

A NEEDS ASSESSMENT AND IMPLEMENTATION GUIDELINES

FOR AN

EMPLOYEE ASSISTANCE PROGRAMME

AT THE UNIVERSITY OF THE NORTH

BY

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PRETORIA

DECLARATION

I declare that the thesis, A Needs Assessment and Implementation Guidelines for an Employee Assistance Programme at the University of the North, hereby submitted to the University of Pretoria, has not previously been submitted by me for a degree at this or another University, that it is my own work in design and execution, and that all material contained herein has been duly acknowledged.

.....
S. L. Sithole

Dedication

This work on an A Needs Assessment and Implementation Guidelines for an Employee Assistance Programme at the University of the North is dedicated to all the employees of Universities in South Africa, especially employees of the University of the North.

Acknowledgements

This research project was made possible through the assistance of a lot of individuals and organisations. Space and time do not permit a listing of all who have contributed directly or indirectly to the success of this project. Nevertheless, the following individuals and groups contribution is worth mentioning:

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Summary

This study on An Employee Assistance Programme for the University of the North was conducted in response to the personal problems experienced by University employees and the fact that universities in South Africa are lagging behind in the provision of services to their employees.

The first step in the research process was a literature review on EAPs in Universities. A fair degree of information was obtained about such services from universities in the United States of America. Very little information was found on EAPs in South African universities. The literature from abroad also emphasized services that are provided to academic staff. Very little mention was ever made for other segments of the university employees such as the administrative staff as well as the service workers. This shortcoming made interpretation of the findings extremely difficult.

The literature review also had to take place within the current context of rapid changes that are taking place in higher education. Of significance is that this study is the first one to establish what employees of the universities feel about these changes that are currently taking place in South Africa.

A quantitative-qualitative approach was adopted for this study in which the researcher used the exploratory-descriptive design. The research population for this study were all employees of the University of the North and the total for all employees was 1781, made up as follows:

- 450 academic staff;
- 74 heads of departments
- 16 deans
- 775 service workers; and

- 10 members of the executive management.

Data collection instruments were designed for each stratum of the university employees.

The instruments were hand delivered to these samples and the following response rates were obtained per sample:

- academic staff 48%;
- heads of departments 49%;
- deans 63%;
- executive management 60%; and
- administrative staff 30%.

Because the university also has employees that can neither read nor write, two focus groups were convened as another attempt at conducting a needs assessment.

The findings obtained from all the respondents confirmed that employees of the University of the North experience personal problems such as financial, legal, marital and substance abuse that undermine their productivity. The study also confirmed that the University neither has a policy or service that addresses such problems. This deficiency notwithstanding, the University has a favourable policy for the establishment of such a kind of service.

Key words

1. Employee Assistance Programme
2. Needs assessment
3. Personal problems
4. Productivity
5. Academic staff
6. Head of department
7. Dean
8. Administrative staff
9. Management
10. Service workers

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Chapter 1

General Orientation to the Study

1. Introduction

This study on an Employee Assistance Programme for the University of the North was initiated as a response to the shortage of employee assistance services at South African tertiary institutions, universities in particular. The research was conducted at the University of the North, which is situated in the Northern Province of South Africa. Universities are seen as centers of excellence, to an extent that people believe that employees of such institutions are not subjected to individual and social problems such as absenteeism, financial problems, substance abuse, and marital problems which negatively affect the work performance of employees.

This chapter is an outline of the research problem as well as the motivation for the study of the problem. The aims and objectives that have guided the investigation are covered too while the research methodology as well as the plan of the entire research project is discussed. In the area of research design, the investigator has spelled out the sampling frame and the sampling procedures employed in the execution of this task. The techniques for the collection of data as well as groups of respondents from whom data were obtained are also outlined in this chapter. The chapter closes with the definition of key concepts that are used in the study.

2. Motivation for the study

As a full-time lecturer at the University of the North, the researcher became aware of personal problems of employees at the university of the North.

The researcher had also observed that certain staff members, both academic and non-academic, were experiencing personal problems and very little if any is ever done to provide assistance to those who may have personal problems. The fact that a fair number of staff members have problems has serious negative academic consequences for the students in that such lecturers may miss classes, fail to give tests and even fail to mark tests and assignments. The failure to perform the above-mentioned tasks goes against the core business of the university which is to produce skilled and competent human resources for the country. Existing social and personal problems among non-academic staff also result in continued absence from work which disturbs the smooth functioning of the university as a system. This seems to be in line with Roman's (1984:73) observation that "employers face the problem of employee alcohol abuse, but do not have the indigenous means of dealing with such personnel".

Another reason for undertaking this study is that Employee Assistance Programme services fall within the realm of organisational development. This study could therefore make an invaluable contribution to the transformation discourse currently taking place in the South African tertiary institutions in general and the University of the North in particular.

Finally, the researcher was personally interested in the provision of social services to the employees as they spend a large percentage of their time at the work place. So the workplace has to provide social services to troubled employees. Franz's (1991:24) opinion is not different, "Universities need EAP's to help them meet the challenges of the 1990's and beyond".

3. Problem statement

Harper's (1995 & 1996) survey of 93 South Africa's top 100 companies found that 45% of companies had an EAP in at least one of their operations. The provision of EAP services in the South African tertiary education institutions movement however, continues to be characterized by a lack of enthusiasm and optimism (Baxter, 1979; Thoreson and Hosakawa 1984; Dugan, 1989:98; Moagi 1994:17 and Molebatsi 1997).

In the United States of America the problem of employee assistance was deftly captured by the following statement, “while there has been a continuing expansion in university based EAPs, research on these programs is limited (Mermis 1989:22; Brunson, 1988:34). Most of the literature on university based EAPs is anecdotal and descriptive (Sullivan and Poverny 1992:3).

The demonstration project of the University of Missouri-Columbia, funded by the National Institute on Alcohol Abuse and Alcoholism, has also shown the impossibility of a simple transfer of the industrial EAP model to academic settings (Roman 1984:36).

Roman (1984:38) also identified the following three problems in higher education:

- change in higher education has eventuated in a vast expansion of demand for higher education;
- technology has produced substantial differentiation within institutions of higher learning;
- colleges and universities have become more or less viewed within a productive framework.

The number of degrees awarded has become a criterion for organisational growth. At the same time, universities in particular have become producers of knowledge for technological advancement, most clearly demonstrated in colleges of engineering and agriculture and in schools of medicine and business administration.

Whereas most South African tertiary institutions do not have an EAP, Mermis (1990) as quoted by Grosch, Duffy and Hessink (1996:44) estimated that approximately 5% (200) of the colleges and universities in the United States have some type of EAP.

On the other hand, Harlacher and Goodman (1991: 31) maintain that a university setting offers the following traits that provide fertile ground for EAPs:

- a liberal atmosphere conducive to experimentation with non-traditional lifestyles;
- a positive view of alcohol and other drug use;

- work-based isolation, including low-level supervision and faculty visibility;
- subordinates who hold scholarly superiors in awe, and who tend to protect and enable the scholars' behaviour;
- the tenure system and minimal opportunity for advancement; and
- absence of objective performance standards.

Apart from these, research indicates that 10-20% of the total employee population in any corporation or institution are troubled employees (Storm, 1977; Weaver, 1979; Parker and Brody 1981; Miller, Shain and McClellan, 1998). About 5-10% of these employees have problems with substance abuse while another 5-10% have problems around relationships, finances, health and other related problems (Roberts-DeGennaro, 1989:11). Personal problems that afflict employees disturb productivity. Employee problems can manifest themselves in one or more of the following ways: absenteeism, tardiness, late coming, early departure from work, financial problems, and aggression at work.

It should thus be emphatically stated **the existence of social problems amongst employees of the University of the North necessitates the introduction of an employee assistance programme.**

The problem can thus be stated as a lack of EAP services in South African tertiary institutions, resulting in troubled employees' problems being unattended to and thus affecting their productivity and social functioning.

4. Aim of the study

The general aim of the study was to explore the need for a possible implementation of an EAP at the University of the North..

4.1 Objectives of the study

The study was aimed at achieving the following objectives:

- to assess whether University of the North employees are comfortable with the changes taking place in higher education;
- to ascertain whether some employees are familiar and comfortable with the university's strategic mission;
- to explore communication patterns amongst and between different employee groups on campus;
- to conduct a needs assessment for an EAP and
- to provide guidelines for the design of the service;

5. Research Approach

The approach that was adopted in this study was the quantitative-qualitative approach. Leedy (1993) as quoted by De Vos (1998:15) attempted to distinguish between a quantitative and qualitative approach in research.

He identified qualitative research methods as dealing with data that are principally verbal and quantitative research methodologies as dealing with data that are principally numerical. Sheafor, Horejsi and Horejsi (1997: 224-245) share Leedy's view. For them, quantitative approach is focussed on counting and statistically analysing data whereas qualitative research is concerned with describing the factors that are being studied.

The exposition by Leedy, and Sheafor et al appears simplistic. Mouton and Marais (1990:155-156) agree that the two terms are fairly confusing. For the latter authors, the quantitative approach entails an approach to research in the social sciences that is more formalised as well as more explicitly controlled, with a range that is more exactly defined and which, in terms of the methods used, is relatively close to the physical sciences. In contradistinction, qualitative approaches are those approaches in which the procedures are not as strictly formalised.

The quantitative-qualitative approach was chosen for this study because the population that was studied demonstrated heterogeneous characteristics that called for triangulation. The instruments for data collection used in the study were the questionnaire that was completed by the literate respondents while the unskilled employees of the university made their data available by means of focus groups.

- **Assumptions about the problem**

The following assumptions about the problem can be made:

- university employees, particularly academic staff are perceived to be immune from personal problems;
- university employees are comfortable with the changes taking place in higher education;
- university employees are familiar with the strategic plan of the university;
- there is limited contact and communication between and among university employees;
- the university does not have a mechanism to deal with employees' personal problems; and
- there is a need for an Employee Assistance Programme at the University of the North.

7. Type of research

Barker (1987: 10) defines an applied research as a “systematic study in which the potential findings are to be used to solve immediate problems”. The study that was undertaken was an applied study in that the findings may be utilised as guidelines to design an EAP for the University of the North.

8. Research design

According to (Babbie, 1998: 89) a research design addresses the planning of scientific inquiry- designing a strategy for finding out something. Thyer (1993:94) in turn viewed a research design as a blueprint or detailed plan on how a specific study is to be conducted.

The research design that was used in this study was the exploratory-descriptive design. This design was selected because very little research on EAPs was done at South African Universities. The purpose of an exploratory study is to gain new insights into a specific phenomenon (Fouche and DeVos, 1998:124). On the other hand, descriptive designs are chosen if “less is already known, (so) our questions will be of a general descriptive nature” (Grinnel, 1998:221). The nature of this study justified the combination of these designs. Researchers can select any one or any combination of research designs for their particular purpose, regardless of where the designs fit into any particular scheme. The classifications are of mainly academic and educational interest with a view to clear conceptualization (Fouche and DeVos 1998:123).

Secondly, there is inadequate knowledge in South Africa about EAPs at universities and while the knowledge in South Africa about EAPs at universities is scarce, the data that were yielded by this study are descriptive in nature. This study describes the kind of problems that are experienced by employees of the University of the North, what interventions are undertaken and whether an EAP would be a viable alternative to what already exist.

9. Research procedure and strategy

The researcher started with a literature study on Employee Assistance Programmes at universities. Literature on EAPs at universities was obtained from journals, books and the Internet. Completed theses and dissertations as well as related works in the area of Employee Assistance Programmes were obtained from the National Research Foundation. The information service of the University of Pretoria was also utilised.

The literature study was followed by an empirical study in which the researcher designed a questionnaire that was distributed by the researcher to the employees of the University of the North. Literature on needs assessment for Employee Assistance Programmes was utilised to identify key variables for the study and these were used in the design of the instrument (Minelli, Griffin, Davenport, DeBruin and Campbell, 2001:30-32; Minelli et al, 1998:27-28; Collins and Perry-Jones, 2000:769-794; Semenuk, 1996:20-33; Roberts-DeGennaro, 1989: 11-24; Harlacher and Goodman, 1991: 20-33; Grosch, Duffy and Hessink, 1996: 43-57; Sullivan and Poverny, 1992: 1-11 and, Balgopal and Stollak, 1992:101-114). Apart from that, the researcher consulted academics and researchers in Employee Assistance Programmes at the University of Pittsburgh - School of Social Work (Dr Hide Yamatani and Ms Carolyn Maue) who provided expert advise on key criteria in the needs assessment for an Employee Assistance Programme.

The questions on the instrument focussed on whether it was necessary for the University of the North to implement an Employee Assistance Programme for the institution. This information was obtained by distributing the questionnaire to the following groups of people on campus:

- top management (every member's opinion was solicited since this was the smallest group on campus and therefore no sampling procedure took place);
- deans and deputy deans of faculties (there were eight faculties at the time of the study and eight deans and their deputies participated in this study);
- heads of academic departments (academic departments were replaced by disciplines which constitute a school);
- unskilled workers (focus groups were convened) and
- the academic staff as well as the administrative staff members.

Focus group sessions were conducted with the unskilled staff of the university because they did not have adequate literacy skills to complete the questionnaire. The same strategy that was used in the questionnaire design for the quantitative study was used to create an instrument for the focus groups. The instrument was largely based on literature and expert advise from colleagues at the University of Pittsburg School of Social Work.

9.1 Literature study

South African literature on occupational social work and Employee Assistance Programmes at universities and colleges is very scarce. As a result the researcher had to rely to a large extent on literature from the United States of America where the foundations and pioneer occupational social work and employee assistance programs at universities and colleges were first recorded. The academic information service of the University of Pretoria was extremely helpful in accessing material from other South African libraries although most of the literature dates back to the 1980s.

9.2 Consultation with experts

The researcher consulted the following individuals:

Ms E.N. Molebatsi. She was employed by the Center for Human Development as an employee assistance coordinator and she completed a master's dissertation that investigated the possibility of introducing an EAP at the University of the North West in 1997. She observed: "EAPs, if ever they exist at universities, are fragmented and provided on a piecemeal basis. Students do have services that address their personal problems in almost all universities in South Africa, but the same cannot be said about university employees.

It would seem that university management regard their employees as immune from such problems". She thus encouraged the researcher to carry out this study in order to sensitize academic institutions about the existence of social problems amongst their employees.

Mr S. Moema, the director of the Mothusi Mpilo Center who has worked at the Carletonville mines as an employee assistance co-ordinator was consulted as well. He maintained that any institution that employs more than 1000 employees should have an EAP as a matter of principle. He furthermore indicated that South Africa is lagging behind in this area, as compared to other first world countries.

Finally, Dr. L.M. Mogorosi, in the department of Social Work at the University of Venda was of the opinion that the introduction of EAP services at the universities was long overdue. Dr Mogorosi who had conducted research on EAPs in South Africa maintained that a study that was envisaged would contribute significantly to the whole knowledge base of social work in South Africa.

9.3 Feasibility of the study

The study was made feasible because literature about occupational social work in general and about such programmes at universities in particular was available especially since a similar study was conducted at the University of the North West, which has virtually the same demographic features as the University of the North.

The University of the North is currently involved in a transformation process. This study, which received partial funding from the University of the North, would hopefully enrich the transformation discourse at tertiary education level in general and at the University of the North in particular.

9.4 Pilot test of questionnaire

Strydom (1998: 182) said a study of specific entities implies that the researcher should expose a few cases to exactly the same procedures as planned for the main investigation, in order to modify the existing instrument. Rubin (1983: 272) suggested that the researcher should “try the items out with actual subjects from the target population, then rewrite and edit again all items that cause confusion, annoyance, boredom, and so on”.

The researcher in line with the advice from the two authors mentioned above, distributed the questionnaire to a single member of the sample who would participate in the study. This exercise was aimed at establishing whether the instrument covered what it was intended to and to avoid repetition as well as ambiguities.

10. Description of the research population, delimitation / boundary of sample and sample procedure

The research population consisted of the employees of the main campus of the University of the North, namely Turfloop near Pietersburg. This included academic staff members, heads of departments, deans, members of the administration as well as executive managers.

At this stage the University of the North had a total of 1781 employees composed of the following categories:

- academic staff -450;
- heads of departments-74
- deans-16
- administrative staff - 556;
- service workers- 775 and
- executive management-10.

The questionnaire was distributed to the entire top management structure. Due to the size of the top management, no sampling was necessary. A random sample of the academic staff (10% of the 450 staff members) was done. That means that forty-five (45) members of the academic staff participated in the study.

In stratified sampling a researcher first divides the population into sub populations (strata) on the basis of supplementary information. After dividing the population into strata, he draws a random sample from each sub population (Neuman, 1994: 205). The population had already been divided in terms of rank, while the composition of the sample was done by means of a sampling frame, namely a list of all academic staff on campus. The sample size in this sub population was forty-five (45), so two digits were needed. The researcher then picked up a random number from the upper left of the table.

