The type of work that the train drivers perform needs a relaxed body and mind to perform to the required standard. Taking care of the well-being of these employees will add to productivity and make them less prone to accidents. The aim is not to eliminate stress altogether, which is not only impossible but also undesirable, but to remain in the positive phase determined by the right amount of stress.

Kroemer and Kroemer (2001:302) confirm that loss of sleep (particularly if associated with long periods of work) diminishes a person's performance of a task, prolongs the individual's reaction time, causes the person to fail to respond or to induce a false response, and causes anxiety, depression, and disturbed short and long-term memory capabilities.

3.5 MODELS OF COPING AND RESPONSE TO STRESS

Coping is a broad area that includes how individuals voluntarily control responses to stressful events. Various conceptualisations of coping strategies have been developed. The person is initially assailed by intrusive and emotionally disturbing memories of the trauma, and tends to use avoidant strategies to ward off these distressing thoughts, images, and feelings. Phases of intrusion and avoidance occur as the person attempts to process or work through the experience. (Joseph, Williams & Yule 1997:7)

3.5.1 Tertiary Level Intervention

At a tertiary level, it is possible to provide stress management options for individuals who are suffering from the effects of exposure to strain and pressure. Many of the strategies above take time to implement, and so it will be necessary to have in place some form of programme to catch the people who ‘fall through the net’ and become victims of exposure to stress. These include:

- Provision of an employee assistance programme (EAP), i.e. access to a confidential telephone/counselling service for employees – this can also play a ‘preventive’ part in a stress management programme if the EAP company provides anonymous feedback about the types of stress involved, so that the organisation can implement a ‘preventive’ programme where possible.
- Internal/external psychological counselling services.
- Opportunities for a career sabbatical (can also be a ‘preventive’ strategy if implemented before the individual becomes a casualty of exposure to stress)
- Development social support networks – social support can play a significant part in enhancing the level of employee well-being, particularly social support from a boss; self-managed work teams, action groups, etc. play a part in developing social support networks, particularly for employees who work in relative isolation in a computer-led work environment.

3.5.2 Work-Related Secondary Traumatic Stress

According to Kleber, Figley & Gerson (1995: 87) not only family members are exposed to the suffering of victims and survivors. In the work setting, too, people may be confronted with the traumatic stress reactions of other persons. Unfortunately, the relationship between work and trauma has been a rather ignored subject in scientific research, as well as in clinical practice and organizational matters, although there is growing interest in the theme.

3.5.2.1 Critical Symptoms to Stress

- Loss of control
- Restlessness
- Feeling trapped
- Helplessness
- Indecisive

3.5.2.2 Long-Term Effects of Ongoing Stress

Physiological symptoms

- The inability to get enough sleep
- Exhaustion
- Disturbances of appetite and digestive tract

Productivity

- Increasing number of mistakes
- More prone to accidents
- Productivity problems and commitment to work

Psychological symptoms

- Stress
- Depression
- Anxiety
- Burnout

The case studies demonstrated that reactions to these incidents vary from the severe and debilitating (concurrent diagnoses of post-traumatic stress disorder and neurotic depression) to the relatively mild (few reported symptoms). All train drivers reported a significant reduction in symptoms at a follow-up interview six months after the incident. Although the psychological effects of these incidents may be severe, they appear to be time-limited. Kroemer and Kroemer (2001:301) also mention that there are conditions in which persons must work continuously for long periods, such as 24 hours or more. Not only are they then working without interruption, but also, they are

deprived of sleep. The effects they experience depend on the type of tasks they perform, because wakefulness and sleepiness appear in cycles during the day.

3.6 ACUTE STRESS DISORDER

Acute stress disorder is a severe reaction immediately following a terrifying event, often including amnesia about the event and emotional numbing. The following are examples:

- The person has been exposed to a traumatic event in which both of the following were present:
 - The person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of himself/herself or others.
 - The person's response involved fear, helplessness, or horror.
- Either while experiencing or after experiencing the distressing event, the individual has three (or more) of the following dissociate symptoms:
 - A subjective sense of numbing, detachment, or absence of emotional responsiveness.
 - A reduction in awareness of his or her surroundings (e.g., 'being in a daze')
 - Depersonalisation
 - Dissociate amnesia (i.e., inability to recall an important aspect of the trauma)

3.7 PROLONGED HOURS OF WORK AND SLEEP DEPRIVATION

Task performance is influenced by three factors: the internal diurnal rhythm of the body, the external daily organisation of work activities, and personal motivation and interest in the work. Each factor can govern, influence, or mask the effects of the others on task performance. Performance of different types of work is affected

differently by long periods of work with concurrent sleep loss. Execution of a task that must be performed uninterrupted for half an hour or longer is more affected by sleep loss than a short work task (Kromer&Kroemer, 314-315)

3.8 UNDERSTANDING THE IMPACT OF TRAUMA ON EMPLOYEES

The trauma clinic is a department of the Centre for the Study of Violence and Reconciliation. The clinic has been involved in trauma work since 1998. A multidisciplinary team, including psychologists, social workers, and a psychiatric nurse staffs the clinic. Clinic services include:

- Individual counselling for people who have been affected by violence -- both adults and children,
- Group debriefing for couples, families and company employees,
- Educative talks and workshops concerning the experience of, and reactions to, trauma and violence.

Training of trauma counsellors and supervision of other service providers can assist in dealing with traumatic events that the train drivers experience daily at Metrorail. Educational talks can also assist in dealing with the problems that impact on the train drivers' functioning.

3.9 THERE ARE VARIOUS PHASES IN THE REACTION TO TRAUMA

- **While the trauma is happening or directly afterwards.** This can include the physical and emotional numbness: the person is calm, has a sense that events are unreal, and may not even feel the pain of a gunshot or stab wound. This period of shock can last from a few seconds up to two or three days. Because of the temporary physical and psychological blocking-out of pain/emotion and reality; the person may render practical assistance in reporting to the police, or contacting relatives, or with task such as cleaning up their or making food. Advice and information are most helpful at this stage, but counselling is not particular.

- **Any time from hours to days afterwards** (depending on the individual). The person starts to absorb the full impact of what has happened, and to experience all of the feelings that go with this: including fear, anger, grief, powerlessness, a wish for revenge, and possibly feelings of shame and guilt.
- **Posttraumatic Stress Disorder (PTSD)**. At this point, the person may experience posttraumatic stress responses. There are various different kinds of PTS symptoms:

3.9.1 Intrusive symptoms

- Thinking about the event often, even when the person does not want to. Without warning, certain memories of the event can suddenly come into the person's mind;
- Flashbacks;
- Anger and revenge fantasies;
- Nightmares;
- Self-blame and guilt.

3.9.2 Avoidance

At the same time, the person tries to avoid situations which remind him or her of the trauma, because this could bring back some of the

- Painful feelings;
- Withdrawal;
- Hopelessness, sense of a foreshortened future;
- Loss of interest in people or activities;
- Abuse of alcohol or other substances.

3.9.3 Hyper arousal

- Fear;

- Anxiety;
- Exaggerated startle response;
- Mood swings, irritability;
- Sweating, rapid heartbeat;
- Decreased concentration;
- Sleeping difficulties;
- Appetite changes;
- Fatigue;
- Lethargy;
- Tearfulness.

These reactions are a normal event. These symptoms are not a sign of weakness. The symptoms are the way in which the mind and the body try to come to terms with a horrific experience. The symptoms usually pass with time-within six weeks to three months. In some cases, the symptoms may be more severe and long lasting; for example, where the trauma lasted for a long time, resulted in severe injury or disability or loss of a loved one, or where the person has previously experienced trauma.