The number selected should have as its last two digits that is less than forty-five (45), and that number was 28042. Number forty-two (42) was marked on the sampling frame to indicate that this number was included within the sample. The next number (in the next column and less than 45) was 48, 01 ... until 45 cases were included.

All heads of academic departments were included in the study. Questionnaires were hand delivered to them and a response rate of 47% was obtained. All deans were given questionnaires to complete and a 63% response was obtained. From the administrative staff fifty-six (57) respondents participated rendering a 57% response rate. As all members of the executive management participated, a response rate of 60% was recorded. Two focus groups (from the unskilled workers of the university) of seven members each participated in the study as well.

The administrative staff (556) was systematically sampled to constitute a sample of 56 employees who participated in the project. Systematic sampling was essential for this group because of a large number of variations in rank.

Following the sub divisions in this group would have been tedious and time consuming as there were various rankings and categories, with a minimum of difference between the various categories. To obtain a systematic sample, the researcher began with a random number from the table of random numbers. The closest number that appeared on the sampling frame was taken, and the sampling interval of four was taken until 56 cases had been identified.

11. Definition of key concepts

11.1 Occupational social work

Occupational social work is defined as " a field of practice in which social workers attend to the human and social needs of the work community by designing and executing appropriate interventions to ensure healthier individuals and environment" (Googins and Godfrey, 1987: 38).

Occupational social work is a significant arena for the delivery of preventive and intervention services. Johnston and Carter (1990: 301) quoted the definition of the National Association of Social Workers' Occupational Social Work Task Force which describes three categories of occupational social work:

“Policy, planning and administration, which involve no direct counseling; examples are co-ordination of employee assistance programs, functions within corporate responsibility departments, training, the formulation of policies for career - path advancement, and the administration of affirmative action programs.

Occupational social work services operate at a macro level and include as some of their services, organizational development and employee assistance programs”.

11.2. Employee Assistance Programme

Du Plessis (1991:210) Employee Assistance Programmes refer to programmes aimed at linking employees with personal problems to appropriate resources in order to correct job performance.

An EAP is a workplace-linked counseling system with benefits for both employers and employees (Bennet, 1999:1; Specht and Courtney, 1994:70).

Thoreson, Roberts and Pascoe (1984: 183) in turn, defines an EAP is a referral service for all university employees, both staff and faculty, and their spouses and dependents who are in need of professional assistance in solving persistent problems.

The Employee Assistance Programme Association (1999:4) defines EAP as a work-site based program 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.

It is thus clear that these definitions imply that an Employee Assistance Programme is a work based assistance service available to employees regardless of rank and status who experience personal problems of a persistent nature that render the employee less productive than under normal circumstances. This service covers everybody who is linked to the employee, be it an employer, his superior or dependent.

11.3 Faculty

The word “faculty” is derived from Latin *facultas* and is literally defined as ability, natural aptitude and power or authority. Different nations attach somewhat different meanings to the term faculty. Generally, in centers other than in the US, faculty refers to a scholarly discipline such as history, mathematics, law and theology. One, thus hears of the faculty of education, the faculty of government and the faculty of humanities. In many European universities on the other hand, “faculty” refers to a group of related disciplines such as political science and health sciences.

In the US, “faculty” usually refers to the teaching members of an institution of higher education, while other professionals in American post-secondary institutions who are involved in scholarly or scientific research, public service, professional consultation, and institutional administration are sometimes accorded faculty status as well (Knowles, 1978).

Since the American literature uses the concept “faculty” to refer to academic staff, the concept, where it appears in this document, should be construed as such.

11.4 Staff

According to (Bartol and Martin, 1991:355) “staff” is used to refer to personnel staff, individuals who provide assistance to a particular position as required (e.g. an administrative assistant to a division head).

According to the Longman Dictionary of Contemporary English (1995:1397) “staff” means the people who work for an organization, especially a school or business.

Staff in the American context refers to the non academic employees of the university. However, as far as this research is concerned, “staff” should be understood to imply any employee of the university, be it academic, administrative or support services personnel.

11.5 Tenure

“Tenure”, according to the Oxford Advanced Learners Dictionary (1992:1324) refers to "permanent appointment as a teacher, in a university or some other institution". It is the ultimate rite of passage from acolyte to academe, pursued with gem hard diligence by legions of assistant professors seeking promotion to associate professor and concomitant appointment as "tenured" (Schoenfeld and Magnan 1992:viii).

Tenure is intended to preserve and enhance an institution of higher education's excellence and its function in developing the human intellect. Tenure contributes to this objective by giving a strong measure of security and protection to faculty members; it frees them to teach, inquire, create, publish, and serve with less concern for the immediate popularity or acceptability of their efforts than would be the case if termination of employment were a constant possibility (Schoenfeld and Magnan, 1992: iii).

Academic tenure is "an arrangement under which faculty appointments are continued until retirement for age or physical disability, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or change" (Shoenfeld and Magnan, 1992:iii). According to the Encyclopaedia Britannica (1990: 639) security of tenure, usually granted in the civil service and in academic appointments after a probationary period, is considered an essential condition of maintaining the independence and freedom of those services and partisan control.

In simpler terms, academic tenure is a system in various universities that confirms the permanent appointment of university employees, particularly academic employees. The purpose of the system is to maintain high educational standards and to uphold the mission of the university in teaching, research and community service without partisanship.

To summarize, “tenure” is an employment practice used to refer to employees who are in permanent employment of the university or college. This concept is used to refer to both faculty and staff members.

12. Limitations of the study

The following limitations of the study have been observed:

The samples of deans and executive management were too small to warrant a quantitative analysis. The findings could have provided more information if the qualitative approach had been used. However, limited time and differing time schedules of the said respondents made it impossible to convene focus groups.

The respondents complained that the instrument was too long particularly with regard to communication patterns and employee problems. This may have caused inaccuracy of the responses.

The study took place at the time when the university was in the process of restructuring. Some of the respondents were emotionally quite touched by this as jobs were on the line. The accuracy of the responses may have been seriously compromised by this.

13. Classification of the research report

This research report is arranged as follows:

13.1 Chapter 1

In this Chapter, **a general orientation to the study** is presented. It is characterised by the researcher’s motivation to undertake the study, general aims and objectives of the study, research methodology and a description of the research population as well as the sampling procedures.

The chapter concludes with a section on consultation with experts as well as definition of key concepts in the study.

13.2 Chapter 2

A detailed discussion on **Higher Education in South Africa: State of the Art** spells out all the policy changes and recommendations that were effected since the dawn of the democratic dispensation. Of particular importance are the changes taking place such as the modularisation process, the Council on Higher Education, quality assurance, the Committee on Higher Education, the National Qualifications Framework and the South African Qualifications Authority. Because universities are places of employment as well, labour laws such as the Employment Equity Act and the Occupational Health and Safety Act have been discussed.

13.3 Chapter 3

In Chapter 3, the university as an employing organization is discussed. The history of EAPs in industry and how they were adapted to the university environment received special attention. The discourse in this chapter centers around the functions of a university, characteristics of universities as organizations and the features of in particular, academic staff in the university.

13.4 Chapter 4

The university of the North as an employer and *locus* for research is discussed. Emphasis is laid on the history, mission and vision of the university as well as labour policies of the university. An attempt is made to explore the environment of the university with a view of establishing an Employee Assistance Programme.

13.5 Chapter 5

The nature of Employee Assistance Programmes is the subject of this chapter. Attention is paid to the philosophy, functions and service infrastructure of EAPs. The chapter ends with a brief description of EAP models.

13.6 Chapter 6

The role of the Employee Assistance Programme in a university is discussed. Factors that make universities fertile ground for Employee Assistance Programmes such as dual allegiance, scholarship, issues of mid-life development and a lack of supervision coupled with inadequate performance appraisal systems in universities are fully dealt with.

13.7 Chapter 7

The brief of this chapter is the presentation, analysis and interpretation of data from the empirical findings. Data are presented through tables, pie-charts, graphs and histograms which are followed by a discussion of the findings.

13.8 Chapter 8

A summary of the whole study is presented, conclusions are drawn and recommendations made.

13.9 Chapter 9

Chapter 9 presents guidelines for implementing the EAP at the University of the North.

Chapter 2

Higher Education in South Africa: The State of the Art

2.1. Introduction

Higher education in South Africa has undergone rapid changes and transformation since 27 April 1994 (Manamela, 1997: 58) changes are as a result of the promulgation of new legislation in the education and labour sectors. Statutes that have had significant influence on higher education are the National Education Policy Act, Higher Education Act, the National Qualifications Framework, Labour Relations Act and the National Constitution Act of 1993. Apart from these laws, each and every University is expected to have a statute that governs the University as legal entity. The University statute must be in harmony and consistent with the constitution of the country as well as the Higher Education Act.

Drastic changes in higher education were envisaged as far back as 1986. The Department of Education expressed concern about the lack of efficiency and duplication in departments within Universities. According to Court (1991:337), the widely heard assertions about the decline of Universities are difficult to substantiate empirically, but the “overall quality of higher education on the continent does not give grounds for complacency. The symptoms of a downward direction are evident in staff attrition, deteriorating infrastructure, reduced numbers and vitality of seminars, a lower volume of research, and the absence of books, laboratory equipment, computational facilities, journal subscriptions, and other basic necessities of University teaching”.

Court (1991:337-338) remarked that the decline in institutional research activity is particularly alarming because it jeopardises Africa’s ability to take advantage of worldwide advances in science and technology, its capacity to absorb and use new knowledge, and its need to develop indigenous graduate programmes in teaching and research that are necessary if Africa was to develop a truly independent scientific and intellectual capacity

(Court, 1991:337-338).

Amongst sounding boards to these concerns were the Committee of University Principals. The concept of rationalisation became a catch phrase of the government. The response to rationalisation were measures such as quality assurance, national qualification framework and the modularisation process which is a buzz word in almost all campuses. Some of the measures are actually contained in the Higher Education Act.

2.2 Rationalisation in higher education

The term “rationalisation” has become part of the daily vocabulary of South African Universities and of South African government discussions about Universities since 1986 (Bunting, 1993: 17). The need to “rationalise” the South African university system arose at this time primarily because the government was not able to fund universities at levels which took into account increases both in the consumer price index and in student enrolments. The full government subsidy formula amounts generated by the student enrolments of universities were about R100 million (or 12%) more than the total universities actually received in 1986 and about R200 million (or 17%) more than the total they actually received in 1987.

The universities reacted strongly to these decreases in funding by making vigorous representations about the effects of these cuts to the Minister of National Education in 1986. The Minister responded by expressing what were taken to be general government concerns about inefficiencies in the ways in which universities were using public funds. He highlighted problems concerning the duplication of services by universities, the retention of courses with low enrolments and low student outputs, and the overproduction of graduates in certain fields of study. He told the Committee of University Principals that he intended asking the universities and technikons Advisory Council (AUT) to undertake a major investigation into the issue of the rationalising of universities activities. The Minister did not attempt to define what he meant by “rationalise”. The only clue he gave was the reference he made to “inefficiencies in the university system” but he made no

attempt to explain what an efficient university system would be or how an efficient system would differ from the actual university system existing in 1986.

The initial reaction of the CUP was to ask the Minister not to make rationalisation an AUT responsibility. The CUP informed the Minister late in 1986 that universities recognised that at least some of their resources were being used in inefficient ways. But the CUP added that universities wished themselves to initiate investigations required for a programme of rationalisation. The CUP undertook to begin such a process as soon as it had completed what was termed its 'macro-investigation into universities'. The Minister agreed to defer any AUT investigation until an assessment had been made of the success of the CUP's program of rationalisation.

The CUP's macro-investigation into universities began in January 1987 and continued through most of that year. One of the final recommendations accepted by the CUP in January 1988 dealt with the issue of rationalisation. The recommendation was framed in this way

(CUP 1987: 121 - 122):

The need for rationalisation has been addressed in various places in the report. In the first place it should take place within tertiary institutions themselves through the elimination of unnecessary and overlapping courses, the combining of departments as well as the regrouping of departments and faculties. In the second place rationalisation should take place at a national and regional level in order to establish centres of excellence. An inevitable consequence will be that not all departments will be able to provide instruction over the full spectrum and up to the highest level.

In July 1988 the CUP gave its Academic Planning Committee (APC) the brief of investigating ways in which the university system could satisfy the government's efficiency requirements. But in keeping with the reference made to the need to establish 'centres of excellence', the APC was also asked to look at issues surrounding the quality of the academic programmes it investigated. The APC decided in October 1988 that it would begin its rationalisation reviews with what might be termed two "pilot studies". The

programmes selected were Surveying and Librarianship. The APC reviews began in November 1988 and were completed in September 1989. The final recommendations of the APC on Surveying and Librarianship were submitted in January 1990.

2.3 Modularisation

The requirements of the Higher Education Act and the NQF, namely that institutions of higher learning should provide programme based curricula, portable skills and that prior learning should be recognised in higher education, have prompted universities to embark on the modularisation process. Like other initiatives, modularisation has become the panacea for all curriculum ills, a view that suggests that a wide range of curriculum, organisational, and recruitment difficulties can be solved through modularisation (Bradley 1997: 45). This perception obscures the issues of “why modularisation?”. It fails to make explicit that the meaning of curriculum change is tantamount to the improvement of learning.

To improve learning, to provide meaning to the individual learner, and to promote learning opportunities are implicit in the meaning of curriculum change. Any action of curriculum change therefore needs to address the questions of “why?”. “Will this improve learning opportunities?”. It is therefore argued that modular transformation of a curriculum needs to question “why modularisation?” - in other words is modularisation used for improved learning, or for other organisational purposes?

2.4 Key Problems in Higher Education

The Council on Higher Education Task Team report (2000:17-22) outlines most of the pressing problems in higher education. A number of conditions and developments within higher education represent fundamental challenges to the system and major obstacles to the achievement of policy goals. The system and individual institutions manifest two different though connected kinds of problems and weaknesses. These can be loosely characterised as “structural” (fundamental, long-standing, contextual) and “conjunctural”

(immediate, contextual). Structural problems include:

1. The geographic location of institutions which was based on ideological and political considerations rather than rational and coherent planning. This results in fragmentation and unnecessary duplication.
2. The continued and even increasing fragmentation of the system. The higher education system still does not function in the co-ordinated way envisaged by the White Paper. Neither the existing planning instruments nor the institutions have produced meaningful co-ordination or collaboration. There are only a few and limited examples of successful co-operative initiatives and programmes between institutions. Many of the features of apartheid fragmentation continue within the system and among institutions. Excessively competitive behaviour and practices increasingly abound with potentially damaging effects on other institutions, especially those in the more rural areas. Public universities and technikons appear to regard their immediate neighbours and other public institutions as market competitors rather than as colleagues striving towards a unified and co-ordinated higher education system. This is inevitable in a context of falling enrolments and the absence of a clear, explicit and comprehensive national planning framework.

The competition among public providers is particularly evident where traditional contact institutions have embarked on large-scale distance provision. There are now over 39 000 students in such arrangements, mostly at historically Afrikaans-medium universities. The full time equivalent (FTE) number is, however, uncertain given differences in the manner in which institutions report such enrolments while an increase in distance provision has resulted, without any national planning, in the establishment of learning centers in various cities and towns (as support bases for students). The establishment of satellite campuses by some institutions has also been on the increase. These are partial replicas of the main campuses offering services such as daily contact tuition and library facilities. It is also evident that there are growing instances of “programme creep” - historical types of institutions (universities, technikons and colleges) beginning to

offer programmes and qualifications that were traditionally offered by other institutional types.

Some of the changes may be positive although they occur mainly as individualised initiatives by institutions, frequently with no or little reference to real socio-economic and educational needs and to the programme offerings of neighbouring institutions however the absence of well-established and optimally functioning accreditation and quality assurance mechanisms creates major concerns about the quality of teaching and learning. The major dangers they pose are a lack of institutional focus; mission incoherence; rampant and even destructive competition in which historically advantaged institutions could reinforce their inherited privileges; unwarranted duplication of activities and programmes; exclusive focus on only “paying” programmes; excessive marketisation and commodification with little attention to social and educational goals; and insufficient attention to quality. All of these could ultimately hamper the achievement of a national, integrated, co-ordinated and differentiated higher education system, a key goal of the White Paper.

3. There are major inefficiencies related to student throughput rates, graduation rates, student dropouts, student repetition and the retention of failing students, and unit costs across the system.

South African universities and technikons produced about 75 000 graduates and diplomates in 1998 on a head count enrolment base of 600 000 students (350 000 in contact programmes and 250 000 in distance learning programmes). If the system had achieved reasonable throughput rates of 20% for contact programmes and 12% for distance learning programmes, then at least 100 000 graduates/diplomates would have been produced by the higher education system in 1998. The inefficiency of the system resulted in South Africa producing 25 000 fewer graduates/diplomates in 1998.