3.10 IMPORTANT PRINCIPLES IN TRAUMA COUNSELLING

Victims often find their reaction to the trauma difficult to understand, and feel that they are weak or going crazy. The counsellor needs to tell the survivor that his/her responses are normal reactions to an abnormal event, and that they are not crazy or weak. This can provide an enormous sense of relief. The counsellor also looks at how the client can use his or her own coping resources (and this includes friends and family support) to cope with the situation. This focus on coping helps to decrease the sense of helplessness and loss of control. The family may also need to be educated about what to expect as a result of the trauma and about how best to support the victim. (Interview with Mr S. Lewis, Clinical Psychologist, Trauma Clinic, Centre for the study of violence and Reconstruction, 1998.)

3.11 IMPLICATIONS FOR ORGANISATIONS

Posttraumatic stress symptoms have implications for the work environment. For the first few weeks afterwards, the person's concentration is likely to be lowered. This may be dangerous if they operate heavy machinery or public transport vehicles, or costly if they are working on a pressurized and important project. The physical symptoms of PTSD (headaches etc.) may lead to absenteeism.

After a trauma, people are often left with a mistrust of other human beings, which may lead to problematic relationships in the workplace. This is particularly extreme when there has been a crime in the workplace. Problems also result when management does not understand the response to trauma and is unsympathetic- no leeway is allowed for the trauma survivor's recovery. For example, no time off is given; the person is expected to perform at peak immediately. For most people this is impossible. Recovery from PTSD needs time and psychological counselling of approximately five to 10 one-hour sessions.

If possible, the person needs some time off to relax and come to terms with the experience, a lessening of pressure at work, and clear indication from management that they are concerned and supportive. This should not be a once-off token approach either; regular follow-up is crucial. Some people may not want to take time off work, as this is a distraction for them and helps to keep their minds off what has happened. They may also not want at all to discuss with their work colleagues what has happened. (Lewis, 1996: 4)

3.12 WORKPLACE SYMPTOMS

According to Turner (1995:7), workplace depression could include the following:

- Absenteeism: being late for work, absence from work;
- Behaviour: sleeping on the job, over-sensitivity to constructive criticism, withdrawal, less co-operation, lowered motivation and morale;

- Emotions: enhanced tendency to cry, more irritable and agitated than usual ;
- Believe in self: low self-esteem, lack of confidence, tendency to become more dependent;
- Interpersonal relations: increased conflict, difficult to motivate, tendency to want to withdraw and be a loner, negative influence;
- Workplace risks: increased errors of judgement, accidents on and off the job;
- Behavioural risks: suicide, alcohol and medication abuse, compounding human relations at the workplace;
- Physical: complaints of unexplained headaches and pains.

3.13 SUMMARY

In summary, the researcher concludes that the working environment experienced by Metrorail train drivers was traumatic and stressful. The way the individual experiences the situation has consequences on the individual's thinking about life in a particular way. The thoughts of the individual have a direct and strong impact on the emotional reaction and the experience in relation to a particular event. Although trauma does change the individual and leaves emotional scars, the person can learn to live with the experience in a functional way if assisted properly. Some people may be able to draw new strengths and insights from having coped with the trauma.

CHAPTER FOUR

EMPIRICAL FINDINGS ON WORK EXPERIENCE BY METRORAIL TRAINDRIVERS: AN EMPLOYEE ASSISTANCE PROGRAMME STUDY

4.1 INTRODUCTION

In this chapter, the research findings will be discussed using themes identified from the interview schedule. The quotes from the respondents will be presented in accordance with the order of the respondent number. If some of the respondents' responses were the same, only their numbers will be indicated next to their similar quotes.

4.2 PROFILE OF THE RESPONDENTS

Respondent 1 is a 28-year-old white woman, who is divorced with no children. She has worked for Metrorail for two years as a Metrorail Train driver.

Respondent 2 is a 42-year-old black man, who is married with two children. He has worked as Metrorail train driver for 27 years.

Respondent 3: is a 40-year-old black man, divorced, with one child. He has worked for Metrorail for six years as a Metrorail train driver.

Respondent 4: is a 30-year-old black woman, married with two children. She has worked for Metrorail for two years as a Metrorail train driver.

Respondent 5: is a 37-year-old black man, single with one child. He worked for Metrorail for five year as a Metrorail train driver.

Respondent 6: is a 40-year-old white man, married with two children. He has worked as Metrorail train driver for 22 years.

Respondent 7: is a 40-year old white man, married with two children. He has worked as Metrorail train driver for 24 years.

Respondent 8: is a 30-years-old black woman, married with no children. She has worked at Metrorail for 2 years as a Metrorail train driver.

Respondent 9: is a 43-years-old white man, married with two children. He worked at Metrorail for 20 years as a Metrorail train driver.

Respondent 10: married, two children, 51-years-old white man. He has worked as Metrorail train driver for 35 years.

Visually displayed, the demographics of respondents are as follows:

TABLE 4.1: DEMOGRAPHICS OF RESPONDENTS

Respondent	Age	Gender	Race	Marital status	Children	Years of service as train driver
1	28	Female	White	Divorced	0	2
2	42	Male	Black	Married	2	27
3	40	Male	Black	Divorced	1	6
4	30	Female	Black	Married	2	2
5	37	Male	Black	Single	1	5
6	40	Male	White	Married	2	22
7	40	Male	White	Married	2	24
8	30	Female	Black	Married	0	2
9	43	Male	White	Married	2	20
10	51	Male	White	Married	2	35

The researcher interviewed ten respondents of which three were female, one white and two black women, and seven were males, three black men and four white men. Ages ranged from 28 to 51. Respondents 1, 4, and 8 were female, while respondents 2, 3, 5, 6, 7, 9, and 10 were males. Of the females, respondent 1 was divorced, and respondents 4 and 8 were married, while respondents 1 and 8 had no children, 4 has two children. Of the males, respondents 2, 6, 7, 9, and 10 were married, while respondent 3 was divorced, and respondent 5 was single. Respondents 2, 6, 7, 9, and 10 each had two children, while respondents 3 and 5 had one child each.

The researcher is of the opinion that the enrolment of women as a form of transformation in train services started very recently – about two years ago - hence a smaller number of women was identified and interviewed.

4.3 CENTRAL THEMES

4.3.1 Salary

In this section respondents were asked whether or not they were satisfied with their salaries. It was a closed question, they responded with yes or no.

Respondents 1, 2, 3, 5, 7, and 10 were not satisfied with their salaries while respondents **4, 6, 8, and 9** were satisfied with their salaries.

Respondents who were not satisfied with their salaries were married males with more than one dependent, with more than 15 years of working experience as train drivers.

This shows that these respondents have many responsibilities towards their families, so the salary they are earning does not cover all their needs. Respondents who were satisfied with their salaries were males with less than five years of experience, and females.

4.3.2 Fringe Benefits

In this section, the respondents were asked whether they were satisfied with their fringe benefits i.e. sick leave, number of leave days, pension, and allowances.

4.3.2.1 Leave

Respondents 3, 6, 7, 8, 9, and 10 were satisfied with leave days while **respondents 1, 2, 4, and 5** were not satisfied with the number of leave days.

According to the basic conditions of the Employment Act, no 75, 1997, Subsection 25:

- (i) An employer must grant an employee at least twenty-one consecutive days leave on full remuneration in respect of each annual leave cycle.
- (ii) An employer must grant annual leave not later than six months after the end of the annual leave cycle.

(iii) An employer must grant an employee's an additional day of paid leave if a public holiday falls in a day during an employee's annual leave on which the employee would ordinary have worked.

4.3.2.2 Sick leave

Respondents 1, 2, 4, 6, 7, 8, and 10 were satisfied with the number of sick leave, while **respondents 3, 5, and 9** were not satisfied they have mentioned that "we do not choose to be sick, it is nature, so 15 days is too little for us."