Unacceptably large numbers and proportions of students drop out of the system each year. This is particularly true in the case of first-time entering undergraduates, that is students who had not previously been registered at a higher education institution. Although the system's intake of first-time entering undergraduates has averaged about 120 000 for the past few years, at least 30 000 (25%) of these new undergraduate students drop out of universities or technikons at the end of their first year of study. The total number of students that drop out of South African universities and technikons is at least 100 000 students per year, out of an enrolment total of about 600 000 students.

Another major aspect of inefficiency in the system is the retention of failing students in the system. A number of institutions report poor success rates by course (averages of 70% and below), low graduation rates (often 15% or below), and yet record no academic exclusions. This means that their enrolment (and subsidy student) totals are inflated by repeating students who have little or no prospect of completing their studies. Of course, such prospects are not unrelated to whether there are appropriate academic support and development initiatives at institutions.

Finally, costs per enrolled student and per graduate/diplomate vary widely across programmes and institutions in the higher education system. These variations are often the result of low student enrolments in specialised courses and programmes, the unwillingness of institutions to co-operate in the offering of expensive programmes and poor student success and throughput rates (CHE, Shape and Size Task Team Report, 2001:18).

4. There are skewed patterns of distribution of students in the various fields of study - science, engineering and technology (SET), business and commerce, and the humanities and education.

In terms of national development needs, there is a greater concentration of

students in the humanities and education fields relative to other fields. In 1999 about 15% of all students in universities and technikons were following teacher training programmes and about 35% other humanities programmes. About 25% of students were enrolled in programmes in business and management studies, with a further 25% in the broad fields of life and physical sciences, engineering, computer science, all the health sciences, and in various fields of applied technology. It is important that a balance that is appropriate to the needs of a developing country exists in the distribution of students across the different fields.

These enrolment patterns are displayed among graduates and diplomates. Generally, some 75 000 graduates/diplomates, 25 000 leave with qualifications in the broad humanities, 10 000 with teaching qualifications (most of which are upgrading of qualifications of teachers already in service) and 20 000 with qualifications in business (including office administration), accountancy, and management. Only 20 000 graduates obtain qualifications in fields related to science, engineering and technology. Of great concern is the fact that these proportions may not be appropriate for the development challenges that face South Africa. However, the crucial issue is not only the field of graduation but also the quality of the graduates.

5. In addition, the distribution of students in the various levels and fields of study - SET, business and commerce, and humanities and education- and at certain institutions is skewed in terms of race and gender.

Gender equity improved in higher education enrolments between 1993 and 1999. Whereas 43% of students were female in 1993, their proportion increased to 52% in 1999. This change, however, masks inequities in the distribution of female students across academic programmes as well as at higher levels of post-graduate training. Female students tend to be clustered in the humanities and, in particular, teacher education programmes. They remain seriously under-represented in science, engineering and technology and in business and management. These are

programmes that produce higher levels of private benefits to successful graduates than those in education and the humanities.

Black, and in particular African, student enrolments also increased rapidly between 1993 and 1999. Compared to 40% in 1993, in 1999 59% of all students in universities and technikons were African. Concomitantly, the representation of white students in the higher education system fell from 47% in 1993 to 29% in 1999. The rapid increase in African students, however, masks an inequity similar to that of female students. In 1999 large proportions of African students were enrolled in distance education programmes, most of which were in the humanities and teacher-upgrade programmes while the numbers and proportions of African students in programmes in science, engineering and technology and in business/management remained low. Post-graduate enrolments across most fields were also extremely low as well. A further trend that causes worry is that at historically Afrikaans-medium universities, the predominant form of incorporation of African students has been through the enrolment of distance students who are seldom seen on campus.

6. In many fields and disciplines and at different levels academic and administrative staff also display extremely poor patterns of race and gender representation and distribution.

The academic and senior administrative staff complements of universities and technikons have remained highly inequitable in that institutions still have academic staff and senior administrative bodies that are male-dominated (see pages 78-79). In academic staff bodies this is particularly true of the ranks of professor and associate professor. The historically white universities and technikons, including those that have experienced rapid changes in the racial composition of their student bodies, continue to have academic and senior administrative staff bodies that are dominated by whites.

7. Finally, most institutions have extremely low research outputs and even those institutions that demonstrate a high ratio of research outputs relative to other institutions have uneven levels of outputs.

Available data indicates that the research outputs of the higher education system have declined since 1994, thus compromising the research and development agenda of the country. In 1998, about 65% of all publications recognised for subsidy purposes were produced by only six of the 21 universities. These same six institutions also produce close to 70% of South Africa's total masters and doctoral graduates. The Task Team, however acknowledges that the technikons initially were not expected to conduct research and produce high-level graduates and that historically black universities were not designed as knowledge-producing institutions.

These structural characteristics of the higher education system undermine cost-effectiveness, efficiency and equity. In addition they also generate the kind of differentiation that is neither desirable, sustainable or equitable.

The conjunctural problems of the system include:

1. The decline in student enrolments within the public higher education sector since the increased enrolments predicted by the National Commission on Higher Education have not materialised. Indeed, there have been dramatic declines at many institutions while a serious decline in the retention rates of students from the first to succeeding years of study has compounded the problem. The overall participation rate has remained static and was estimated at 15% for the age group 20-24 for 1999. This is low for a country striving to become competitive in the global knowledge-based economy.

Student enrolments have not grown for a number of reasons: first, the secondary school system has failed to produce sufficient numbers of qualified school-leavers to meet the intake targets of the higher education system. Second, the public higher education system has failed to “sell itself” to those school-leavers and mature students moving into the private higher and further education sectors. Third, public higher education has failed to retain all students until they graduate.

2. The possible crippling effects on the ability of several institutions to continue to fund their activities because of the relationship between enrolments and funding as well as their inability to attract more diverse sources of funding. The inability of many poor students to pay their tuition fees, as well as the institutions' lack of capacity to collect fees, has resulted in increases in student debt. As a result number of institutions that have experienced declining student enrolments and/or institutional debt during recent years - essentially the historically black universities and the two traditional distance institutions - and could eventually find themselves under severe financial and other pressures. Declining enrolments could possibly reduce the subsidies of individual historically black universities by between 11% and 52%, with an average loss of 23%. There is also the prospect of the higher education system as a whole suffering a loss of 6% of its current allocation in government funding in the near future (Shape and Size Task Team Report 200:19).

Although a new funding framework has to be finalised, the proposed framework will only distribute funds in a different way and will not necessarily inject any increased funds into the system. However, the challenge is not simply the formulation and technical implementation of a “goal orientated new funding system” as proposed by the White Paper but that a new funding system should be linked to the substantive achievement of an accessible, sustainable, robust new higher education landscape. The issue of institutional redress funding too has to be approached within such an overall context.

3. There has been a tremendous increase in private higher education institutions mainly in the form of small, single-purpose providers including local institutions that operate independently or in partnership with local public or overseas public and private institutions, and a number of overseas private and public institutions. Despite the fact that currently there are no accurate figures for FTE enrolments within the private sector, private institutions that contribute to the diversification of the higher education system could be sources of innovation. However, they are presently inadequately regulated in terms of registration, accreditation and quality assurance. This lack of proper management raises concerns around quality, the effective protection of learners and possible adverse effects on the public higher education system.

4. Many institutions experience fragile governance capacity (council, management and administration, students) and, at some, the crises persist. The 1997 White Paper introduced institutional governance based on co-operative governance. Co-operative governance has been severely tested at many institutions, where “agreement in principle” has not always translated into “unity in practice”. Competing and sometimes irreconcilable claims and interests have led to institutional paralysis and/or a loss of coherence and direction at various institutions.

A large number of conditions have given rise to weak and/or inadequate governance and management. The problems at these institutions go well beyond episodic student protests but relate fundamentally to institutional leadership and legitimate authority and management. Yet the principle of co-operative governance and the inclusion of different stakeholders in the new institutional governance arrangements holds real and potential value for higher education institutions in particular and society at large.

The Department of Education recognises that in the new environment education and training initiatives to improve effective governance, including leadership, management and student capacity development programmes, are a necessity. The small number of people available and able to provide national and institutional leadership also has to be increased as well. It should, nevertheless, be kept in mind that the capacity development needs of institutions are quite varied. They range from more conventional and very specific interventions to augment the already existing skills and capacity to the need for multi-skilled institutional support teams to help the leadership of an institution to stabilise, focus and re-direct the institution. It is also evident that the need for training is not restricted to institutional managers and administrators but extends to members of councils and student leaders as well.

5. The current higher education information systems are sorely inadequate, especially in relation to information on financial matters. Further, many institutions lack the capacity to provide and process basic data and information while many have a very limited or no culture of reflective institutional research. A much more responsive and modern information system that provides policy relevant “real time” data on students and staff is thus essential for steering the public and private higher education arenas. As the development of an effective Higher Education Management Information System and institutional research are essential it is gratifying that a new system is in the process of being developed. The student module has already been implemented and the staff module will be implemented in 2001.

The problems and weaknesses of the higher education system are extensive and varied. They will not disappear by themselves or be overcome by institutions on their own but should be confronted at a national level and addressed with vigour.

The Task Team's proposals for reconfiguring the system and institutions cannot and will not immediately solve all the structural and conjunctural problems that afflict the system and institutions. This will require extensive, integrated, iterative national planning as well as multiple co-ordinated interventions and initiatives. The proposals will, however, provide a more rational, focused, effective and efficient framework and basis for overcoming the problems over a period of time.

The systemic problem of the higher education system in its lack of overall coherence, rationality and appropriateness in relation to socio-economic development needs. It should also relate to the size of the system (overall enrolments, participation rates and numbers of institutions), the shape of the system (the nature of institutions, their mandates and focus, the levels and range of their programme offerings, their field/disciplinary orientations), and modes of educational delivery (contact, distance).

The key policy objective that must define the overall capacity (size) of the higher education system is the need to develop the high level and varied intellectual and conceptual knowledge, abilities and skills needed to meet the local, regional, national and international requirements of a developing democracy. These capabilities must thus not be confined to simply economic goals but must address the needs of social, intellectual and cultural development. This includes intellectual and conceptual knowledge and skills at the levels of knowledge production and dissemination as well as ongoing development of professionals at different levels, for different economic and social sectors, in different fields and disciplines and through different educational and pedagogic modes (shape).

2.5 National Education Policy Act No 27 of 1996

The purpose of this Act is to “provide for the determination of a national policy for education; to amend the National Policy for General Education Affairs Act, 1984, so as to substitute certain definitions; to provide afresh for the determination

of policy on salaries and conditions of employment of educators; and to provide for matters connected therewith”.

2.5.1 Principles of the national education policy

In terms of section 4 of the Act, the policy contemplated in section 3 shall be directed toward -

- a) the advancement and protection of the fundamental rights of every person guaranteed in terms of Chapter 3 of the Constitution, and in terms of international conventions ratified by Parliament, and in particular the right -
 - i) of every person to be protected against unfair discrimination within or by an education department or education institution on any ground whatsoever;
 - ii) of every person to basic education and equal access to education institutions;
 - iii) of a parent or guardian in respect of the education of his or her child or ward;
 - iv) of every child in respect of his or her education;
 - v) of every student to be instructed in the language of his or her choice where this is reasonably practicable;
 - vi) of every person to establish, where practicable, education institutions based on a common language, culture or religion, as long as there is no discrimination on the ground of race;
 - vii) of every person to use the language and participate in the cultural life of his or her choice within an education institution;
- b) enabling the education system to contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes;
- c) achieving equitable education opportunities and the redress of past inequality in

education provision, including the promotion of gender equality and the advancement of the status of women;

- d) endeavouring to ensure that no person is denied the opportunity to receive an education to the maximum of his or her ability as a result of physical disability;
- e) providing for and encouraging lifelong learning;
- f) achieving an integrated approach to education and training within a national qualifications framework;
- g) cultivating skills, disciplines and capacities necessary for reconstruction and development;
- h) recognising the aptitudes, abilities, interests, prior knowledge and experience of students;
- i) encouraging independent and critical thought;
- j) promoting a culture of respect for teaching and learning in education institutions;
- k) promoting enquiry, research and the advancement of knowledge’;
- l) enhancing the quality of education and educational innovation through systematic research and development on education, monitoring and evaluating education provision and performance, and training educators and education managers;
- m) ensuring broad public participation in the development of education policy and the representation of stakeholders in the governance of all aspects of the education system;
- n) achieving the cost-effectiveness use of education resources and sustainable implementation of education services;
- o) achieving close co-operation between the national and provincial governments on matters relating to education, including the development of capacity in the departments of education, and the effective management of the national education system.

Whereas the national education policy enshrines noble objectives about learners and educators, it is nevertheless silent on supporting personnel in the education sector which section includes the administrative arm and the non skilled work force.

While the National Education Policy Act No 27 of 1996 provides guidelines to education in general, from elementary level to tertiary level, the Higher Education Act No 101 of 1997, provides guidelines on the provision of higher education in South Africa.

2.6 Higher Education Act, No. 101 of 1997

The purpose of this act as outlined in the preamble, is to:

- establish a single co-ordinated higher education system which promotes co-operative governance and provides for programme-based higher education;
- restructure and transform programmes and institutions to respond better to the human resource, economic and development needs of the Republic;
- redress past discrimination and ensure representivity and equal access;
- provide optimal opportunities for learning and the creation of knowledge;
- promote the values which underlie an open and democratic society based on human dignity, equality and freedom;
- respect freedom of religion, belief and opinion;
- respect and encourage democracy, academic freedom, freedom of speech and expression, creativity, scholarship and research;
- pursue excellence, promote the full realisation of the potential of every student and employee, tolerance of ideas and appreciation of diversity;
- respond to the needs of the Republic and of the communities served by the institutions;
- contribute to the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality;
- and for higher education institutions to enjoy freedom and autonomy in their relationship with the state within the context of public accountability and the national need for advanced skills and scientific knowledge.

2.7 Council on Higher Education

Section 1 of the Higher Education Act provides for the establishment of a Council on Higher Education as a juristic person as well.

2.7.1 The Functions of the Council on Higher Education

In terms of section 5(1) of the Act, the Council on Higher Education may advise the Minister on any aspect of higher education on its own initiative and must:

- a. advise the Minister on any aspect of higher education at the request of the Minister;
 - b. arrange and co-ordinate conferences;
 - c. subject to section 7(2), through its permanent committee, the Higher Quality Committee -
 - (I) promote quality assurance in higher education;
 - (ii) audit the quality assurance mechanisms of higher education institutions; and
 - (iii) accredit programmes of higher education;
 - d. publish information regarding developments in higher education, including an annual report on the state of higher education, on a regular basis;
 - e. promote access of students to higher education institutions; and
 - f. perform any other function -
 - (I) conferred on or assigned to it in terms of this Act;
 - (ii) delegated or assigned to it by the Minister by Notice in the Gazette.
6. The advice contemplated in subsection (1) (a) includes advice on:
- a. quality promotion and quality assurance;
 - b. research
 - c. the structure of the higher education system;

- d. the planning of the higher education system;
- e. a mechanism for the allocation of public funds;
- f. student financial aid;
- g. student support services;
- h. governance of higher education institutions and the higher education system; and
- i. language policy.

The objectives of the Act as far as a unified higher education system is concerned are the co-ordination of the governance, planning and financing of the sector as a unified system. It is trusted that a unified higher education system will lead to a unified quality assurance system (Jacobs 1999: 8).

2.7.1.1 Quality promotion and quality assurance function of the Council on Higher Education

In South Africa the need to address quality through quality assurance is a pressing issue because in this rapidly changing society, characterised by growth in the numbers of high-risk students and severe cuts in state subsidies, the impoverishment of universities in terms of their teaching and research tasks has become a reality (Strydom, 1993: 83; Strydom 1998:18).

In recent years, governments and employers in many countries have been concerned with reducing expenditure on higher education while at the same time increasing access to larger numbers and a greater diversity of students. This has had implications for the perceived quality of higher education provision. The relevance of higher education in its current form to the restructuring of contemporary societies has also been an issue, while the nature of higher education is changing in response to pressures for universities to provide creative and imaginative solutions to crucial social and economic issues. In order to manage higher education in a more rational way, and to achieve new purposes,

governments in many countries have set up national quality assurance systems in which universities have been compelled to demonstrate their accountability to external stakeholders (Webstock 1999:13; Dowling 1999:1). In South Africa, however, quality assurance is made possible by the Higher Education Act No 101 of 1997. Section 7 of the Higher Education Act provides that:

1. the CHE must establish the Higher Education Quality Committee as a permanent
2. committee to perform the quality promotion and quality assurance functions of the CHE in terms of this Act.
3. the CHE and the Higher Education Quality Committee must comply with the policies and criteria formulated by SAQA in terms of section (5) (1) (a) (ii) of the South African Qualification Authority Act, 1995 (Act No. 58 of 1995).
4. the Higher Education Quality Committee may, with the concurrence of the CHE, delegate any quality promotion and quality assurance functions to other appropriate bodies capable of performing such functions.
5. The delegation under subsection (3) -
 - a. must be in writing and published by notice in the Gazette;
 - b. is subject to such conditions as the Higher Education Quality Education Committee may determine; and
 - c. does not prevent the performance of such functions by the Higher Education Quality Committee.
5. The CHE may charge fees for any service rendered by the Higher Education Quality Committee to any person, institution or organ of state.
6. The Minister must make regulations to give effect to quality promotion and quality assurance in terms of this Act.