During every six leave cycle, an employee is entitled to an amount of paid sick leave equal to the number of days the employee would normally work during a period of six weeks. The researcher is of the opinion that the respondents who are not satisfied with their number of sick leave days mainly are those with less working experience, being black and still trying to adjust to the working environment, for example the trauma and incidents they experience in the workplace.

4.3.2.3 Pension scheme

Respondents 1, 2, 3, 4, 6, 9, and 10 are satisfied with their pension scheme, whilst respondents 7 and 8 are not satisfied with the pension scheme, **respondent 5** mentioned that, "I am not clear on how the pension scheme is set".

Respondents who are satisfied with their pension scheme are those with lots of working experience between 27 years and 35 years. They are predominantly white and have been with the organisation before its transformation.

4.3.2.4 Housing allowance

Respondents 2, 5, 7, 8, 9 and 10 were satisfied with housing allowance; **respondents 1, 3, 4, and 6** were not satisfied with the housing allowance.

Discussion of data

According to data collected, most of the train drivers were married with dependents. Respondents who were not satisfied needed to find a way in which they could address their problems; because this could have an effect on their job performance, as housing allowance forms part of their remuneration package.

4.3.2.5 Medical Aid

Respondents 1, 3, 4, and 6 were not **satisfied** with the medical aid scheme available to them.

Respondent 1 said that "Medical aid is not okay, it has so many restrictions, it does not cover private hospitals, only the government hospitals accept it, and there are specific doctors to go to."

Respondent 6 said that, "We employees of Metrorail must have the opportunity to choose our own medical aid."

Respondent 4 stated that, "I am not satisfied with medical aid, as it discriminates according to your work experience."

Discussion of data

The researcher is of the opinion that respondents who are not satisfied with medical aid are women with children who have a high concern for their families. The stress and high level of accidents they face while on duty hinder them in performing their duties to the required standard. Restrictions from the medical aid hinder them in getting the medical treatment they deserve.

4.3.2.6 Car allowance

All the respondents are not satisfied with the fact that they do not have access to a car allowance scheme. **Respondent 6** said that, "Car allowance is also needed, as train drivers start working at 03:00 and it is so difficult to travel to the station using public transport at that time of the night.

Discussion of data

The Bill of Rights, Chapter 2, and Section 22 support the above information. According to Basic Conditions of Employment Act, No, 75, 1997, Subsection 25 the following aspects are regarded as people's rights in their workplace. An employer may only permit an employee to perform night work if so agreed and if transportation is available between the employee's place of residence and that workplace at the commencement and conclusion of the employee's shift.

4.4 WORKING CONDITIONS

In this section, respondents were asked whether the train motor coach they work in is in a good mechanical condition.

4.4.1 Mechanical condition

All respondents mentioned that the motor coach is not always in a good mechanical condition. The respondents were also asked to describe briefly.

Respondents 1, 2, 4, 5, 6, 7, 8, and 10 mentioned that new trains must be built.

According to Costly & Todd (1978:172) these factors include the quality of the physical environment in which the individual must perform his/her work. The lighting, temperature control, noise levels, and ventilation are all factors that may have an influence on the employee's working performance. It often happens that employees focus their attention on their bad physical working conditions, which lead to low productivity, resulting in low working performance.

Respondent 2: "Sets are always broken."

Respondent 4: "On the way I have to fix it on my own, and behind me commuters become so angry, some they promise to kill me as they are late for their work."

Respondent 7: “Motor-coaches is another word for train engine, are always not working.”

Respondents 8: “Most of the time there is a breakdown; train sets are too old, and they must rebuild the new ones.”

Respondent 9: “There are lot of faults with the train engine.”

Discussion of data

The researcher concludes that trains are in bad shape, and it is dangerous for employees to transport commuters daily in such trains. It is also time-consuming for train drivers to keep on fixing the train instead of taking commuters to their destiny.

4.4.2 Seats

The respondents were asked whether they are comfortable at all times whilst they are driving.

Respondent 3: “Chair is not comfortable, I have a big stomach and backache problems I experience a serious problem, especially when it is very hot.”

Respondent 9: “There are lot of faults with the train engine, compartments are too small, seats are not comfortable, and we stay seated for a long time, for a big guy like me it is so difficult because I cannot relax while driving.”

Stranks (1992:82), supports the opinion that, to allow for differences in height and body build, seats should be capable of an adjustment in height of between 34 and 52 cm. In certain cases it may also be possible to vary the height of desks. Seats should conform to the British Standard specifications (**there are South African standards but relevant literature is scarce**) and should incorporate adjustable seat height and seat angles. The backrest should be adjustable in both directions and in height. These requirements are particularly appropriate when more than one person will use the seat.

4.4.3 Radio communication.

In this section, respondents were asked about the effectiveness of their communication system.

Respondents 1, 2, 3, 4, 5, 6, 9, and 10 said the communication system is not in a good working order, while **respondents 7 and 8** mentioned that they do not have a problem with communication system.

Respondent 1: “Tranky radio always is not working, sometimes the signals are not working, no communication with train control officers, and I end-up using my cell phone and no claim for that.”

Respondent 2: “Radio system is not good, sometimes they cannot hear you, and we have suggested cell phones for each train driver.”

Respondent 3: “Tranky phone is too bad in networking, cell phones are needed, as commuters are sometimes angry to kill or hit you.”

Respondent 4: “When experiencing a problem, is difficult to reach the centralized train control to come and help you”

Respondent 5: “Tranky radio is always out of a network, I just wait until they come to help me”

Respondent 6: “Tranky radio is very poor to connect”

Respondent 9: “If you are lucky, at some places it works, because the network was bad”

Respondent 10: “Most of the time we struggle to reach the centralized train control. When there is a problem, we use our cell phones.

Discussion of data

The researcher is of the opinion that the provision of cellular phones may assist in alleviating the communication problem.

4.4.4 COMFORT WHILE DRIVING

In this section, respondents were asked whether they are comfortable while driving. Yes or no responses were needed and respondents were asked to explain.

Respondents **1, 2, 3, 4, 5, 9, and 10** said that they feel uncomfortable while driving, while respondents **7, 8, and 6** mentioned that they are comfortable while driving.

Respondent 2: “Commuters threaten them, throw stones on them, and promise to kill them or burn the train.”

Respondent 3: “Afraid of commuters, most of the time he tried to build a relationship with them, to make them calm and understanding”

Respondent 4: “Afraid of commuters, as they are always bitter at train drivers, they throw stones and swear at you.”

Respondent 7: “Commuters must be made aware of what the problem is all about, to be calm.”

Respondent 10: “Commuters threaten to kill us and burn the train”

Discussion of data

The researcher is of the opinion that the respondents are uncomfortable while on duty because:

- Commuters become angry especially when trains are late,
- Commuters are nervous to arrive late at their workplaces, so they blame train drivers for stopping the train,
- Commuters want to take out their frustrations on the train drivers.

4.4.5 SUFFICIENT SPACE

Respondents were asked whether there is a sufficient space while on duty.

Respondents **1, 5, 6, 7, and 8** said there is sufficient space to move around in while you are on shifts. Respondent **2, 3, 9 and 10** said there is insufficient space

The working environment of the train drivers must be taken into consideration.

They were asked (Stranks, 1992: 67) if there were

- space constraints preventing good posture;
- uneven, slippery or unstable floors;
- variations in level of floors or work surfaces;
- extremes of temperature, humidity or air movement; or
- poor lighting conditions.

Discussion of data

According to Shrank (2001:237) exposure to extremes of temperature can result in heat stress at one extreme and at the other extreme frostbite. Moreover, temperature controls of the workplace along with control over air movement and relative humidity is important in the maintenance of comfortable conditions.

4.4.6 WORKING ALONE

Respondents were asked whether they work alone in the motor coach. All respondents confirmed that they work alone in the motor coach.