Quality has different meanings, depending on who is defining the quality criteria and for which purposes a quality assessment procedures are used (Verkleij 1999: 2; Webstock 1999:13; Fourie and Strydom 1999:18). Verkleij (1992:2) further cites Harvey and Green (1993) who distinguish five broad categories of definitions:

- a. quality as exceptional;
- b. quality as perfection or consistency (zero errors);

- c. quality as fitness for purpose (mission orientation, consumer orientation) (compare Balls, 1985: 96; Williams, 1990: 74; Wicks, 1992: 58);
- d. quality as value for money and
- e. quality as transformation (Verkleij 1999: 2).

Notwithstanding the lack of unanimity regarding definitions of quality, Dowling (1999:14) maintains that quality assurance is the internal system adopted by a university to demonstrate to itself and others to what extent the institution is fulfilling the mission and goals it has set for itself. It applies at all levels of operation, from system wide to the smallest unit, and is essentially concerned with how each part of the institution satisfies itself that it is achieving its own goals within the context of the broader goals set.

Universities would be wise to develop a plan for their own quality development, which should incorporate infra structural elements, intentions, the assignment of particular responsibilities, timetables, and indicators of system performance. While each institution is at present free to develop its own approach, given the national uncertainties, existing literature suggests that there are a number of basic characteristics of an institutional scheme for quality development which are likely to lead to improvement in the functioning of the various activities of the specific institution. These are :

- the system should be rooted in the culture of the institution in question;
- it should be developmental (improvement-oriented) rather than comparative in nature;
- it should produce an honest and reality based view and be responsibly transparent to the public and potential clients without damaging the institution in the process;
- the scheme should employ multi year cycles of activity with all the major aspects of the institution coming under review in one cycle;
- it should employ systematically gathered opinions of both clients and professional participants at the university;
- the institution's judgements about its performance should be validated through the use of unbiased, highly qualified external peers;
- it should be adequately funded, including both support of an effective and growing

infrastructure for quality development and funds to support the recommended improvements which result from the quality development activities;

- the scheme should be generally responsive to reasonable requests from government and other stakeholders (Kells, 1995:41).

2.7.2 The Significance of Quality Assurance

According to Dowling, (1999:14-15) as well as Kallie and Strydom (1998:18) the following reasons exist for the need of a quality assurance system:

- 2.10.1 there are clear indications at a national level that universities will have to demonstrate their accountability through an external review process;
- 2.10.2 it is clear that there will be severe resource constraints on universities and they will have to do more with less;
- 2.10.3 by concentrating on quality assurance for the purpose of improving educational activities, public confidence in universities is likely to be enhanced and the perceived need for outside control lessened;
- 2.10.4 the vast quality differentials between institutions of higher education in South Africa need to be addressed;
- 2.10.5 there is a growing need to evaluate the transformation process of universities;
- 2.10.6 quality assurance in its present form in universities is piecemeal, not systematically applied and not sufficiently based on self-evaluation processes;
- 2.10.7 information on effective innovative practises needs to be shared; and
- 2.10.8 all the whole areas of the universities' operations have been relatively neglected with respect to assuring quality.

- 2.10.9 the mystification of higher education which, some fear, might lead to the lowering of standards;
- 2.10.10. society's renewed interest in higher education has been a long standing concern for employers, both as graduate recruiters and as research and training collaborators;
- 2.10.11. The quality of higher education has been a long standing concern for employers, both as graduate recruiters and as research and training collaborators;
- 2.10.12. The changed role of governments in relation to higher education. Higher education systems have become so complex that central government control sometimes appears inefficient and
- 2.10.13. Globalization and internationalisation which increase the importance of insight into the quality of institutions and their programmes, and the standards of their graduates.

As quality assurance and evaluation or appraisal go hand in hand and, over the past two decades, university systems in the western world have been subject to particularly intense appraisal, both from within and without (Bitzer, 1993: 28). In South Africa, institutional self-evaluation (ISE) is becoming part and parcel of post-secondary education because institutions' future autonomy will increasingly depend on their own capacity for self renewal and readiness to deal with efficiency and effectiveness problems.

2.7.3 Internal Quality Assurance

Mechanisms for ensuring quality assurance can be either externally based or internally based. There are advantages and limitations for each group.

2.7.3.1 Institutional self- evaluation

ISE can be described as a process whereby an institution deliberately collects information about itself, conducts an assessment of its activities in the light of its stated goals to determine discrepancies, and determines what action needs to be taken in order to put into effect those decisions that will facilitate its activities and result in corrective measures. Institutional self evaluation is an aid to management because it evaluates institutional mission accomplishment and facilitates strategic and operational management (Kells, 1988:13; Nicholls, 1989:40). As such ISE can be regarded as a tool to improve the quality of higher education institutions (Van Vught, 1991: 17).

Educational or academic quality concerns the instructional and research activities of an educational institution and broadly relates to the level of its students' learning experience in a course. This experience builds upon the students' personal abilities and qualities, the nature and content of the educational process (teaching, learning and assessment) and a judgement of the extent to which the aims of the course have been achieved as demonstrated by the final assessment of student performance (CUP 1987: 90; Kells, 1992: 94).

It may subsequently be concluded that educational quality depends on how well the various components or units of a course, programme or institution cohere in achieving its educational objectives.

2.7.3.2 External Quality Assurance

Institutional self-evaluation alone is not sufficient for quality improvement. Optimal results in quality improvement seem to be found in the supplementary co-existence of the processes of institutional self-evaluation and accreditation, in an irreversible sequence (Strydom, 1993: 85).

In this regard De Weert (1990:68) mentions “ Without external evaluation there would be little internal evaluation or self - evaluation attempts to effect institutional improvement... but a specific sequence on internal followed by external evaluation... allows the institution time to meet or plan for the correction of deficiencies”.

2.7.4 Accreditation

Accreditation is a process whereby the comparability and recognition of educational standards are promoted. It is used to raise norms and standards of educational activities to a level that will assure quality education. Accreditation also serves the purpose of confirming whether a discipline has achieved its goals as claimed (Strydom, 1993: 85).

As a condition, it suggests the status granted to a scientific discipline that has been found by a peer group (including professional and public representatives) to comply with criteria that have a bearing on educational quality of the discipline and assists in improving that quality; as a collective activity it leads to the development and validation of standards, the assessment of the adequacy of operations, peer judgement and counselling to convince the academic community and the general public of the integrity and quality of the discipline (Millard, 1993: 85).

Naturally, an accreditation body for universities will have its founding in the Committee of University Principals, which should create a structure in the form of a University Accrediting Committee (UAC) to enhance quality by means of accreditation disciplines. The main functions of such a committee would be:

- to establish cooperation between this committee and professional bodies;
- to support universities in preparing for accreditation of their disciplines;

- to establish visiting panels (comprising peers nominated by the universities involved) for disciplines to be accredited;
- to acknowledge the outcomes of the visiting panels' findings obtained in cooperation with the universities concerned; and
- facilitate the accreditation process in non- accredited disciplines by means of candidacy for accreditation (Strydom 1993: 85).

2.7.5 Appointment and Conditions of Service of Employees of Public Higher Education Institutions

Section 34 of the Act provides the following with regard to such employees:

1. The council of a public higher education institution must appoint the employees of the public higher education institution.
2. Notwithstanding subsection (1) the academic employees of the public higher education institution must be appointed by the council after consultation with the senate.
3. The council must determine the conditions of service, disciplinary provisions, privileges and functions of the employees of the public higher education institution, subject to the applicable labour law.

2.8 The Constitution of the Republic of South Africa(Act No 108 of 1996)

As organs of civil society universities are also subject to the provisions of the South African constitution, because in terms of the application of the Bill of Rights, the following provisions as contained in section 8 apply, namely that:

1. The Bill of Rights applies to all law, and binds the legislature, the executive, the judiciary and all organs of state.
2. A provision of the Bill of Rights to a natural or a juristic person if, and to the extent that, it is applicable, taking into account the nature of the right and the nature of any duty imposed by the right.
3. When applying a provision of the Bill of Rights to a natural or juristic person in terms of subsection (2), a court-

- a. in order to give effect to a right in the Bill, must apply, or if necessary develop, the common law to the extent that legislation does not give effect to that right; and
 - b. may develop rules of the common law to limit the right, provided that the limitation is in accordance with section 36(1).
4. A juristic person is entitled to the rights in the Bill of Rights to the extent required by the nature of the rights and the nature of that juristic person.

The constitution also recognises equality of all persons before the law. The following section 9, is more succinct and provides that:

1. Everyone is equal before the law and has the right to equal protection and benefit of the law.
2. Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons disadvantaged by unfair discrimination may be taken.
3. The state may not unfairly discriminate directly or indirectly against any one on grounds including race, gender, sex, pregnancy, marital status, ethnic origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.
4. No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.
5. Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair.

Human Dignity

- 10 Everyone has inherent dignity and the right to have their dignity respected and protected.

Life

11. Everyone has the right to life.

Education

1. Everyone has the right -
 - a. to a basic education, including adult basic education; and
 - b. to further education which the state, through reasonable measures, must make progressively available and accessible.

2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-
 - a. equity defined as follows “Equity should mean more than access into higher education. It must incorporate equity of opportunity - environments in which learners, through academic support, excellent teaching and mentoring and other initiatives, genuinely have every chance of succeeding. Equity, to be meaningful, is also ensuring that learners have access to quality education, and graduate with the relevant knowledge, competencies, skills and attributes that are required for any occupation and profession” (CHE Report, 2000:10)
 - b. practicability; and
 - c. the need to redress the results of past racially discriminatory laws and practices.

3. Everyone has the right to establish and maintain, at their own expense, independent educational institutions that -
 - a. do not discriminate on the basis of race;
 - b. are registered with the state; and

- c. maintain standards that are not inferior to standards at comparable public educational institutions.

4. Subsection (3) does not preclude state subsidies for independent educational institutions.

The Constitution recognises and protects academic freedom and freedom of scientific research as part of the right to freedom of expression. It also entrenches the right of all to further education. However since all freedom, including academic freedom, brings with it accountability academics are not politically accountable to any particular political party or constituency, but have a moral responsibility first and foremost to the institution that employs them and to the students of that institution and secondly to the broader community (Carpenter, 1997: 9)

The term “accountability” is a current day catch word for critics of an eminently criticisable establishment. We thus frequently hear demands not only for educational but also for corporate and governmental accountability. The term “accountability” is taken to cover a wide range of the philosophies and mechanisms governing the relationship between any public institution, its governing bodies and the whole of society, which includes the political environment(Odendaal, 1997: 5).

2.9 The National Qualifications Framework - The South African Qualifications Authority Act, 1995

The purpose of this Act is to provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority; and to provide matters connected therewith.

2.9.1 What is the National Qualifications Framework

The National Qualifications Framework is a new approach to education and training. It provides opportunities for one to learn regardless of age, circumstances and the level of education and training one may have. It allows individuals to learn on an ongoing basis called lifelong learning.

2.9.2 How did the NQF begin

The compartmentalisation of education and training, the absence of norms and standards for education and training and the lack of international recognition of South African qualifications, led to the establishment of the South African Qualifications Authority Act, 1995 (Act No.58 of 1995). The establishment of SAQA was a major step forward with regard to the setting of standards and the monitoring of the quality of education and training at all levels(Jacobs 1999: 8).

During the period 1989-1994 Cosatu, employers, providers of education and training, representatives from the 'old' Departments of Education and the Department of Labour, the ANC and the Centre for Education Policy Development began to look at ways in which education and training in South Africa could be improved.

In April 1994, a task team consisting of members of the National Training Board, business, organised labour, the state and providers of education and training was set up. After many meetings, debates and reports, a discussion document called A National Training Strategy Initiative (1994) was produced. It included proposals on how to close the gap between education and training with the key recommendation of the document to establish the NQF. This document emphasised that it intended to introduce a human resource development system in which there is an integrated approach to education and training which meets the economic and social needs of the country and the development needs of the individual.

A year later, the government's policy document, White Paper on Education and Training 1995, gave details of the National Qualifications Framework and the South African Qualifications Authority (SAQA). The South African Qualifications Authority Act, (Act No 58 of 1995) was passed on 4 October 1995. This law empowers SAQA to set up and maintain the NQF.

2.9.3 Objectives of the National Qualifications Framework

The objectives of the National Qualifications Framework are:

2.9.4 Principles of the NQF

The NQF embodies the following principles:

Legitimacy

The NQF creates the opportunity for a wide range of people to participate in the planning and co-ordination of standards and qualifications. These people can come from government, communities, the labour movement, education and training, business and industry. They can be learners, women, youths- in fact representatives from any grouping which has a particular concern with and interest in an area of learning.

Integration

A major difference between the NQF approach and the old education system is that it brings together education and training. Education is regarded as the area of learning where the learner gains knowledge while training is seen as the area of learning where the learner gains skills.

The NQF will join these areas of learning which have always been separated in what is called an integrated approach to education and training. With this integrated approach the learner is able to move more easily from one level of learning to another.

Progression

The NQF allows the learner to move through the different levels by gaining credits and qualifications that are nationally recognised. The learner will have to achieve a certain number of credits in an appropriate combination before he/she receive a qualification enabling him/her to move to the next level of the NQF.

Portability

The NQF allows the learner to transfer qualifications and credits more easily from one learning situation to another. In a work environment, this could mean movement between industries and in a formal study environment, it will enable movement between types of learning institutions.

Articulation

Since the urgent need for articulation (mobility) within the tertiary education sector was felt (AUT 1992: NASOP 02 - 316) the NQF allows the learner to move between the education and work environments, once he/she has successfully completed his/her credits. This means the learner can move from a work situation to a study situation, and back again, according to his/her circumstances and choices.

Recognition of prior learning

With the NQF the learner can gain recognition for learning done in either formal or informal situations he/she will be assessed on what he/she has learned to establish his/her understanding, information and skills, and then be placed at the appropriate level of education and training. This is particularly important for people who have left school many years before without completing their formal schooling, and for those who have been working for some time and want to continue their studies.

The White Paper on Education and Training (1995) states that “Learning and skills which people have acquired through experience and on-site training or self-education could be formally assessed and credited towards certificates, in order to enable them to qualify for entry to additional education and/or training”.

Guidance of learners

If a learner would like to explore his/her choices of work and studies, he/she will be able to do so since specially trained counsellors will explain the new approach to education and training, and help learners to make decisions about which learning and career paths to follow.

Democratic Participation

The NQF will make sure that relevant, nationally represented groupings participate fully in the writing of standards. These groupings will also be responsible for checking the standards on a regular basis. Standards will also be revised and updated regularly to respond to changes in the environment. For example, technology develops very fast and there is a need to keep up with the changes.

Equality of Opportunity

The NQF provides common learning outcomes but enables learners with different needs such as children and adults or learners in and outside the formal school system can advance at their own pace.

2.9.5 SAQA's Functions

The SAQA Bulletin (1997:5) outlines the following key functions of the body:

- To oversee the development of the NQF. It must formulate and publish policies and criteria both for registration of bodies responsible for establishing educational and training standards, and for the accreditation of bodies responsible for monitoring and auditing achievements.
- To oversee the implementation of the NQF. It must ensure the registration, accreditation and assignment of functions to the bodies referred to above, as well as the registration of national standards and qualifications. It must also take steps to ensure that provisions for accreditation are complied with and that standards and registered qualifications are internationally comparable.
- To advise the Ministers of Education and Labour.
- To consult with all affected parties. It must also comply with various rights and powers of bodies in terms of the Constitution and Acts of Parliament.

2.10 Funding of Public Higher Education institutions

Funding of higher education is a thorny issue to the university employees, particularly administrators. Funding also determines the introduction of new programmes and services for both students and staff.

2.10.1 Allocation of funds by the Minister

Section 39 of the Higher Education Act has the following provisions about funding of tertiary institutions:

1. The Minister must, after consulting the CHE and with the concurrence of the Minister of Finance, determine the policy on the funding of public higher education, which must include appropriate measures for the redress of past inequalities, and publish such policy by notice in the *Gazette*.
2. The Minister must subject to the policy determined in terms of subsection (1), allocate public funds to public higher education on a fair and transparent basis.
3. The Minister may, subject to the policy determined in terms of subsection (1), impose -
 - a. any reasonable condition in respect of an allocation contemplated in subsection (2), and
 - b. different conditions in respect of different public higher education institutions, different instructional programmes or different allocations, if there is a reasonable basis for such differentiation.