Discussion of data

The researcher concludes that the respondents are alone inside the driver's compartment, no assistants or security men are available to protect them in times of riots caused by commuters. Even when nature calls there is no one who can relieve the train driver, so he or she will be forced to halt the train to freshen up.

4.4.7 ACCESS TO REFRESHMENTS

In this section, respondents were asked whether they have access to refreshments while driving.

Respondents 5, 6, and 8 said that they do have access to refreshments whilst on duty.

Respondents 1, 2, 3,4,7,9 and 10 said they do not have access to refreshments whilst on duty.

Discussion of data

The majority of the train drivers confirmed that they had no access to refreshments, as most of the time they have to focus and concentrate when centralized train control communicates with them about tracks onto which CTC will switch the train.

4.4.8 SCHEDULED LUNCH HOURS

The respondents were asked whether they have a scheduled lunchtime.

Respondents 1, 2, 3, 4, 5, 6, 7, 8, and 10 confirmed that they do have scheduled lunch hours, whilst **respondent 9** said, “they just give us lunch when they want, any time of the day, and it can be 10:00. Whether you are hungry or not, it will be your lunch time.”

According to the Basic Conditions of Employment Act, Act No 75 of 1997, meal intervals are very important in the sense that:

- An employer must give an employee who works continuously for more than five hours a meal interval for at least one continuous hour.
- An employee must be remunerated for a meal interval in which the employee is required to work or is required to be available for work.

Discussion of data

Meals are very important for a human being to survive, and Maslow emphasised in his hierarchy of needs that .Food is one of the basic needs that helps someone render his services. And by so doing it also gives one the opportunity to get a rest whilst enjoying one’s meal.

4.4.9 FREQUENT ACCESS TO THE TOILET

In this section, respondents were asked whether they have frequent access to the toilet.

Respondent 6 said yes.

Respondents 1, 2, 3, 4, 5, 7, 8, 9, and 10 said no.

Respondent 3 said that “we male driver, we are forced to carry plastic bags, so that when nature calls we can respond immediately, I am feeling sorry for women.” The train drivers do not have access to the toilet, because each driver must drive for more than five hours before they can take a break.

Discussion of data

Lack of toilet facilities can have an implication on the digestive system of the train drivers and also has an impact on productivity, as long hours have to be travelled before they can access the toilet facilities.

4.4.10 SHIFT WORK

In this section, respondents were asked whether they do shift work. **All respondents confirmed** that they do shift work. Respondents are on duty from 03:00, they get 15 minutes to sign on and another 15 minutes to sign off duty, so all in all they spend 30 minutes to do the paper work. From 03:30 when the train departs, the train driver will be on duty for 5 hours. They will then take a break, after which they will drive for another 5 hours then they book off, before another shift starts and a similar routine is followed.

Kroemer & Kroemer (1994: 317), define shift work as two or more persons, or teams of persons, working in sequence at the same workplace. Often, each worker's shift is repeated, in the same pattern, over a number of days. For the individual, shift work means attending the same workplace either regularly at the same time (continuous shift work) or at varying times (discontinuous), including rotating shift work.

Discussion of data

Human beings need to obtain sufficient sleep, and must respond when nature calls. Shift work is part of Metrorail policy. Although shift work deprives train drivers of sufficient sleep, access to meals and refreshments, access to toilets, etc, train drivers are obliged to work shifts in order to earn a salary.

4.4.10.1 DURATION OF SHIFT

All the respondents mentioned that the shifts rotate weekly, which means one-week night shift and one week day shift. The respondents mentioned that the average working hours per shift is 14 hours.

Discussion of data

The researcher concludes that shifts are there as part of the organisation's policy. Train drivers have to cope with shift work as they need more cash to cater for themselves and for the needs of their dependents.

4.4.10.2 ADAPTATION OR ACCEPTANCE OF SHIFT WORK AS A LIFESTYLE

Respondents were asked whether they have come to terms with their shift work.

Respondents 1, 2, 4, 5, 6, 7, 8, and 10 said they have come to terms with shift work, while **3 and 9** said they have not come to terms with their shift work. Most of the respondents mentioned that it is so difficult to work nightshift; especially for single mothers, who find it very difficult, as they are compelled to leave their children for long hours.

Kroemer & Kroemer (1994:12) mention that there are conditions in which persons must work continuously for long periods, such as 24 hours or longer. This does not only mean working without interruption but also encompasses deprivation of sleep. Negative effects of such long working hours on performance are partly a function of the long work itself and partly of "sleepiness." Negative effects depend on the types of tasks performed, on motivation of the worker, and on timing, because wakefulness and sleepiness appear in cycles during the day.

Respondent 3: "I have no choice, only to work for my family, so that we can survive.

Respondent 9: "there is no social life, I have just married to have a home where I can go and fetch food, clean clothes, bath, and go back to work; no private life; the children and your wife miss you"

Discussion of data

Since shift work, especially nightshift, is an organisational policy, one is obliged to work, therefore there should be a suggestion box for every employee to express their feelings on working nightshift. This is done to avoid victimization from the management.

4.4.11 SAFETY

In a work situation, it is very important that workers should always feel safe and protected by a “fair” and just system. Most employees’, feeling of security is very much affected by the behaviour that their immediate supervisors are displaying. A major contribution to security can be made by supervisors/employers consistently supporting and reassuring employees and by an acceptable way of speaking to employees. (Costly & Todd, 1978: 172). Employers must ensure good relations with employees, and mutual respect must be fostered.

Discussion of data

The employer has a legal duty to provide and maintain a working environment that is safe and without risks to health, and needs to attend to employees’ problems that can affect their performance.

4.4.12 SCARED WHILE ON DUTY

In this section respondents were asked, if they have ever been scared whilst on duty. A description of the circumstances was required.

Respondents 1, 2, 3, 4, 5, 6, 8 and 9 had been scared while on duty and **respondents 1, 2, 4, 5, 6, 8, 9, and 10** agreed that commuters had threatened them. **Respondents 7, 3, and 10** had never been scared while on duty. Number 3 appears to have marked both options.

Respondent 1: “Sometimes the commuters want to enter through the driver's compartment, as the doors are sometimes not working properly, they shout at the driver; want the train to take off as they are late.”

Respondent 2: “When the trains are late they threaten to kill you, throw stones on you”

Respondent 3: “Only when trains are late, I fear commuters, as they promise to burn the train.”

Respondent 4: “When trains are late they throw stones at me; promise to burn the train.”

Respondent 8: “Only white men make funny remarks, and throw stones and dirt on me”

Respondent 9: “I’ve been shot at, mugged, or robbed by bag snatchers before the election; again I got shot from Durban by commuters.”

Respondent 10: “Commuters throw stones at the trains when they are angry.”

Discussion of data

Train drivers are scared whilst on duty. Commuters are not aware that, when trains are late, it is not the train driver’s fault, and that management together with Centralized Train Control are the one responsible for these delays. Commuters try to show their frustrations but they victimize train drivers who are innocent.

4.5 BUILDING RELATIONSHIP WITH COMMUTERS

This was not part of the scheduled questionnaires, but the respondent voluntarily added this information to clarify his point. According to **Respondent 7**, “A train driver must try to create an environment for the commuters. I adjust to the situation. Without doing that, I will end-up doing mistakes for being nervous.”

Discussion of data

Environmental stress can result in poor performance, accidents and occupational ill health. Good standards of welfare provision are essential features of the working environment.

4.6 IMPROVING SECURITY

In this section, respondents were asked whether the security should be improved. “Yes” or “no” responses were required, and respondents were asked for suggestions.

Respondents 1, 2, 3, 4, 5, 7, 8, 9, and 10 agreed that there is a need for the improvement of security.