2.10.2 Funds of Public Higher Education Institutions

Section 40 of the Act provides a list of sources for university funding:

- (a) funds allocated by the Minister in terms of section 39;
- (b) any donations or contributions received by the institution;
- (c) money raised by the institution;
- (d) money raised by means of loans;
- (e) income derived from investments;
- (f) money received for services rendered to any other institution or person;
- (g) money payable by students for higher education programmes provided by the institution;

- (h) money received from students or employees of the institution for accommodation or other services provided by the institution; and
- (i) other receipts from whatever source.

The provisions of section 40 are glaringly silent about research as a source of funding for a tertiary institution. It is surprising that mention of research is not made when it actually constitute the core business of tertiary education especially since funding from research is covered by sections (f) and (i) This omission constitutes a serious limitation in the Act. The researcher is of the opinion that higher education should have as one of its central purposes the encouragement of research. The latter idea is also missing from the purpose of the Act as outlined in the preamble.

2.10.3 State funding for higher education

A number of significant trends have converged which place extreme demands on states to meet the funding needs for higher education. The most significant of these trends include the competing demands for state funds; declining federal commitments to student financial aid; the sluggish state economies; declines in disposable family income; and the increased demand for post secondary education (Hossler, Lund, Ramin, Westfall and Irish, 197: 161; Gold 1990: 69 -82)

Many states find themselves struggling in a heated environment where - with great effort, sweat, and political dust swirling above their heads - they attempt to make difficult funding decisions which leave unaltered the basic role and mission of higher education as well as the important values of student access, choice, and educational opportunity. Governments are by far the largest source of revenue for public institutions (Hossler et al 1990:161).

2.10.4 State Financing Trends

The trends converging on higher education that make the financing environment so precarious can roughly be placed into one of two classifications: economic trends and public policy trends (Hossler et al 1990: 163) although these two broad trends are admittedly artificial and tend to categorize and separate two interconnected and dynamic phenomena. They are useful, however, as conceptual tools which help to focus the discussion.

2.10.4.1 Economic Trends

One of the most serious trends faced by states is the simple fact that state revenues have failed to keep up with budget projections. Given the recent unpredictable nature of the economy and government spending, many structural, long-term problems still exist which make predictable and stable government appropriations to higher education and other state programmes uncertain.

Similar to budget short falls at government level, students and families have seen their purchasing power erode while the burden of financing higher education has fallen on students and their families (Hossler et al 1990: 164).

2.10.4.2 Public Policy Trends

Economic trends are not the only factors that affect higher education financing. As a result of lean budgets, state policy makers have been forced to make difficult spending decisions and, in the process, making clear policy choices. Hossler et al (1990:165) maintain that as appropriations to higher education have been under pressure, so too has state support for student financial aid. However in South Africa the situation is slightly different as the South African government's spending on education has been increasing since 1994.

For example government is spending in the 1999 / 2000 financial year was R 47.8 billion while in the 2000/2001 financial year it was R50.7 billion on education. In the arena of higher education, there is a massive pumping in of finance to the National Student Financial Aid Scheme which has a growth of 13% from R390 million to R443,5 million. Since 1994 almost R1,7 billion has been allocated to students.

2.11 Budget Cuts

Higher education in South Africa, like anywhere all over the world currently faces serious financial and subsidy cuts. The Sowetan (22 February 2000) reported that it was expected that R7 billion would be allocated to higher education but the education minister Kader Asmal told vice chancellors and other top representatives of tertiary institutions towards the end of 1999 that this would form a significant proportion of the overall education budget. However, the R7 billion allocation would translate into a decrease of about four to five percent in the annual subsidy allocation to tertiary education.

This cut is expected to put further strain on the budgets of certain tertiary institutions, especially the historically disadvantaged institutions which are reported to be facing dwindling student enrolment figures. On the other hand, Naidu reported from the Star (Monday 7, February 2000): “The Universities of Fort Hare, Transkei, the North, North West, Zululand and the Medical University of South Africa have been plagued by a variety of problems, including bad management, lack of leadership, escalating debts and dwindling student numbers”.

Student enrolments at these tertiary institutions have not grown for the following reasons: first, the secondary school system fails to produce sufficient numbers of qualified school-leavers to meet the intake targets of the higher education system. Second, public higher education system has failed to sell itself to those school leavers and mature students moving into the private higher and further education sectors. Third, public higher education has failed to retain all students until they graduate (CHE Report, 2000:20). The position of the Council on Higher Education report on plummeting student numbers can be equated with a blaming the victim syndrome.

The researcher views the fact that universities are battling and competing for students as consistent with the notion of increased accessibility and the students' right to choose. . This competition for students also depicts the crisis in the entire education department, especially the primary education sector.

Papo (1998: 10) presents the statistics of the dwindling student enrolment in this fashion:

Table 1. Higher education admissions in South Africa 1996, and 1993 (%)

Contact institutions	1996	1993
Historically white universities	14	15
Historically black universities	14	26
Historically white technikons	16	23
Historically black technikons	7	23
Distance learning institutions		
Universities	40	49
Technikons	63	32

2.12 Key challenges facing higher education

These challenges can be grouped under three headings: effectiveness challenges, efficiency challenges and equity challenges (Shape and Size Task Team Report, 2000:22).

2.12.1 Effectiveness Challenges

The effectiveness of the higher education system in delivering the objectives of the White Paper can be judged in a number of areas. For example, the production of 25 000 fewer graduates in 1998 seriously impacts on the labour market where graduates have a 30% more higher chance to be employed than school-leavers. The reconfiguration of higher education is thus faced with the challenge of increasing the absolute number of graduates and diplomates to address the shortage of high-level skills on the labour market. In this regard, the accelerated construction of appropriate programme mixes which are responsive to the growth and development needs of the country as well as to individual needs for employment is extremely urgent, particularly to increase the number of learners in SET fields. The dangers posed to the knowledge needs of society and the economy by low and declining numbers of research output too needs to be addressed by measures aimed at increasing the numbers of researchers as well as research outputs from higher education institutions.

2.12.2. Efficiency Challenges

Efficiency challenges are often closely tied to quality measures as well as to sound planning measures both at institutional and system levels. For example, appropriate quality mechanisms will have to be put in place to reduce repeater, drop-out and failure rates of students so that institutions can discharge their education and training missions and responsibilities. In addition, planning targets will make it possible for institutions to meet the needs of their learners, the industry and society at large as well as to produce economies of scale through collaboration and rationalisation. Greater complementarity between public and private provision will also be effected through increasing the capacity of public institutions to improve the quality of their provision and remain institutions of choice for learners.

One particular challenge that will require explicit attention by all higher education providers is the development of information and communications technologies since the rapid growth and convergence in functionality of these technologies over the last few years are being harnessed by a growing number of higher education systems and organisations around the world. It is a well known fact that information and communication technology is allowing for exponential increases in the transfer of data through increasingly globalised communication systems and that information and communication technology networks have significantly expanded the potential for organisations to expand their sphere of operations and influence beyond their traditional geographical boundaries. Of significance for information and technology networks are expanding the range of options available to education planners with respect to teaching and learning strategies, design and combinations, and administering and managing education.

It is also diminishing barriers to entry of potential competitors to higher education institutions by reducing the importance of geographical distance as a barrier, the overhead and logistical requirements of running education programmes and research agencies, and by expanding cheap access to information resources. In order to integrate information and communication technology applications successfully into higher education, planners will need to develop a clear vision of how their strengths can be harnessed and their weaknesses overcome.

2.12.3 Equity Challenges

Given the legacy of exclusion in our country, one of the most critical challenges facing the reconfiguration of higher education is the need to respond appropriately to the equity challenges of the country. Issues that have to be addressed in this respect include increasing the race, gender and social class distribution of students in various fields and levels of study, improving the racial and gender representivity of staff and ensuring financial access for poor.

Equity targets will have to be set and monitored for all programmes and for student and staff equity. Such targets should apply across all other effectiveness and efficiency targets.

2.13 Summary of the findings from literature

- Higher education is undergoing drastic change.
- A university is a juristic person.
- The functions of a university are to facilitate the development of personal growth, development of knowledge and to render public service.
- The new national policy on education has been in operation since 1996.
- The Higher Education Act has been governing higher education since 1997.
- The Higher Education Act has established the Council on Higher Education.
- Quality assurance has to be promoted within higher education.
- Employment of university personnel is done according to the prescription of the Higher Education Act.
- A new constitution for the country has been effective since 1996.
- The constitution ensures the right of everyone to basic and further education.
- There is a new qualifications framework in university education.
- Employment equity is in place to implement affirmative action.
- University education is largely funded by the state.
- Student enrolment at historically black institutions is dropping.
- Universities are places of employment and therefore need to comply with the Occupational Health and Safety Act.

2.14 Conclusion

In this chapter, much attention was devoted to the changes and dynamics of higher education in South Africa. In particular it is the changes that affect universities that were addressed. The following chapter will focus on a university as an employing organization within the context of the changes and dynamics already discussed.

Chapter 3

A University as an employing organization

3.1 Introduction

Universities are not only institutions of higher learning but are places of employment for academic and non academic personnel as well. As a result, this chapter will offer an analysis of universities as places of employment. The organizational characteristics of the University will be emphasized and how a University affects its employees and how the employees affect the institution. The last part of the chapter discusses destructive drinking as a result of the unique nature of the University as an employing organization.

3.2 University as a juristic person

Universities are legal personalities that are established in terms of section 32 of the Higher Education Act. Each University has a statute that provides guidelines on the governance structures such as the University council, senate, institutional forum, student representation and public funding of a specific University (Bunting, 1989: 398 - 400).

3.3 Functions of Universities

Universities are considered to be a valuable asset (Muriuki, 1995: 310). Higher education is of paramount importance in the process of developing a country. High-level manpower must be trained and quality research carried out if development policies are to be correctly formulated, programmes appropriately planned and projects effectively implemented (Compare World Bank, 1988: Muriuki, 1995: 310 and section 4 of the National Policy Act 27 of 1996). Consequently, the contributions or functions of Universities may be considered as threefold:

3.3.1 Development of personnel

Since Universities are people processing institutions, government expects the Universities to prepare the needed personnel to fill high level scientific, technical, professional, and management jobs (Bajah, 1995:23). Described as the indispensable core of national capacity, the products of African Universities are perceived as the leaders in Africa's battle against intellectual colonization.

3.3.2 Development of knowledge

Governments expect the Universities to generate the knowledge and innovations needed for development through indigenous scientific research and technical knowhow as well as to disseminate this information (Bunting, 1989: 404). Universities are expected to collect, organize, preserve, manage and propagate knowledge (Maraca, 1995:310; O'Dowd: 1993: 64).

3.3.3 Public service function

Governments expect Universities to render needed high-skill services to the community by the involvement of University staff in local activities. As such the Universities constitute reservoirs of expertise which can be tapped the government and the private sector (Compare Carpenter, 1997: 8).

3.4 The University as an organization

Colleges and Universities are becoming increasingly stressful work environments (Hosokawa, 1990: 125). Unmet expectations constitute an important source of stress for academics. Career prestige and professional recognition, institutional monies for travel or conferences, opportunities to develop new course offerings or skills, salaries with stable purchasing power, and institutional job mobility are all important elements that support the successful negotiation of typical academic career transitions.

Unfortunately, these resources, which facilitate smooth passage through the developmental stages of a single career cycle, are becoming increasingly limited in academe, accentuating for many faculty members feelings of boredom, anger, frustration, depression, and a sense of being trapped or stuck (Baldwin and Blackburn, 1981:598-614).

Furthermore a University is a client-serving and people-processing organization whose fundamental technology is one of changing human beings (Baldrige 1984:53). A factory, a thing-processing organization, gets the job done on the assembly line by using a fundamental logic that involves separating pieces and putting them back again while a people-processing organization uses the reverse logic in trying to approach the individual holistically, a process that can be extremely demanding and stressful.

Management in “people- processing” organizations has in the past tended to be in the hands of the professionals, at least in theory. In spite of their professional status in the scholarly community , the participants in the decision- making process are amateurs. In order to get something done on campus, a committee must be appointed which usually consists of academic personnel from various departments whose expertise does not necessarily lie in the area of management.

"People processing" organizations tend to be goal diffused because they are dominated by professional groups who have an unclear technology (Baldrige 1984:55) especially in the area of decision making.

3.4.1 Decision-making processes in universities

Baldrige (1984: 54- 57) identifies the following characteristics of decision making processes in the universities general:

- Universities are highly professionalised , client serving systems;
- “people-processing” organizations have extremely ambiguous goals, and a list of legitimate activities for a University, a public school, or a social work agency would be too long since they are themselves often not exactly clear about their functions, and are racked with conflict over what they should do or not do;

- if an organization does not know its specific objectives, then an individual with new ideas and the energy can often bend the organization in his direction; and
- finally, Universities are extremely vulnerable to outside pressures. Outside bodies demand the right to influence internal decisions. Sociologist James March referred to this situation as "organized anarchy".

The decision-making process in an “organized anarchy” has some of the following characteristics:

3.4.2 Decision is taken by a committee

Since expertise, not hierarchical office is the organizing principle, committees of experts decide many of the critical issues.

3.4.3 Participation is fluid

Many of the decision- makers are amateurs, engaged in pursuing their professions, not in making decisions. Consequently, they wander in and out of the decision-making process while power belongs to those who stay long enough to exercise it.

3.4.4 There is an issue carousel

Issues have a way of always coming around again. Decisions are not made forever, because pressure from outside groups, from clients, and from professionals pushes the same issues full circle as a result decisions are not made as much as they temporarily are pinned down.

3.4.5 There is a "garbage can" process

The longer it takes to make a decision, the more issues get piled into the original subject. People, hoping to accomplish several things at one time compound simple decisions by adding countless subsidiary issues.

3.4.6 Conflict is common

Professional groups, clients, and outsiders support divergent interests in setting the ambiguous goals of professional organizations. As a consequence, conflict over goals is common as decision-makers have to cope with the pressures from diverse interest groups.

3.5 Rules and tactics for the campus innovation

Bringing about change and innovation in a University can be a tall order. Baldrige (1984:58 - 59) spells out the following rules for bringing about institutional change:

3.5.1 Concentrate your efforts

If you want to change the system, do not chase many rainbows but narrow your focus. The frustration caused by the resistance offered by an immovable system is usually the result of scattered and dispersed efforts.

3.5.2 Know when to fight

Most of the time it makes sense to support issues when you know you can win. If it is obvious that you will lose, wait. With the "issue carousel" the situation will probably return, allowing some time to muster resources for the next battle.

3.5.3 Learn the history

As every issue has roots deep in the past, the wise tactician searches for the historical bases of an issue. Under most circumstances. The person who is historically naive about the issue is usually the loser.

3.5.4 Build a coalition

Never go it alone. This means that a dedicated cadre of change agents must be formed, a committed group that exchanges ideas and reinforces each other's efforts. In addition, a strong change group needs equally strong links to those in viable political coalitions.

3.5.5 Join External Constituencies

Universities usually have strong external constituents who apply pressure to the decision making process. The wise strategist uses support from these external constituencies to influence the internal process (Thoreson, 1984:126). In building coalitions it is important to associate with outside groups as well as inside groups, particularly since major decision makers themselves are often tied to outside groups. Insiders, with their limited view of the outsiders role, naively overlook the political strategy of cultivating external allies.

3.5.6 Use committees effectively

Most major decisions in Universities are made by committees of experts who combine their specialized knowledge to solve organizational problems. Therefore, organizational politics often center around committee politics. Having influence on a committee is frequently equal to having influence over the decision.

3.6 Characteristics of academics

The academic is often a proud, arrogant and independent professional, richly reinforced by the status and attention the University community and society bestow upon their doctoral- level academic. As Riesman and Jencks (1962: 74 -119) note, the college represents a fellowship of educated men.

The academic is, however faced with extraordinarily limited job mobility. The infusion of new blood in the academic establishment via the addition of young faculty members occurs only through retirement of older faculty members. Universities and colleges must now work at keeping a largely middle aged tenured faculty educationally alive and growing during the next two to three decades. Gaff (1976) as quoted by Thoreson (1984:125) further documents the frustrations of the faculty resulting from:

- the tightest job market in decades;
- the difficulty of older faculty members in obtaining tenure; and
- a series of drastic budget cuts that have adversely affected departmental programmes and faculty morale.

Prior to 1960's and 1970's low salaries and consequent economic pressures had, always been a salient issue of academics. Scholarship is another area which creates problems for academics. Scholarship, as Jones (1979: 429 -438) aptly notes, represents much more than bookishness a passive act but involves a mastery, intellectual courage, and knowledge "on the highest possible plane that action which alone brings wisdom to the nations of wisdom, God knows, is what the nation wants and needs" (Jones, 1979:438).