Respondents 6 felt that security men are there but are unable to protect the driver, as they are at the wrong place. The driver has to walk through the train to the driving cab in the motor coach at the opposite end of the train, in order to reverse the train direction, and when he walks through the train, he will normally find that the security man with his stick is standing far off, away from the train driver, without offering the driver any protection at all. He felt that it served no purpose to have security men if they did not offer any protection.

Respondent 1: “Strong bold security men are needed, with a gun, not a stick; three to four of them to walk along with you,”

Respondent 2: “There is a security man, one day the commuters were angry at me, they threatened me, what she did, she run away! I was there alone trying to protect myself from the commuters.”

Respondent 3: “The security person must be trained properly with guns and how to use them so that they can be able to render a good service to us.”

Respondent 4: “Give them guns so that they can be able to frighten the Commuters.”

Respondent 5: “Give them guns to scare the commuters.”

Respondent 6: “The security person is on the wrong place, they must be on the right place, to do their job properly.”

Respondent 7: “Security must be improved for the commuters to feel safe while travelling by train.”

Respondent 8: “Most of the time Metrorail train drivers are escorted by guards who have been hired by Metrorail. The worst part of this is that these guards are women.

Respondent 9: “They must stop employing young women, and they must be trained thoroughly, so that they will be able to perform their duties to the required standard.

Respondent 10: “Strong security men, with guns, are needed for train drivers to feel protected, unlike with security women.”

Discussion of data

Train drivers are very concerned about their lives. That is why they have come up with various ways in which the security can be improved. Despite all the problems, such as incidents on the railways and threats that they are facing with the commuters, train drivers carry on to render service to their commuters.

4.7 TRAUMATIC INCIDENTS

In this section, respondents were asked to state the number of incidents in which they had been involved, and to state the nature of the incidents.

Table No: 4.2 Number of Incidents.

Respondents	No of incidents
1	1
2	10
3	3
4	1
5	2
6	5
7	3
8	2
9	20
10	15

Discussion of data

The incidents that train drivers are facing while on duty are not conducive to their health. In some cases, respondents reported flashbacks when they approach the spot of the scenes of previous incidents. The policy of Metrorail that obliges the train drivers to witness the corpse immediately after the accident, before the matter can be reported to the police is very stressful to train drivers, and must be changed.

4.7.1 NATURE OF INCIDENTS

Respondent 1: “I ran over a man who committed suicide by sleeping on the rail; I pressed the hooter; he woke his head and slept again.”

Respondent 2: “Women sleeping on the rail. Man who was jumping from one train to mine. One man was walking on the rail and one was drunk, they are all dead. I don’t want to think about others.”

Respondent 3: “I hit a man crossing the rail. Old women on the rail. A car on the railway crossing.”

Respondent 4: “My train pulls the lady’s dress who was walking with her sister along the railway. “I press the hooter so that they can shift. They didn’t. The train cut her into pieces.”

Respondents 5: “I killed two men who were crossing the rails. I was afraid to look at them.”

Respondent 6: “I killed a boy who was running from the police. The other one was standing on the bridge. When the train came he jumped on the rail. I ran over his head. everything spilled over my face. For two weeks I couldn’t eat anything, as I was still smelling the blood of the man I killed.”

Respondent 7: “I killed a guy who was under the influence of liquor.”

Respondent 8: “I skipped the signal as I was not feeling okay. CTC (Centralized Train Control) forced me to drive the train. I ran over a guy, but fortunately he is still alive.”

Respondent 9: “It was a peaceful day, I ran over two commuters because they were happy, jumping the railway. I run over an

Indian guy crossing the railway, lady I cut her into two pieces.
In the past they didn't care about your emotions, you had to
work, let alone your emotions.

Respondent 10: “Run over a man committing suicide. A woman crossing the
rails. Car on the level crossing. There were two inside the car,
they tried to come out but they couldn't. I hit their car. They
died.”

Discussion of Data

Based on the responses, it seems that these kinds of experiences are having a
devastating effect on the drivers. The incidents that the train drivers are
experiencing while on duty have an averse psychological effect on them. They
experience lot of stress and depression, and some of them take their frustration
out on their families. It also causes an impact on their productivity at work.
Sometimes they lack concentration and become nervous as they approach the
accident scene. They are all prone to make another accident, based on the high
level of stress they suffer.

4.7.2 IMPACT OF CRITICAL INCIDENTS

Respondents 1, 2, 3, 4, 6, 7, 8, 9, and 10 experienced the impact of these
critical incidents in their productivity and social functioning.

Hierstermann (2000:12) discusses the central purpose of EAP referring to
work and social functioning, namely to reduce the negative impact upon work
productivity brought about by personal problems. The counsellor should
routinely inquire about the individual's current level of job performance and
how the job has been affected by the current problem.

Kroemer (1994:325) referred to social interaction, that people's needs are
individually different. For example, parents of small children usually need to
be home for family interaction and are unlikely to accept unusual work
assignments, while older persons who do not need to interact with their
children so intensely may be more inclined to work “abnormal” hours.

The major problem associated with shift work is the difficulty of maintaining normal social interactions when the schedule forces one to work or sleep during times when social relations usually occur. This makes it difficult to share in family life, to bond with friends, and to participate in “public events” such as sports. Common daily activities may not be easily carried out, for example shopping or watching television.

Respondent 1: “I could not think properly, I thought about the incident while I was busy driving.” “Regarding the social life, I don’t have one, as most of the time I am at work. During my spare time I am at home tired.”

Respondent 2: “After the incident, they sent me to Denmar clinic for two weeks, from February 2002, I was not driving, I will start driving next year. It affects my family very much with social life and I don’t have one.

Respondent 3: “After the incident, I tried to do my job, although it was difficult for me to concentrate. No problem with social functioning”

Respondent 4: “I tried not to think about it, so that in order to avoid it, I must not make mistakes while on duty. No social functioning, as I am always tired, sometimes angry at my wife and children, the problem being I just feel short-tempered’.

Respondent 6: “I am able to cope maybe because I have experienced other incidents. This trauma thing stays with you. I tried to socialize with my colleagues, but sometimes they hurt me a lot, as they make jokes about the incidents. I thought that we can talk about it, share the feeling to heal one another. I now share with my wife, she is a good listener.”

Respondent 7: “To me, the fact remains that the person I killed is a human being and
I feel bad about it. It will be there with me. Socially I tried to talk about it.”

Respondent 8: “I am so anxious that the accident will happen again.”

Respondent 9: “The impact was so serious, that is one of the reasons I have resigned, as I could not keep on with it. Regarding my social functioning I used to shout at my children, used to make a big issue out of nothing, fighting with my wife with no reasons, but now I am a real man, we are happy again.”

Respondent 10: “I was forced to concentrate to do my job, to earn something for a living.” There is no social functioning as I am working awkward hours, no time for myself and my family as always I am so tired.”

Discussion of data

Incidents have great of impact to the train driver’s productivity and social functioning. Respondents do not have time to socialise with their families or with friends, as they work awkward hours. Stress rules their lives because they end up fighting with their families without any reason. On **respondent 9**, the impact was so serious that resignation at least brought change to his family. Other respondents have become used to the accidents, and have become psychologically blunted. They try to adjust and to cope with the trauma on their own.

4.7.3 EMOTIONAL FEELINGS OF TRAUMA

In this section, the respondents were asked to specify the feelings that they have experienced or are experiencing.

Respondent 1: “Overheating, shock, scream, went out to check the damage, phoned the train control department and the manager to come and help.”

Respondent 2: “It’s not nice, you can't sleep, you dream about it. If commuters cross the rail you feel so scared.”

Respondent 3: “I was scared to sleep, nervous about what will happen again.”

Respondent 4: “I felt helpless; sleepless nights; wake up at night when I dream about it”.

Respondent 5:“I was worried whether the person is dead or not. The first few days I was having nightmares.”