3.6.1 Dual allegiance

Dual allegiance may create role confusion and conflict of interests for the academic. The role of the college professor includes both the opportunity for and problem of dual allegiance since academics are members of both a particular University faculty and a specific discipline. The academic is thus faced with professional versus institutional identification. This bifurcation in role has led to a major commitment by academics to off-campus activities and constituencies that consume considerable time and energy (for instance, for the professor at risk, it provides an unparalleled opportunity to spend "hidden" time off campus away from the scrutiny of colleagues and students in the socially sanctioned high drinking habitat found at conferences and conventions (Hosokawa, 1990: 126).

3.6.2 Sub-roles for college-teachers

Adelson (1962:396 - 417) examined the topic of sub-roles of college teachers and made use of anthropological analogy from the study of the " healer " role. He identified three types of roles:

The teacher as shaman. The teacher's orientation is narcissistic. He stresses charm, skill and the involvement of his personality, which results in a charismatic teacher, who is powerful, energetic, and committed.

The teacher as priest. The teacher claims power by virtue of his membership of a powerful or admirable discipline such as physics, psychology and classical scholarship.

The teacher as mystic healer. The mystic healer finds the distress in the patient's personality and cures the patient by helping eradicate the flaws.

Each of these roles carries with it seeds of destructive behaviour, such as drinking excessively, isolation and boredom, precursors of alcoholic drinking, are thus endemic to the life of the college professor. Katz (1962: 365 - 395) points out that classroom teaching carries with it inevitable frustration, and, often, insufficient challenge, resulting in demoralization.

3.6.3 Issues of mid- life development

Du Plessis (1991: 203) mentions that within life-transitions, status and role demands change. In this respect Gould (1972) and Levinson (1978) as cited by Thoreson (1984: 128) have identified the following developmental changes that human beings go through:

- leaving the family - occurring between the ages of 18 and 22;
- getting into the adult world- running its course between ages of 22 to 29;
- settling down - beginning in the 30s;
- mid-life transition - occurring around 40-45;
- middle- adulthood- occurring around 45-60;

- late-adulthood - occurring around 60 - 65; and
- late adulthood- 65 and beyond.

Problems of mid-life among men in general seem to be more pronounced and have been recognised by Vermeulen (2001:11) as well. She claims that men have been taught to base their self-image on what they acquire. This is why many males - when approaching mid-life - often trade their car and wife in for newer models.

Since the majority of faculty members are in the mid-life transition (Hide et al, 1999:113), middle-adulthood or late -adult -transition where the disengagement process in male development occurs and risk to alcoholism increases. These phases include: coping with the loss of illusion and the scaling down of their "dream" to fit current job realities.

According to Gross (1977;752 - 755), a cardinal characteristic of the mid-life crisis is the significant decline in creativity as well as a gradual loss of real intelligence. Other characteristics include feelings of being lost or betrayed by one's own dreams, and feelings of failure and emptiness. At this stage men often enter into relationship with younger women. Men, more typically than women, leave their marriages and are objects of great moral outrage. Divorce, depression, *ennui* and alcohol abuse are rather typical developmental crises. Alcohol, insinuating itself in the life of the academic at mid- life transition, can serve to assuage the academic's pain and help maintain a tenuous grasp of the fading dream, however epidemiological research is needed to validate these clinical impressions.

3.7 Characteristics of academe that create alcohol abuse

The work environment of academics, namely the University, has characteristics that make academic staff vulnerable to problems of alcohol abuse amongst others. The following are some of the conducive factors to alcohol abuse and alcoholism as observed by Thoreson, (1984:130-131):

- low visibility and minimal supervision of the academician;
- myths about the academic as a Renaissance scholar, unfettered by performance demands,

inscrutable and

- undaunted by the problems of mere mortals;
- a quasi-indentured status in an environment which provides maximum security and minimum opportunities for advancement for both academic and non-academic employees;
- the collegial relationships within departments, minimizing social distance between academic supervisors and their academician-employees, which severely limits the capacity of the supervisor to manage;
- tenure which seriously diminishes the threat of job loss as a motivator, which is the *sine qua non* in successful industrial alcoholism programmes;
- a remarkably unchanging and stable work force, accompanied by boredom and the frustration of slowly but inexorably eroding salaries and status; and
- an aging professoriate now concentrated in the 45-65 age range where mid- stage alcoholism predominates.

Other risk factors observed by Thoreson (1984:131) include :

- the extension of the principle of academic freedom to the area of performance standards. The effect of this is that job performance which bears no discernible relationship to academic freedom is " wrapped within its mantle, sacrosanct and beyond evaluation" (Compare Thoreson, 1984:131);
- the elusive definition of non performance itself creates a serious barrier (Compare Hide et al, 1999: 115). There is a disinclination, verging on a point of honour among academics, to specify in operational terms what is expected of an academic.

- the notion of cost-effectiveness is anathema to the academic community and efforts to contain costs via the current emphasis on "academic business managers" found in institutions of higher learning seem to have served mainly to create a costly bureaucracy, instead of producing reasonable performance standards.
- the respect for individuality, an integral part of academe, is applied with equal vigour to the personal characteristics of the faculty, making a rarity of confrontation of a colleague about problems such as destructive drinking and severe health problems; and
- the academic community holds a positive view of drinking as a part of gracious living, any attempt to single out patterns of alcohol abuse is subject to either extreme defensiveness or indifference (Compare Hide et al, 1999:115).

3.8 Barriers to identifying alcohol problems amongst academics

It is not easy to identify problems of the excessive use of alcohol amongst academic staff. Roman (1980:143) identifies four barriers to recognizing alcohol problems among faculty members:

- a paucity of success in the measurement of academic performance;
- guild- like protection of faculty;
- a limited distance between faculty and their supervisors, and
- minimal agreement on what constitute good performance.

Other characteristics of the academic environment include the difficulty to distinguish between the natural tailing off of performance of the ageing academic from significant job deterioration. Also, the freedom from close supervision and time demands offers the opportunity for significant abuse by mediocre faculty members. Another significant factor is the limited teaching load of senior faculty. In major universities, senior faculty have teaching loads which rarely exceed six (6) hours per week. The remainder of the time is "hidden time" free of scrutiny by university administrators. Hidden time in academe, so necessary for scholarly writing and research, also constitute an ideal

circumstance for the development of alcoholism. Mandell (1977) as cited by Thoreson (1984:132) says that alcohol is the number one hazard in the life of the professor, and the rewarding of tenure is especially devastating to the recipient alcoholic, who is now, with tenure insulated from any previous restraints and chisels on duties hereto fore considered irreducible. Robe (1977: 42 -57) on the other hand believes that professionals such as doctors, attorneys, and professors who are afforded extra status, privilege and attention by society are given sanction by the status to create complex and plausible rationalizations for their abusive drinking. The academic is perhaps described as one who is barely supervised and basically unsupervisable.

3.9 Selling the disease concept

Madsen (1984:151) noted that alcoholism is a disease and the alcoholic is a sick person who has lost complete control over his drinking pattern and trying to "sell" the idea of alcoholism as a "disease" to an academic audience is a herculean task.

Linguistically, the seller needs to explain why it is a disease. Further, the academic has ego-involved dogmas associated with his or her discipline that will further make the disease concept totally unacceptable. Combined with these attitudes most academics are brilliant individuals who can for years hide the fact of their abnormal drinking (Madsen, 1984:151-153).

Even when the alcoholic professor is willing to seek help, this is usually sought far from the University setting. Matters of pride, fears of scorn, and felt threats to one's career will lead to the alcoholic to seek treatment as remote from the University setting as possible.

3.10 The attitudes and drinking styles of academic staff

The disease of alcoholism is caused by among other things, the academic's drinking styles and attitudes. On most campuses drinking has long been a fashionable pastime on most campuses. Professors are as susceptible to snobbery with its associated mannerisms as are rock stars. For many sub-groups within the professional ranks, fairly heavy drinking bouts are a means of not only seeking relief from the general anxieties of life, but perform a vital function of creating group

solidarity and removing tensions between colleagues who may have had differences in ideological or administrative matters (Madsen, 1984:151).

Many departmental get-togethers now serve wine rather than hard liquor, while at some, non-alcoholic alternatives are not available. Despite the growing toleration of moderation, abstainers are still regarded as a bit strange and often as undesirable colleagues. There are of course other pressures that an abstainer must overcome on campus. The tensions to make tenure through the publish or perish syndrome cause enormous stress, periods of prolonged work, and the need to "unwind". Alcohol serves this purpose well. Combined with the rites of strengthening social bonds through drinking activities, these constitute powerful motives for drinking heavily. Tolerance for abstinence is increasing, but the abstainer is, nonetheless, an outsider to many of the more intensive professional recreational activities (Madsen, 1984:152).

Acceptability of the concept of alcoholism varies enormously among the disciplines involved, the differences in campus settings and individual variation.

3.11 A typology for academic, executive and professional alcoholics

The following factors cause destructive drinking among academic, executive and professional persons: firstly, the characteristics of academics and academe intertwine to produce an ecological system that is, paradoxically, requisite to a community of scholars and the development of alcohol abuse. Since the academics are no longer cherished by society, they often face the bitterness of their broken dreams. In addition, they also work in an environment of low supervision, low visibility of performance, freedom from time demands, with vaguely defined and non-enforced standards of performance, a veritable Mecca for both scholarship and alcohol abuse (Hosokawa 1990:124 -125)

The altering of conscious awareness and attempts to create a higher consciousness are indigenous to the human condition. The altering of conscious awareness can be induced either externally by drugs or internally through meditation, exercise and music. The academic who is involved in matters of the mind and intellectual pursuits is particularly prone to look toward ways of enhancing

and enlarging his understanding of the world and altering his awareness.

This characteristic is enhanced by the fact that embedded in the folklore of our society is a belief in the myth of the drunken poetic genius which implies that tormentedness, madness and genius go hand in hand with excessive drinking.

Second, the academic is often characterized by monumental self absorption.

Third, the academic is often characterized by adherence to the myth of infinite power and invulnerability. This myth of the invincibility and power, the "demand for absolutes" - is the denial of essential limitation.

Fourth, the absence of either acceptance or the honest sharing of mutual vulnerabilities remains a serious problem for the arrogant, skeptical academic.

Fifth, partially based upon intellectual prowess and partially upon the pretense of invulnerability, the academic struggles to maintain a facade of imperviousness to personal problems especially since his/her creative spark of is rooted in an obsessive, perfectionistic drive towards new knowledge.

The following typology according to Thoreson (1984:133) applies to faculty in the academic environment:

- **The twenty widgets per hour problem.** Practicing alcoholics are often high performers in their academic careers. Since job performance standards are set at a fairly low level, the alcoholic can drop off substantially in performance and, as compared to his/her peers, still be above average.
- **The former superstar:** Alcoholics often live on their prior reputation and contributions.

- **Over compensators:** Alcoholics tend to overcompensate, especially during the mid- stage of alcoholism. That is, alcoholics tend to become work-obsessive and concentrate on aspects of the job that are quite visible to their superiors.
- **The senior professor syndrome:** There is a reluctance on the part of either peers or academic administrators to confront senior-level tenured professors about negative behaviour.

Thoreson (1984:133-134) noted the following as indicators of job deterioration among professionals and executives that signal alcoholism:

- **a narrowing of job performance.** The alcoholic performs as well as he/she did in previous years, only in a much narrower domain;
- **work task simplification.** The quality of work is still relatively high, but the tasks completed are pedestrian in nature;
- **dependence on previous learning.** The remote memory of the academic alcoholic is intact, but his/her short- term memory for current events is impaired;
- **students complaints.** Complaints by students about teachers are legion. Students complaints will focus on the professor's arrogance, confusion, and outdated lectures;
- **surprising gaffe** or departure from high performance. An example of this would be a professor who blacks out and forgets to give final examinations;
- **irregular (or non-existent) office hours.** The tendency toward outdated lectures and irregular office hours is so common among academic faculty that it is impossible to distinguish alcoholism from laziness solely on this basis;

- **increased obsession** (and reduced efficiency) with work to the exclusion of all other activities;
- **chronic, free floating anxiety** and low self-esteem seem common to virtually all such alcoholics;
- a greater **emphasis on telephone contact** to the neglect of face-to-face conversation; and
- **meticulous attention to dress** (in the middle stages) and neglect of appearance and dress (in the late stages).
- **physical signs, serious accidents, injury and health problems.** In the more advanced stages there will be cigarette burns on clothing, bruises, facial varices, cuts, tremors and health problems.

Symptoms such as these certainly require intervention programmes.

3.12 Intervention methods

There are quite a number ways for developing intervention programmes. Thoreson (1984: 13-140) suggests the following intervention methods:

- the nature of the academics with alcohol problems makes them highly resistant to the recognition and acceptance of having problems with alcohol. At the same time, the academic alcoholic's work obsession makes them highly receptive to developmental kinds of services found in the Employee Assistance Model. The EAP developmental model accommodates itself to the role of the family in coercing the academic alcoholic into treatment; to the use of finesse, rather than confrontation, in breaking down the alcoholic's denial system; and to the need of the academic for educational programmes that offer skills mastery.

- the model stresses multiple avenues of referral, e.g. self, peer, family and supervisor; multiple levels, from acute crisis and problem management to educational enhancement; and multiple types, from personal, marital / family to financial, legal, stress, alcohol, harassment and discrimination, to burn out and mid career change.
- although successful in the industrial setting as a means of frightening the worker into treatment, the supervisor confrontation model from industrial EAPs is not especially workable the "in-sauce" academic. A lack of distance between academic supervisor and academic faculty, protection of tenure, a lack of demonstrable job performance standards, and a lack of interest in job efficiency mitigate the threat of job loss in academe.
- recovered academic alcoholics need to be looked to as a resource in EAP programs in higher education, particularly on a volunteer, informal basis. This is an essential prerequisite to moving the academic professional to the shared vulnerability and shared strengths of fellowship with other recovering alcoholics, a cornerstone of the AA programme ("I cannot do it, but we can").
- EAP programmes in higher education need to have available to them staff and other resource people with alcohol interest and the capacity to assume leadership roles. Much of the effectiveness of an EAP in promoting alcoholic recovery is contingent upon the ongoing activity of EAP leadership on a college campus in fostering educational programmes and an increasing awareness of the issues, concerns and treatment options in alcoholism.
- it is more effective to provide for the academic a model of services that involves an educative-faculty development component than to focus exclusively on alcoholism.

To conclude, we often talk about the fact that we have a labour intensive industry, and a need for salary increases because we are mindful of the relationship between salary and morale. It means that if we really do have a labour intensive industry, we need to pay attention to people, because

their morale is going to determine what is accomplished in that institution. Moreover, we need to pay attention to staff, a much neglected group, to focus more on the need for productive working relationships, for an environment in which people can grow.

Finally we have too often focused our attention on such mundane concerns as parking, office space, salaries, sabbatical leave, or fringe benefits to the neglect of the psychological climate, the environment in which people work.

3.13 Institutional Constraints

Wyers and Kaulukukui (1984: 170) found the barriers to the development of services in work sites reflected those in the following table, placed in a ranking order. It is significant to note that a lack of money is the first obstacle to be overcome when one thinks of establishing a programme:

Table 2: Barriers to the development of services in work sites, in rank and order

Barrier	Number giving response	Percentage giving response
Lack of money	40	70
Services inappropriate at work site	15	29
Lack of management interest	14	27
Lack of worker interest	14	27
Lack of awareness	11	21
Lack of union interest	8	15
Other	8	15
Lack of expertise	7	14
Labour disputes	4	8
Don't know	1	2

3.14 Budgetary constraints

Schooling (1984:95) as well as Wyers and Kaulukukui (1984:170) maintain that the establishment of an EAP is subject to the same initiatory and survival constraints as any other programme with perhaps a few other hurdles thrown in as well.

There is no widely perceived need for an EAP since it is apparently assumed that counseling regarding personal problems is not the responsibility of the institution even though employee troubles adversely affect productivity and relationships within the institution. There is therefore no external pressure to establish such a programme. Accreditation visitation site teams are not likely to ask if the institution has an employee assistance service, and unlike athletics it is not a programme of major concern to alumni.

Budgetary limitations for every institution are persistent and real especially because inflation is producing serious budgetary imbalances. Most administrators would consider an EAP as a non mandatory budget item well below the priority designation assigned to utility costs or the repair of a leaky gymnasium roof. In priority ranking it is usually placed well below other non- mandatory priority needs such as improved salaries to meet escalating living costs or the demands of unions, matching research funds to further an accepted mission of the institution, the continuation or expansion of a service programme that has the support of highly vocal and effectively organized groups who are influential and possess political clout, the maintenance of acceptable faculty-student ratios, expanded student health or recreational services, necessary expenditure to meet government regulations or guidelines such as making provision for the handicapped, or the correction of safety hazards where there may be a violation of governmental regulations.