Respondent 6: I felt so bad, I lost my appetite. For a week I drank coffee or tea and water, I experienced nightmares, back flashes of their faces came to me.”

Respondent 7:“I don’t know how to express my feelings, but I felt so bad about the incidents.”

Respondent 8:“First few days I was so stressed, but it heals with time.”

Respondent 9:“I felt bad when I think about it, I feel helpless, at night I woke up several times.”

Respondent 10:“I felt shock, sleepless at night, every time when I pass the place of the incident I think about it.”

Discussion of data

The researcher’s conclusion regarding the emotional feelings of trauma faced by the train drivers is that they really experience a difficult time after an incident. It is so painful when one thinks about the past where they were forced to perform their duties as if nothing had happened. The trauma has a lot of impact on them as some are unable to eat, spend a sleepless nights, experience nightmares, and they are bound to make other accidents based on the high level of stress they suffer, because of a number of factors e.g. lack of relevant counselling. When they approach the places where accidents occurred in the past, they experience horrifying flashbacks.

According to Joseph et al. (1997:141), the traumatic event is persistently re-experienced in recurrent images, thoughts, dreams, illusions, flashback episodes, or a sense of reliving the experiences, or distress on exposure to reminders of the event.

Symptoms pointing to other problems are:

- **Depression:** trouble with concentration, low interest in job or other activities, feeling worthless, insecure, or unsure about the self, difficulty with keeping a job, depression, suicidal feelings or attempts, problems with memory.

- **Survival guilt and grief:** guilt about his/her share in the incident, guilt for surviving, grief or sorrow.
- **Re-experiencing the trauma:** nightmares, flashbacks.
- **Detachment and anger:** feeling angry, difficulty in relations with management, feeling emotionally distant from family and other, fear of loss of control, depression.

At this early stage the person needs practical help and support. They need reassurance, and need to be in a safe environment.

The researcher would like to add to the above literature that all the feelings that the train drivers have experienced after the incident affect them terribly, to an extent that they are not aware of.

4.7.4 HANDLING OF TRAUMATIC INCIDENTS

In this section, respondents were asked to mention a way in which they handle the impact of traumatic incidents. Respondent 10 did not respond to the question. The respondents cited the following responses:

Respondent 1: “I was off from work because of posttraumatic stress. I tried hard not to think about the accident.”

Respondent 2: “It was too difficult for me to handle.”

Respondent 3: “I tried to talk about it with my friends and colleagues.”

Respondent 4: “I don’t know as I was so nervous.”

Respondent 5: “I share the feelings with my colleagues and psychologist.”

Respondent 6: “I tried hard to forget about it.”

Respondent 7: “I was historically booked off because of post traumatic stress.”

Respondent 8: “As colleagues we tried to joke about it, in order to forget it, but there is no way to forget it, especially when you are alone?”

Respondent 9: “I just tried to be strong, so that I can earn a living for my family.”

Discussion of data











According to the response from the respondents, it shows that they tried to handle the trauma on their own, although there is a psychologist and EAP practitioner at their workplace they are used to deal with the trauma on their own.

4.7.5 COUNSELLING

In this section, respondents were asked whether they did receive a counselling after the traumatic incident.

Respondents 1, 2, 3, 4, 7, 8, and 10 received counselling, but **respondents 5, 6, and 9** did not receive counselling, as there has never been anything in the past.

Table No 4.3 **Counselling Received**

Respondent No.	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

According to Hierstermann (2000: 7), counselling is a process that helps people to understand and deal with their problems and to communicate better with those with whom they are emotionally involved. The counsellor discusses and explores feelings, worries and concerns about the client. Together, they look at ways of dealing and coping with these feelings and concerns as best possible.

In this symptom phase of counselling it was extremely helpful when the psychologist was diagnosing what the causes of the problem might be. Because of the impact of trauma, victims may benefit from the support. Trauma victims have many needs, including emotional needs, and a need for practical assistance such as referral to medical or legal agencies and information on court procedures and the progress of the criminal investigation. (Lewis, 1998: 1-3)

Discussion of data

Drivers with bad past experiences have already developed some sort of coping mechanism in order to deal with these horrific incidents. This is so because in the past there were no workshops in place to provide counselling to the train-drivers who have been involved in haunting experiences while on duty. Train drivers felt, however, that the recently established EAP services were not effective enough, because the damage has already been done.

4.7.6 OUTCOMES FROM COUNSELLING

In this section, respondents were asked whether they have gained through the counselling they received.

Respondents 1, 2, 3, 4, 7, 8, and 10 benefited from counselling, but **5, 6, and 9**, maintain that, although a psychologist is there, they are used to coping on their own, and sometimes they don't want to go for counselling. Respondents who benefited from counselling motivated their answers as follows: "I was able to perform my duty, but sometimes when I think about it, I get so stressed."

Hierstermann (2000:7) describes the importance of counselling. We usually solve our problems through a process of learning and experience. Sometimes we may seek help from a family member, friend, a respected member of the community, or a colleague at work. But there are times when even these people cannot help, because the problem is too big, too new, too much of a secret, or too strange. When this happens, counselling can be very helpful.

The researcher concludes Metrorail must take into consideration that respondents mentioned that they could cope on their own, even when the psychologists are there. Metrorail must evaluate the service rendered by the psychologist to its employees. If the employees are not satisfied, more than one psychologist must be employed for the employees to have the freedom of choice. Language also must be considered, as some employees will not be able to express themselves sufficiently in a language which is not their own.

Respondent 2: “Everything is just fine.”

Respondent 3: “I was able to talk about the accident, and to ask for advice.”

Respondent 4: “I got the chance to talk about the accident, but sometimes I think about it“

Respondent 7: “I see it in another perspective, not to feel guilty for myself.”

Respondent 8: “Counselling helped me as I can now drive again.”

Respondent 10: “In the past there was no counselling, I got the chance to talk about the accident; in a way it heals me.”

Discussion of data

There was a general expression of satisfaction from train-drivers towards talking as the best technique of counselling that leads to healing. Counselling greatly emphasized to train-drivers not blame themselves for the people who commit suicide and motivated train-drivers to have a positive future perspective.

4.7.7 WHAT SERVICES ARE AVAILABLE TO TRAUMATISED WORKERS?

Respondents were asked about the kind of services they wish management to add for traumatised workers. **Respondent 5, 6, 8, 9, and 10** did not respond to the question. ”Counselling services must be rendered to traumatised employees. Those affected intensely they must be allocated light duties to perform until they recover”

Respondent 1: “No idea about services”

Respondent 2: “Employ more counselling professionals; make the employees aware of unexpected accidents.” (Awareness programmes during training.)”

Respondent 3: More psychologists to be employed of different race for employees to have their own choice for service.”

Respondent 4:“Workshops, awareness programmes , and follow-up services must be conducted by psychologists, as other employees are not aware of the causes of trauma.

Respondent 7. “Let us see the psychiatric once a year, to check on us if we are okay.”

Discussion of data

There was an apparent need for all sorts of psychological services for different employees with varied backgrounds. Because of distortion factors like language barriers, cultural differences, and background, the then available services benefited few, mostly Afrikaans-speaking employees, as Afrikaans was given preference in the Metrorail.

Multi-lingual services are highly recommended by most respondents. Employees need to be guaranteed constant emotional support and maintenance.

The researcher is of the opinion that the respondents who did not respond to the question are those who have between 20 and 35years of working experience. They are not aware of the services that must be rendered to traumatised workers, because in the past they were not used to any counselling after the accident. Another viewpoint is that they think that they can cope with the situation.

4.8 EAP (EMPLOYEE ASSISTANCE PROGRAMME)

In essence, an Employee Assistance Programme (EAP) is a systematic, organised, and continuing provision of counselling, advice and assistance, provided or funded by the

employer, designed to help employees and (in most cases their families) with problems arising from work-related and external sources. (Berridge, Cooper, & Highley- Marchington 1997: 2)

Respondents were asked if Metrorail have EAP services for troubled employees (a yes or no answer), and were asked to give their opinion on the employer's obligation to provide an EAP to its employees.