The point is that generating and allocating financial support for an EAP in these difficult budgetary times is not an easy task for any college or university administrator.

3.15 Denial

According to Yamatani, Santagelo, Maue and Heath (1999:108). Highly educated professors and researchers tend to deny that they need personal assistance, even when coping with serious personal problems, while there is furthermore the tendency, for institutions to refrain from admitting that they have staff problems related to alcohol and drug abuse. It may be feared that establishing such a program would perhaps be a public admission of lack of administrative control and the presence of staff inefficiency (Schooling 1984:95).

3.16 Management is politicized

Management of higher education is becoming increasingly politicized (Baldrige 1984:51) by being increasingly thrown into the arena of interest group politics and so any new programme is going to have to compete with other programmes for attention, money, resources, physical space and for legitimacy.

3.17 Centralization of authority

In folklore about the university community, the decision-making process took place within the collegium of academic personnel. If that ever really existed, it clearly does no longer. Increasingly, decisions are being made at higher and higher levels in the hierarchy. Where department chairpersons used to make decisions, new division heads or college dean currently make them (Baldrige 1984: 52).

3.18 Options to explore

Baldrige (1984:51) is pessimistic about organizational changes at universities and the following statement captures his observation: "The history of academic innovation is a history of failure". This kind of pessimism negates the essence of Universities as institutions of higher learning in pursuit of knowledge through the dispassionate pursuit of rigorous research.

Various options need to be studied to bring about organizational development. These options may involve the elimination of a student recreational program or a faculty lecture series in order to fund women's athletics or an employee assistance program. The options may not be desirable ones but they do exist.

3.19 Budget Strategies

Whereas (Schooling 1984: 95; Wyers and Kaulukukui (1984:170) identified obstacles in the initiation of programmes, Baldrige (1984: 96 - 99) who actually suggested the following alternatives:

The first approach is to identify the programme as being essential to the welfare of the institution. The second strategy is to emphasize the feasibility of the proposal. There should be evidence that the proposal is workable while a report of a successful experience from elsewhere is essential. It would also be helpful to know the expected consequences of the programme and how soon and in what way the consequences will be observable.

A third strategy is to identify the timeliness of the proposal, to suggest that this is an idea for which time has come. Obviously, current conditions would be cited that make the immediate implementation of the proposal highly desirable if not mandatory.

A fourth strategy is to identify the personnel resources that would be required.

A fifth strategy is identifying the availability of space that may be required to house the programme.

A sixth strategy is the presentation of honest and realistic cost estimates and indications of possible fund resources for the programme.

3.20 Summary of the findings

The following main points have been examined in this chapter which has investigated Universities as employing organizations:

- Universities are places of employment;
- Universities are legal personalities;
- Universities have three major responsibilities: teaching, research and the public service function.
- management of Universities is in the hands of professionals and is highly politicised;
- Universities tend to be goal diffuse;
- decisions in Universities are made by committees;
- there is fluid participation as most decisions are made by “amateurs”;
- there is an issue carousel as problems come and go;
- there is a garbage can syndrome since the longer it takes to make a decision the more the problems get piled up;
- conflict is common;
- there are rules for bringing about change and innovation in Universities;
- academics are faced with limited job mobility and this causes frustration;
- the academic is faced with the problem of dual allegiance since he/she has to identify with the institution as well as with the professional association;
- most academics are affected by issues of mid-life development;
- the University as a working environment makes academics susceptible to alcohol abuse;
- money is the biggest barrier in developing intervention programmes;
- there are, however, tried and tested strategies for overcoming resistance to development of programmes; and
- Universities often deny that their staff have problems.

3.21 Conclusion

This chapter investigated universities as employing organizations with special reference to their characteristics as employers, functions, problems as well as how to overcome them. A university is a big organization with a variety of linkages with societal institutions. Employees of universities may sometimes not get the support they get from this large organisation because the organization's interests surpass that of an individual employee.

The next chapter will provide an in-depth outline of the University of the North as an employer.

CHAPTER 4

The University of the North as an Employer

4.1 Introduction

The specific aim of this thesis is to investigate and motivate the necessity of establishing an EAP at the University of the North. This however needs a thorough understanding of this institution as an organization with its own unique history, structures of governance, vision, mission, and employment policies particularly as they relate to the specific problems of the University of the North employees.

4.2 Location of the University

The University of the North is located about 30 kilometres East of Pietersburg, the capital city of the Northern Province. The University nestles in the foothills of the Wolkberg mountain range midway between Pietersburg and the spectacular mountain splendour of Magoebaskloof of the (University of the North Calendar 2000:13). The University College of the North was situated on a farm originally known to the local inhabitants as “Turfloop”. It is by this name that the University has become commonly known (White, 1997:75).

4.3. History

The University of the North was the second black university to be established after Fort Hare University. The extension of the University Education Act of 1959 made provision for the establishment of racially exclusive universities for black South Africans. Under the provisions of the Act, the University College of the

North was established on 1 August 1959. The College was placed under the trusteeship of the University of South Africa (Unisa).

This formative relationship with the University of South Africa was maintained until the South African Parliament promulgated the University of the North Act (Act No 47 of 1969) thus bringing to an end the College status as of 1 January 1970 (University of the North Calendar 2000:13).

In terms of the apartheid policy, this state controlled University, which was situated within the homeland of Lebowa, was intended to serve as an instrument for the entrenchment of the homeland system (White, 1997: 74; Evans, 1990: 23 -24).

Sovenga became the unofficial name given to the University College, a name originally given to the University's post office and coined from the languages of the three ethnic groups this institution was intended to serve: **Sotho, Venda and TsoNGA**.

Since 1959, there has been a substantial growth of the College that fathered the University of the North. At the end of 1999, the substantial student population consisted of:

- 8169 students at the Main Campus, Pietersburg;
- 1565 at the Qwa-Qwa branch, Phuthaditjhaba; and
- 612 at the Giyani Teaching Centre, Giyani.

The University has recently established a centre at Edupark, Pietersburg, for practical training in business management (University Calendar, 2000: 13) as well as other post-graduate programmes.

4.4 University Policy

While this has not always been the case, the University of the North is now a non-racial, English medium university. This policy represents the initial phase of a programme for the repositioning of the university as one of the country's national universities: First, to humanise and democratise university practice and governance, a new enabling University of the North Act is under preparation. Second, an enabling mission statement in line with the intended repositioning of the University during the 1990s has been developed.

In the main, its aim is to contribute towards the solution of practical developmental problems, both regionally and nationally.

4.5 Vision

The University of the North strives to be a quality institution of higher learning and critical reflection, which is innovative, responsive to change, is rooted in the issues of the society it serves, and is recognised world-wide as the center for relevant theory and practice of people-centred development.

4.6 Mission

The mission of the University is to achieve distinction in scholarship, professionalism, and community renewal amongst its staff and students in order to improve the quality of life of the community it serves through:

- appropriate focus areas of specialisation;
- appropriate campuses, educational policies, infra structural and physical development;
- creation of a culture of work, teaching, research, learning and service through adaptability and innovativeness;

- good governance and effective management;
- financial sustainability and
- a development orientation that is rooted in the community in which we operate.

With a sense of accountability to the community we serve, we commit ourselves to interact with one another with absolute integrity (University of the North Calendar, 2000:14).

4.7 Coat of Arms

The University's Coat of Arms, which was officially registered on 16 April 1963 (Muller, 1980: 144), is a visible expression of the idea underlying the creation of this University. The Coat of Arms symbolises the following:

- the shield: an indigenous Sotho or Pedi shield represents the peoples this University serves;
- the wavy line represents the hills of the surrounding area;
- the capital (or alternatively a very small temple) with three pillars represents the Xitsonga, Venda and Sotho tribes;
- the silver wreath of two laurel branches replaced the initial idea of a broken- shafted battle - axe which symbolises the end of an era of violence and strife. The wreath symbolises peaceful progress and the development of scientific knowledge - the atomic symbol;
- the baobab tree, an indigenous tree, represents growth;
- the open book symbolises academic study, knowledge and the “winged words” of great literature; and
- the motto in Latin ,i.e *Fide Et Opera*, means by “faith and work”.

4.8 The Legal Status of the University

The University of the North is a legal person which has been established in terms of the University of the North Act No 47 of 1969, as amended for the period 1 June 1999 to 31 May 2003.

4.9 Structures of Governance

4.9.1 The University Council

The University Council is the highest organ of policy making within the university. The council of the University of the North has been appointed in terms of section 8 of the University of the North Act 47 of 1969 (Hereafter referred to as the Act). The following portfolios compose the University Council:

- chairperson and deputy chairperson appointed in terms of section 6 of the Act;
- principal, vice principal (teaching and research), vice principal (general administration), vice principal (students affairs), vice principal (Qwa-Qwa) and the University registrar appointed in terms of section 5(a) and (b) of the Act;
- two senate representatives appointed in terms of section 5 (c);
- one non senate academic representative in terms of section 5(d);
- two non academic representatives appointed in terms of section 5(e);
- one member of the student representative assembly in terms of section 5(f);
- two members of the student representative assembly from satellite campuses in terms of section 5 (g) of the Act;
- five state appointees in terms of section 5(h) of the Act;
- one representative of the Northern Province Premier;
- one representative of the Pietersburg /Polokwane Transitional Council;

- one representative of the Mankweng Transitional Local Council;
- one member of the university convocation appointed in terms of section 5(i) of the Act;
- two members from the donor community;
- one member from the trade union movements and
- one member from the following business organisations: South African Chamber of Business (Sacob), National African Chamber of Commerce (Nafcoc), Nafu, Business Management Forum (BMF); and
- one member from the Human Sciences Research Council.

Whereas the University Council is fairly representative of the community, the researcher is of the opinion that the predominance of state appointees may compromise university autonomy.

The University of the North prides itself on the existence of the following committees:

- the Executive Committee of Council;
- Audit Committee;
- Financial Aid Committee;
- Planning and Development Committee
- Remuneration Committee; and
- Tender Committee.

4.10 Composition of staff of the University of the North-1999

The following table illustrates the composition of staff of the University of the North in 1999:

Table 3: Composition of staff of the University of the North-1999

Occupational Categories	Male				Female				Total
	Black	Coloured	Indian	White	Black	Coloured	Indian	White	
Top management (VC, DVC, Exec.dir, Deans, Unin Librarian)	8	1	0	5	1	0	0	1	16
Snr Management (directors, proctor, internal auditor, deputy registrar, snr professor and associate professor)	36	0	1	33	10	0	0	10	90
Professionally qualified and experienced specialists and mid management	156	2	5	49	72	2	2	35	323
Skilled technical and academically qualified workers, jnr management/supervisor/foremen (Asst.lab, principal admin officers/ executive secretaries, control officers, apprentices, messengers, control assistants)	368	1	2	24	219	3	1	32	650
Semi - skilled and discretionary decision makers (drivers, machine operators)	121	0	0	0	69	0	0	0	190
Unskilled and defined decision making (cleaners, general workers)	210	0	0	0	140	0	0	0	350
Total Permanent	899	4	8	111	511	5	3	78	1619
Non Permanent employees	77	3	4	11	34	0	2	4	1
Total	976	7	12	122	545	5	5	82	1754

4.11 Composition of the academic staff of the University of the North-1999

The following table indicates the composition of academic staff of the University of the North in 1999.

Table 4.: Composition of the academic staff of the University of the North-1999

Occupational categories	Male				Female				Total
	Black	Coloured	Indian	White	Black	Coloured	Indian	White	
Senior professor	1	0	0	4	0	0	0	0	5
Professors	13	0	1	14	2	0	0	2	32
Snr Associate Professor									
Associate professor	8	0	0	10	4	0	0	6	28
Snr. Lecturer	37	1	1	18	8	0	1	7	73
Lecturer	95	2	4	27	42	2	1	23	196
Jnr. Lecturer/tutor	34	0	0	5	31	1	1	6	78
Total permanent	188	3	6	78	87	3	3	44	412
Non Permanent employees	69	2	4	9	14	0	1		103
Total	257	5	10	87	101	3	4	48	515

4.12 Composition of the non-academic staff of the University of the North:1999

The following table shows the composition of the non-academic staff of the University of the North in 1999:

Table 5: Composition of the non-academic staff of the University of the North:1999

Occupational categories	Male				Female				Total
	Black	Coloured	Indian	White	Black	Coloured	Indian	White	
Vice chancellor	0	0	0	0	0	0	0	0	0
Deputy vice chancellor	0	0	0	0	0	0	0	0	0
Executive directors	2	0	0	4	1	0	0	0	7
Directors/Proctor/ Internal Auditor/ Deputy Registrar	9	0	0	2	2	0	0	0	13
Assistant registrar	9	0	0	4	2	0	0	3	18
Principal admin officer	25	0	0	11	12	0	0	10	58
Admin officers/ Exec.secretaries/ snr control officers	32	1	2	10	28	2	0	9	84
Admin assistants/ Snr secretaries/ snr control officerr	48	0	0	2	42	0	0	4	100
Secretaries/ Artisans/ clerical assistants/ assistant control officers	165	0	0	2	96	0	0	4	265
Apprentices/ Messengers/Control Assistants	90	0	0	0	32	0	0	0	122
Drivers/ Machine operators	121	0	0	0	69	0	0	0	190
General workers	210	0	0	0	140	0	0	0	350
Total Permanent	711	1	2	33	424	2	0	34	1208
Non Permanent Employees	8	1	0	2	20	0	1	0	32
Total	719	2	2	35	444	2	1	34	1239

4.13 Student Enrolment Statistics:1960-1999

The following table depicts student enrolment figures from 1960-1999:

Table 6:Student Enrolment Statistics:1960-1999

Year	Main Campus	Qwa-Qwa	Giyani	Total
1960	87	-	-	87
1961	129	-	-	129
1962	194	-	-	194
1963	248	-	-	248
1964	305	-	-	305
1965	389	-	-	389
1966	460	-	-	460
1967	538	-	-	538
1968	611	-	-	611
1969	671	-	-	671
1970	810	-	-	810
1971	901	-	-	901
1972	1043	-	-	1043
1973	1312	-	-	1312
1974	1535	-	-	1535
1975	1741	-	-	1741
1976	1935	-	-	1935
1977	1848	-	-	1848
1978	1518	-	-	1518
1979	2237	-	-	2237
1980	2852	-	-	2852
1981	3151	225	-	3151
1982	4080	426	-	4305
1983	4305	461	248	4731

1984	4562	565	463	5271
1985	4981	650	723	6009
1986	4742	726	1149	6115
1987	5374	1047	1431	7249
1988	6911	1180	1462	9389
1989	7352	1577	1583	9994
1990	8349	1610	1909	11509
1991	9654	1985	2376	13173
1992	11976	2020	3115	16337
1993	13522	2500	3658	18657
1994	13572	2547	3459	19730
1995	13639	2103	2848	19645
1996	12459	3345	2852	18656
1997	10877	3771	2036	16684
1998	9424	1759	1183	12366
1999	8169	1565	612	10346

4.14 Faculties of the University of the North

At the time of the study (December 1999-May 2000), the University of the North had eight (8) faculties at the Main Campus. They are:

- Arts;
- Mathematics and Natural Sciences;
- Management Sciences;
- Education;
- Law;
- Agriculture and
- Health Sciences and
- Theology

(As a result of restructuring, as on the 01 July 2001, the university of the North consisted of three faculties, namely Humanities, Management Sciences and Law as well as Science, Health and Agriculture).

There were four (4) faculties at the Qwa-Qwa branch, namely:

- Arts;
- Mathematics and Natural Sciences;
- Management and Education; and
- Education.

The Giyani Teaching Centre provided tuition in subjects in the faculty of Arts (The Giyani Teaching Center has however been closed since 2001). Apart from offering tuition in the Humanities, the Management and the Natural sciences. The University of the North is also home to a number of professional schools such as Education, Law, Agriculture and Health Sciences for the training of future teachers, agriculturists, pharmacists, nutritionists, lawyers and opticians. The University has recently opened a center at Edupark, Pietersburg, for practical training in business management (University of the North Calendar, 2000:16) and other post-graduate programmes.

4.15 Personnel Policy and Procedure

4.15.1 General Philosophy

The University believes that its employees are of primary importance in achieving its overall mission objectives. The university is therefore prepared to devote adequate time and resources to ensure that employees are developed to their full potential, used effectively and adequately rewarded for their contributions towards meeting these objectives.

It is expected that employees will, from their side, carry out their responsibilities conscientiously and enthusiastically and thereby contribute towards the achievement of the objectives of the university and towards maintaining a favourable image of the university amongst employees, clients and the general public (Personnel Policy and Procedures, 1996:1).

The maintenance of employees' dignity and self-esteem, and the involvement of employees in matters directly affecting them are important for ensuring sound industrial relations and the maintenance of industrial peace and justice. To ensure this,

- employees should be fairly and equitably treated with due concern being shown for their need for job security. Where employees become redundant, their situation should be handled as humanely as possible (Personnel Policy and Procedures Draft Copy, 1996:1)

4.15.3 Appointment Conditions

Employees may be appointed, as circumstances warrant, in the following categories:

4.15.3.1 Permanent Employees

Permanent employees are appointed to an approved post for an indefinite period on a full time basis.