Respondents 1, 3, 4, 6, 9, and 10 they don't know about EAP at Metro rail, and **2, 5, 7, and 8**, they know that EAP is there, but they are not aware of its purpose for the employees.

Discussion of data

The above information implies that Metrorail did not give sufficient consideration to their employees. The work they perform, and the problems they encounter while on duty was not a priority to the management.

Those who had an idea and previous experience about EAP services were mostly male black employees. This is mainly attributed to recent transformation at Metrorail, which recommended that South Africans of all races be employed across all departments, coupled with compulsory EAP services.

Recent employees therefore had better understanding and awareness of these services.

4.9 EMPLOYERS' OBLIGATION TO PROVIDE AN EAP

In this section, respondents were asked to state their opinions about the employer's obligations to provide an EAP to its employees. Of the ten respondents, respondents 2, 4, 6, 7 and 10 mentioned that they have no opinion.

Respondent 1: "I am not aware of its purpose, but if it is of help to employees and their problems, it must be established."

Respondent 3: "It's a good thing, as long as it helps the employees who are troubled."

Respondent 5: "I am happy and satisfied to know there is someone to talk to when there is a need."

Respondent 8: “I once visited the EAP practitioner, her service was very poor, and I don’t want to hear anything about her.”

Respondent 9: “Everything that helps employees to deal with their stress and to cope is good.”

Discussion of data

Most of the employees have an optimistic attitude towards the introduction of EAP services. The researcher is of the opinion that EAP awareness must be rendered at Metrorail for the employees to be aware that EAP is there, its purpose and aims to the employees.

4.10 RECOMMENDATIONS

In this section, the respondents were asked to state their recommendations to improve the working conditions of train drivers. **Respondents 1, 2, and 3** responded to the question while other respondents did not respond to the question.

Respondent 1. Seats in the driver’s compartments are not comfortable, it caused me backache, and the room is too small. New trains must be build up, medical aid be improved to cover train drivers.

Respondent 2. Long working hours must be minimised.”

Respondent 3. “Chairs need to be comfortable, cell phones for each driver is needed for communication to be good, and provision must be made for employees to choose their medical aid. Choices for medical aid for employees and the company to pay for allowances.”

The above recommendations cited by respondents imply that these are the problems that hamper job performance of the train drivers. Uncomfortable seats, which cause backache to train drivers, and medical aid which does not cover the train driver’s treatment as one of the basic needs, really can deteriorate job performance.

The researcher is of the opinion that security should be beefed-up with strong, bold men with guns and not with sticks, as is the case at the moment.

According to Kroemer & Kroemer (1994:327), daily work duration should not exceed 8 hours, the number of consecutive night shifts should be as small as possible; preferably, only a single night shift should intervene among the other work shifts. Each night shift should be followed by at least 24 hours of free time; each shift plan should contain free weekends - at least two consecutive work-free days. The number of free days per year should be at least as many as for the continual day worker.

4.11 SUMMARY

Ergonomics is concerned with people and the work that they do, the potential for error in the work, and the effects of work on their health. Good standards of ergonomic design are essential in order to reduce accidents in the workplace. Stress is a common feature of most people's lives, and the causes of stress are many and varied. It is most commonly associated with changes in people's lives, some of which may be brought about by the organisation. Stress reduction strategies should be considered at boardroom level and whatever is necessary should be implemented.

The cost of stress-related ill-health can be substantial in terms of time lost for conditions diagnosed as anxiety, depression and nervous breakdown. Where employees may be exposed to the risk of violence, employers must take appropriate measures to prevent or control these risks.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the essay will be discussed focusing on the goals and objectives of the study. Conclusions and recommendations will be drawn based on the data analysis presented in chapter four. The purpose of this chapter is to draw conclusion and recommendation in respect of the factors affecting daily operations of each an every train driver in Metrorail Company. These factors are listed in their order of significance.

5.1 SUMMARY

The goal of this study was to explore the working conditions of train drivers and the impact thereof on the social functioning and productivity of train drivers. The researcher was motivated by a visit to Metrorail to choose this subject, and a resulting discussion with the social worker employed by Metrorail fuelled the interest of the researcher about the working environment of train drivers and pressure experienced in their working situation.

5.2 OBJECTIVES ARE AS FOLLOWS:

- To assess the environment in which train drivers perform their duties
- To assess coping mechanisms of traumatised train drivers in their workplace
- To determine whether identified feelings are causing trauma
- To explore the viability of an EAP for traumatised train drivers
- To describe EAP guidelines for Metrorail.

5.3 GOAL

To explore the working conditions of train drivers, and the impact thereof on train drivers' social functioning and productivity. The goal of this research can be viewed from a primary and secondary perspective.

The primary perspective dwells on employee satisfaction. Employee satisfaction encompasses a myriad of factors such as: emotional, psychological, and physical trauma therapy, better fringe benefits, favourable working conditions, good remuneration packages, improved and effective employer-employee lines of communication, and relations, etc.

The secondary perspective focuses around the final product, which is the resulting service being rendered to the commuters. Commuters' satisfaction would be achieved and maintained if trains run on schedule, if a high level of security on trains is maintained, if no overcrowding is allowed, and if other factors regarding professionalism on public transport are guaranteed.

It is apparent that the above factors should be the priority of top management.

With this in mind, therefore the researcher focused on the primary factors, which deal with employee satisfaction. Excellent top administration and management will lead to satisfied employees, who in turn perform their duties diligently, which will undoubtedly result in customer satisfaction.

5.4 FRINGE BENEFITS

Conclusions

Fringe benefits are there but Train drivers are not satisfied with the way they are set. The respondents were employees whose experience ranged from two to twenty years of train driving, representing both men and women, black and white, as a cross sample of South African train drivers.

Recommendation

Metrorail management must consider improving the fringe benefits of the Train drivers to meet their needs. It is evident that train drivers wanted the remuneration packages and other benefits to match the high health and physical risks associated with daily train driving.

The more workers receive ample time to recuperate, especially after long night shifts, the more productive they would be when they return to performing their tasks.

Housing, car, and medical allowances and growth opportunities are some of the factors not to be overlooked as they contribute extensively to employee's satisfaction.

5.5 MECHANICAL CONDITIONS

Conclusions

Every interviewed train driver raised the issue of poor mechanical conditions. Trains are not in a worthy condition for the daily transportation of commuters. It is also risky for train drivers to fix the train while on duty. It is evident that the technology in these trains is much older than most of the train drivers, averaging an age of 35 years. This in essence contributes to a rather sluggish and poor service being rendered to the everyday commuter. More often than not, these drivers have to devise some means for getting along with user-unfriendly utilities associated with driving a Metrorail train. Sometimes they even have to use their personal cellular phones to contact CTC, for example.

Recommendations

Trains must be checked daily by mechanical engineers to avoid confusions. The company should consider rebuilding existing motor coaches (redesigning the driver's compartment and providing for air-conditioning, driver's toilet, microwave oven, refrigerator, etc) or replacing suburban train sets with new ones such as those presently being used in first-world countries. These trains are much faster, with effective braking systems, and are much more user-friendly. The use of, for example, suitably adapted and updated Spoornet Class 38 locomotives in push-pull service using existing complete Metrorail train sets or non-motor stock only, may temporarily solve some of the problems presently encountered, until such time as new

train sets can be acquired. State-of-the-art Class 38 locomotives can run as both electric locomotives and diesel locomotives, thus normally utilizing low-cost electric power, yet enabling trains to keep running during power failures in overhead (catenary) power cables. Alternative braking systems should be considered, such as disk-brakes and electromagnetic brakes that hug the rails instead of acting on the wheels. Metrorail should consider these recommendations and suggestions, in order for drivers to feel motivated to respect their duties, to cherish their jobs, and to be encouraged to be a lot more productive.

5.6 UNCOMFORTABLE SEATS

Conclusions

Train drivers do not feel comfortable while driving, because of the uncomfortable train drivers' seats.

Recommendation

Train drivers' seats must be replaced by adjustable seats.

5.7 COMMUNICATION SYSTEM

Conclusion

There seems to be no link between train drivers and Centralized Train Control once the train has departed.

Recommendation

Metrorail management must provide each train driver with a cell phone to enhance communication.

5.8 EMOTIONAL FEELINGS OF TRAUMA

Conclusion

Train drivers experience a difficult time after an incident, while in the past they were forced to perform their duties as if nothing had happened.

Recommendation

An in-depth awareness of the purpose of counselling is needed. The consequences of trauma to employees must also be highlighted.

5.9 HANDLING OF TRAUMATIC INCIDENTS

Conclusion

Dealing with trauma is not easy for train drivers, train drivers experience posttraumatic stress after an incident.

Recommendations

Metrarail must render awareness programmes regarding EAP services to their employees, and must explain its purpose and benefits to employees and the organisation.

A system of de-briefing after each incident should be instituted, which will make employees aware of available EAP services.

5.10 WORKING ALONE

Conclusion

Train drivers are often alone inside the driver's compartment, and there are no assistants or security men to protect them when commuters are doing.

Recommendations

- Train drivers must not work alone. Provision should be made for an assistant to each driver. This could be, for example, a learner driver under instruction. New or rebuilt drivers' cabs/compartments should provide space and facilities for an additional/assistant driver and a security man.
- Train timetables cannot be disturbed by the need of drivers to visit a toilet.
- Unscheduled stops may cause undue delays, which may cause commuters their jobs or may cost drivers their lives.

- Accidents may potentially be caused by unscheduled stops.
- Toilets for drivers and assistants must be provided inside new/rebuilt trains. .

5.11 CONCLUSION

The researcher conducted this study with a view to establish the status quo regarding inter alia the effects (if any) of:

- Working hours;
- Shift work;
- Facilities (availability);
- Communication between train drivers and control rooms; and
- Accidents;

on the performance/service rendering of train drivers employed by Metrorail.

It was further intended to investigate the train driver's awareness levels of the Employee Assistance Programme and the extent to which it is used to support train drivers.

Data collected confirmed that the working conditions include but are not limited to

- Fringe benefits:
 - Stringent rules relating to their choice of Medical Aid;
 - Lack of a car allowance scheme.
- Working hours and shift work:
 - Working hours and shift work are abnormal and end up depriving drivers of a much-needed social life.
- Small driving compartments without toilet facilities.
- Uncomfortable seats.
- Failing motor coaches, which drivers are forced to fix.
- Lack of proper support services, resulting in train drivers being exposed to possible attacks from commuters through inadequate security.
- Working alone and having to stop the train each time nature calls.
- Failing communication devices that may inadvertently compromise lives.
- Inadequate exposure to EAP, or to debriefing procedures, despite the high level of accidents they are exposed to, impacts adversely on their levels of performance.

It is unclear as to why a company of Metrorail's calibre, purported to be in the forefront of transformation, did not sufficiently implement policies such as EAP.

Accessing the respondents was not an easy task. Individuals assigned to assist the researcher to access respondents were uninvolved and non-committed throughout.

Literature on the subject is so scarce in South Africa that it has been a struggle to collate information towards the completion of the study. The information on suicides and other accidents committed on the railways is kept far out of the community's reach. It remains unclear as to why such a matter of significance and public concern is not made available for the public to consume.

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Annexure A

WORK EXPERIENCE OF METRORAIL TRAIN DRIVERS: AN EMPLOYEE ASSISTANCE PROGRAMME STUDY

INTERVIEW SCHEDULE

1. Demographic details

1.1 Age of the respondent

1.2 Gender of the respondent

1.3 Marital status: Married

Single

Divorced

1.4 Number of dependants:

2. Years of work experience

2.1 Numbers of years of work experience as a train driver:

Less than five years

Five to ten years

Eleven to 15 years

More than 15 Years

2.2 Is employee occupying a permanent position?

2.3 If not, please explain reasons

.....
.....

3. Are you satisfied with the salary that you earn? Yes

No

4. Are you satisfied with the following fringe benefits as part of your compensation?

4.1 Number of leave days

4.2 Number of Sick leave days

4.3 Pension scheme

4.4 Allowance

Please specify the nature of the allowance:

.....

5. Working conditions

5.1 State whether the motor coach that you are driving is in good mechanical condition. Yes No

If “no,” please describe briefly:.....

5.2 Are all communication systems in good working order at all times, whilst you are on duty? Yes No

5.3 Are you comfortable at all times whilst driving the train: Yes No

If not, explain why:

.....
.....

5.4 Is there sufficient space to move around whilst you are on shift? Yes No

5.5 Do you work alone in the motor coach? Yes No

5.6 Do you have access to refreshments whilst on duty? Yes No

5.7 Do you have scheduled lunch times? Yes No

5.8 Do you have frequent access to bathroom/toilet?

Yes

No

5.9 Do you do shift work?

Yes

No

5.10 State the length of an average shift: hours

5.11 Have you come to terms regarding shift work?

Yes

No

6. Safety

6.1 Have you ever been scared whilst on duty?

Yes

No

6.2 If yes, please describe circumstances

.....

6.3 Have commuters ever threatened you?

Yes

No

6.4 Should security be improved on the train?

Yes

No

6.5 State ways in which security can be improved

.....

.....

7. Traumatic incidents

7.1 State the number of traumatic incidents in which you have been involved:

7.2 Briefly describe the impact of the critical incident on:

Your productivity.....

Your social functioning

7.3 Specify the emotional feelings that you have experienced/are experiencing as a result of the traumatic incident:

.....
.....

7.4 In what way did you handle the impact of a traumatic incident?

Please explain...

.....

7.5 Have you received counselling after the traumatic incident?

Yes

No

7.6 If yes, have you gained by such counselling?

Yes

No

7.7 What kind of services do you wish management to add or provide to traumatised workers?

.....
.....

8. Employee assistance programme (EAP)

8.1 Does Metrorail have an EAP for troubled employees?

Yes

No

8.2 Briefly state your opinion on the employer's obligation to provide an EAP to its employees:

.....
.....

9. State any recommendations that you would like to make in order to improve the working conditions of train drivers:

.....
.....
.....

Thank you for your time and effort.

11 September 2002

Annexure B

Letter of permission from Metrorail to do research

ANNEXURE C

WRITTEN CONSENT FORM

RESEARCHER: Ms Makhine Moshibudi Brigid Bokaba

Institution: University of Pretoria

Supervisor: Prof. L.S Terblanche

1. Title of study

Trauma experienced by Metrorail train drivers: EAP Study.

2. Purpose of study

To explore the work conditions of train drivers and the impact thereof on train drivers' social functioning and productivity.

3. Procedures

The researcher will conduct an interview with the respondents using an interview schedule and tape recording to gather information about trauma on their working environment.

4. Risks Discomforts

The research will not pose any physical or emotional risks to the respondents.

5. Confidentiality

The information discussed with the respondents will be kept strictly confidential and will be presented in the dissertation compiled by the researcher. The name of the organisation where respondents are employed, and their identifying particulars will not be mentioned in the dissertation.

6. Participants rights

The respondents will be allowed to withdraw from the research at any time.

7. For any queries, please call the researcher at 0722510855 or the supervisor at (012) 420 3292

I understand my rights as a research subject, and I voluntarily consent to participant in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

Subject's signature..... Date.....

Signature of researcher..... Date.....

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