Conditions of Employment

- Conditions will be as prescribed by the University 's personnel policies and procedures as amended from time to time.
- A reciprocal notice period of a calendar month for non academic and three months for academics in respect of termination of service applies.
- Delegated powers of authority in respect of employees' appointments and terminations will apply;
- Membership of a University approved Medical Aid and Retirement Fund is compulsory.

4.15.3.2 Relief Employees

They are appointed to alleviate temporary vacancies.

The appointment of relief staff must only be made in approved posts; while

- remuneration packages of relief staff will be based on the approved scale appropriate to posts performing similar tasks;
- a reciprocal notice period during the first thirty (30) days will be one day, where after it will be fourteen (14) days if paid monthly;
- re-appointment of a specific person as relief staff shall not be permitted before seven (7) consecutive days after termination of the preceding contract;
- delegated powers of authority in respect of employee appointments and terminations will apply.
- no further benefits shall apply.

4.15.3.3. Part-time Employees

They are defined as “employees appointed in an approved post for an indefinite period and who are required to work for only a predetermined part of every working day or week”.

Conditions of Employment

- remuneration shall be calculated within the full time remuneration range of the job grade, in accordance with the percentage of hours they actually work to the full time period;
- a reciprocal period of thirty (30) days’ termination notice will apply;
- delegated powers of authority in respect of employee appointments and terminations will apply;
- unless otherwise stipulated in the letter of appointment, the personnel policies and procedures as amended shall further apply.

4.15.3.4 Temporary staff

Temporary staff refers to employees appointed to alleviate temporary workloads for a period not exceeding three (3) consecutive months.

The following conditions shall apply in respect of temporary staff;

- appointment of temporary staff need not be done in approved posts;
- remuneration of temporary staff will be based on a wage rate per hour, day, week or month or on a piece work basis, provided that such rate shall not exceed the actual average plus 20% salaries appropriate to posts performing similar tasks;
- reciprocal notice period during the first thirty (30) days will be one (1) day, where after it will be fourteen (14) days;
- re-appointment of a specific person as a temporary staff member in the same position or type of position, shall not be permitted before seven (7) consecutive days after termination of the preceding period;
- delegated powers of authority in respect of employee appointments and terminations will apply;
- under no circumstances shall people be employed in this category as an alternative to permanent employment.

4.15.3.5 Consultancy appointment

There are instances where the university enters into a “contract” outside the personnel policies when a person is appointed to perform specific tasks, investigations, research or when similar such circumstances so dictate. In these instances, the University and the appointee should enter into an explicit contract of appointment in which remuneration and obligations on both sides are stipulated. Usually this contract terminates *ipso facto* at the finalisation of the project.

Conditions of appointment

The following conditions apply to the appointment of consultants:

- such persons receive a fee which is negotiated and which must be approved by the vice- chancellor;
- an explicit time period is applicable in order to complete the specific project;
- the appointment of such persons does not require the existence of an approved post.

4.15.3.6 Contract Employment

There are instances where the University employs non South African residents. Such employees will be employed on a contract basis for a period no longer than the validity of the work permit issued by the Department of Home Affairs. The contract shall only be renewed if the work permit is renewed. The renewal of such a work permit shall be the responsibility of the employee and not the university.

Conditions of Employment

The following conditions apply to the appointment of contract workers:

- all conditions as set out for permanent employees shall apply unless specifically negotiated to the contrary, except;
- the employment contract shall expire at the time the work permit expires;
- should the employee obtain South African permanent residence status, the contract shall convert to permanent employment.

4.16 Termination of Employment

The purpose of this section is to define the policy of the University with regard to termination of service.

Policy

- The university is committed to ensuring the security of employment of its employees, as far as this is consistent with the maintenance of order and with the efficient and economical operation of the university;
- it is the policy of the University that no termination of employment shall take place unless there is a valid reason for such termination connected with the capacity or conduct of the employee or the organisational requirements of the University;

- termination of service, at the instance of either the University or employee shall be in accordance with the specific terms of the employment contract existing between the university and employee regarding termination of service. Such periods shall be in writing and will in general be as follows:
- in the case of permanent academic/non academic employees, not less than three (3) months/(thirty)30 days while; the resignation must be submitted to the Departmental Head on or before the 1st or 15th day of the month and shall run from such 1st or 15th day as the case may be;
- a shorter period of notice can be served if both parties agree, in which case notice money can be calculated on a pro-rata basis;
- in the case of temporary staff, one day during the first 30 days and thereafter 14 days;
- in the case of part-time staff, one day during the first 30 days and thereafter 14 days;
- in no instance shall notice of termination of service with the exception of retirement, be given during an employee's annual leave, sick leave, or while the employee is undergoing a period of compulsory military training;
- termination of service may be effected by either the University or the employee without notice of termination, on grounds recognised by the common law as sufficient, commonly referred to as material breach of contract;
- all University employees are bound, in terms of their employment contract to the provisions of the University's Disciplinary Code;
- University employees whose services are terminated in accordance with the Disciplinary Code and/or upon grounds of material breach of contract, are entitled to lodge an appeal against such termination in accordance with the provisions of the Disciplinary Appeals Procedure;
- University employees whose services are terminated in accordance with the Retrenchment Procedure are entitled to appeal against their retrenchment in accordance with the Disciplinary Appeals Procedure;

- Save in exceptional circumstances the University will terminate the services of an employee only upon due notice or payment in lieu thereof notwithstanding the right the University may have at law to summarily terminate an employee's contract of employment;
- termination of the service of an employee will be executed only by a manager having the delegated authority thereto who will ensure that a full record is kept of all enquiries, hearings and other procedures required by the Disciplinary Procedure;
- the University will provide only a Certificate of Service upon the termination of employment of an employee;
- exit interviews will be conducted by the Human Resources division with the employees who have resigned and reports will be forwarded to line management for their information and necessary action. Exit interviews can only be conducted if an employee volunteers to cooperate when offered the opportunity to do so;
- all sections of the University having an interest in resignations must be informed immediately (e.g salaries, wages and pensions).

4.17 Leave

All application for leave must be made either in person or by means of entry in the request for leave book which must be sent by the messenger to the Human Resources division.

4.17.1 Conditions of leave

Employees are divided into the following categories:

Category A: academic staff and other employees who are not required to work during all the academic recesses; and

Category B: employees who do regularly work during academic recesses.

4.17.2 Allocation of Vacation Leave

- public holidays and University holidays are excluded from the calculation of vacation leave;
- vacation leave must not run concurrently with a period of notice of termination of employment, unless approved by the vice-chancellor; and
- depending on work circumstances an employee may take vacation leave, provided an application for leave is approved, in advance, by management.

4.17.2.1 Compulsory Leave

- the compulsory leave shall not be taken at the Annual Close Down of the University;
- such leave shall be a period that is in line with the legal requirements as set out in the Basic Employment Act;
- such leave shall not form part of an employee's annual entitlement;
- if an employee is not able to take such leave at the Annual Close Down, due to work demands, such a period must be taken within six months of the reopening;
- compulsory vacation leave not taken within six months after the reopening each year, will lapse.

4.17.2.2 Available vacation leave

Employees will be credited with their leave entitlement on a monthly basis. No employee will be permitted to utilise more paid vacation leave than the vacation leave to his/her credit at the time he/she applies for such leave. If an employee has insufficient leave credit unpaid leave may be taken.

4.17.2.3 Annual vacation leave entitlement

- the vacation leave cycle commences on the employee's date of appointment; and

- paid vacation leave is classified and is granted on the following basis:
Category A: (Academic staff and other staff who are not required to work during academic recesses) All grades shall receive fifteen (15) continuous days per annum. All fifteen (15) days are accumuable and capitalisable.
Category B: (Non-academic staff who work during academic recesses). All grades shall receive thirty (30) days continuous days per annum. Of this, fifteen (15) days are accumuable and capitalisable. The remaining fifteen (15) days must be taken within three (3) years of it being awarded or it shall be automatically converted to study leave and shall not be available for vacation leave purposes;
- an employee who takes four or less working days vacation leave shall not have to take a weekend as well, that is he/she shall be debited with four (4) days and not six (6). However, if five (5) working days or more are taken the employee shall be debited with the weekends taken during or after the period of leave.

4.17.2.4 Unpaid leave

If no vacation leave is available, unpaid leave may be granted, provided that:

- no leave credit in terms of this policy will be earned for the period of unpaid leave;
- if such unpaid leave is for a continuous period of five (5) days or more, an employee will be liable for payment for the full period taken of the University's contributions to the Pension Fund, Medical Scheme and the Group Life Insurance Scheme.

4.17.2.5 Sick leave

The sick leave cycle for all employees runs over a three -year period which commenced on 1 January 1996 and starts again every third year thereafter.

- Unused sick leave for a specific cycle lapses at the end of the cycle.
- Paid sick leave, per cycle, will be granted on the following basis:

- paid vacation leave is granted on the following basis:
Category A: (Academic staff and other staff who are not required to work during academic recesses) All grades shall receive fifteen (15) continuous days per annum. All fifteen (15) days are accumuable and capitalisable.
Category B: (Non-academic staff who work during academic recesses). All grades shall receive thirty (30) days continuous days per annum. Of this, fifteen (15) days are accumuable and capitalisable. The remaining fifteen (15) days must be taken within three (3) years of it being awarded or it shall be automatically converted to study leave and shall not be available for vacation leave purposes;
- an employee who takes four or less working days vacation leave shall not have to take a weekend as well, that is he/she shall be debited with four (4) days and not six (6). However, if five (5) working days or more are taken the employee shall be debited with the weekends taken during or after the period of leave.

4.17.2.4 Unpaid leave

If no vacation leave is available, unpaid leave may be granted, provided that:

- no leave credit in terms of this policy will be earned for the period of unpaid leave;
- if such unpaid leave is for a continuous period of five (5) days or more, an employee will be liable for payment for the full period taken of the University's contributions to the Pension Fund, Medical Scheme and the Group Life Insurance Scheme.

4.17.2.5 Sick leave

The sick leave cycle for all employees runs over a three -year period which commenced on 1 January 1996 and starts again every third year thereafter.

- Unused sick leave for a specific cycle lapses at the end of the cycle.
- Paid sick leave, per cycle, will be granted on the following basis:

120 calendar days per cycle of three 3 years on full pay and further 120 days on half pay (salary and benefits).

4.17.2.5.2
Part-time employees

All grades: 60 calendar days per cycle of 3 years.

4.17.2.5.3
Temporary and Relief Employees

- two (2) working days per completed month of service (that is working days per annum). Accumulated sick leave will be carried forward on renewal of term of employment;
- should the employee fall ill while on vacation, vacation leave may be credited, on application by the number of days that the employee was ill, provided a valid medical certificate is submitted;
- any application for sick leave, for a period of absence, in excess of two (2) consecutive days must be accompanied by a medical certificate. Exemption may be granted by the vice chancellor in respect of the submission of a medical certificate, provided that an employee's absence was in fact as a result of illness and there are sound reasons why a medical certificate cannot be submitted.
- the submission of a medical certificate for a period of two consecutive days or less may be demanded by the University;
- a valid medical certificate shall be a certificate issued by a practitioner registered with the Medical and Dental Council.

4.18 Special leave

Employees may be granted special leave on full pay for the following:

4.18.1 Military leave

Leave to employees called up for compulsory national military service provided that:

- days which in the opinion of the vice-chancellor are reasonably required to travel to and from military camps may be included in the period of paid military leave as defined;
- in terms of compulsory military service the University will recover 75% of the military wage received from the employee's University salary for the period that military service was rendered; and
- any expense incurred by the employee while performing military service will be for the employee's account; and
- and in all circumstances it is expected of employees to substantiate military wages received by documentary proof; and
- the granting of military leave shall not affect payment by the University of any allowances and subsidies or membership of any pension fund or medical aid; and
- no salary increases will be awarded to employees while on two years military leave; and
- for military leave periods in excess of ninety (90) days, no vacation or sick leave will accrue during military leave.

4.18.2 Court leave

Special leave on full pay is granted to an employee who has been subpoenaed as a witness in a civil or criminal case for as many days as an employee's presence is required by the court of law, provided that such period is substantiated by documentary proof.

4.18.3 Bereavement leave

Four working days' special leave for funeral purposes shall be granted in the case of the death of spouse, parents, children, brothers, sisters and spouses' parents.

4.18.4 Maternity leave

- In accordance with section 17 of the Basic Conditions of Employment Act, the University does not permit a female employee to work during the period of four weeks prior to her confinement date and eight weeks after the actual confinement date;
- female employees shall receive full salary and benefits during such a period subject the following conditions;
- the employee must have completed twelve (12) months uninterrupted service with the University; and
- maternity leave with pay shall be for a maximum period of twelve (12) weeks per confinement.

4.18.5 Paternity leave

All male employees shall be entitled to paternity leave. Such leave shall be restricted to five working days per confinement.

4.18.6 Sports Leave

An employee may be granted fifteen (15) working days special leave per financial year to participate as a member or referee of a sporting event of at least a Provincial status. Additional leave for sporting purposes may be granted by the vice-chancellor.

4.19 Study leave

Employees who are to attend compulsory study schools or write examinations for courses approved under this policy qualify for the following leave;

- examinations - two (2) working days per examination

All such leave shall be debited against annual leave and shall only be credited on submission of proof of passing.

All employees shall accumulate 21 continuous days study leave per annum.

- the planned course of study shall be approved by the vice-chancellor and shall be in the interests of the University as well as that of the employee.
- such leave may not be converted to any other form of leave and is forfeited upon termination;
- employees shall be expected to serve at least a period equivalent to the absence on the employee's return;
- employees wishing to take any period of study leave in excess of six weeks are required to apply at least four months in advance.

4.19.2 Substantial Leave

After completing a cycle of five years' uninterrupted period of service with the University, academic staff shall be entitled to take one year's substantial leave to further their studies.

4.20 Public and University Holidays

The following stipulations apply in respect of Public and University Holidays; approved public holidays will in all cases, be excluded from the above leave entitlements;

- the approved public holidays for all employees are as per the Act as amended from time to time;
- University Holidays;
- where a Public Holiday falls on a Thursday, then the Friday proceeding it shall automatically be classified as a University holiday; and
- the vice-chancellor may declare any other day as a University holiday.

4.21 Hours of work

It is the policy of the University that:

- all employees shall be required to work a 40 hour week. If for any reason employees are required to work more than this, overtime policy shall be enforced;

- the employees to serve the needs of the community may have to work outside what is considered to be normal office hours. If this is the case the following will apply;
- if the employee works more than 50% of his required monthly hours outside the time band 07h00 and 17h00 Monday to Friday, the employee shall be eligible for a “Shift” allowance, which shall be set from time to time.
- any hour worked on a Sunday shall count as two and half hours for the weekly total.
- academic staff are required to be available to students between the hours 08h00 and 13h00.

The researcher’s view is that the latter guideline seems to have ignored the fact that the academic programme kicks off every day at 07h30 and runs until 16h40.

4.22 Medical Aid Schemes

The University shall obtain membership of various Medical Aid Schemes in the interests of its employees;

- membership is compulsory for all permanent employees except married employees whose spouses are members of a registered medical aid fund.
- once an employee has obtained membership, withdrawal from the scheme is not permitted unless the employee’s services are terminated with the University or an employee gets married and joins his/her spouse’s scheme;
- the University shall fund the contributions to a minimum extent of 60%.

4.23 Disciplinary Procedures

The disciplinary code and procedure of the University subscribe to the following principles:

- the principles of natural justice;
- the principles of progressive disciplinary actions;
- the principle of management prerogative to discipline and
- the disciplinary procedures will be initiated against any employee who does not comply with University policies, rules and regulations or who commits social, criminal or other offences.

- The primary objective of the disciplinary procedures is to effect corrective action where work performance is unsatisfactory, or the behaviour of an employee is unacceptable;
- the disciplinary procedures are introduced to manage conflict in the work place and to protect the interests of both the employer and employee;
- the disciplinary procedure applies equally to all employees;
- no employee will be dismissed without a disciplinary enquiry having been held and the reasons provided to him by the University, and no dismissal shall be effected, where applicable, unless the appeal procedure has been exhausted.

4.25 Minor offences and the taking of informal disciplinary action

Offences which fall into this category are those of a less serious nature, where informal disciplinary action is normally applied before formal disciplinary action, for example a written warning, demotion or dismissal is taken. Offences of this nature usually fall into one of two categories.

The problem may be one of poor performance for example producing work of an unacceptable standard or it may be one of poor work habits, for example, where the employee is coming late to work, or is not working according to set standards;

Informal disciplinary action or counselling sessions shall take the form of one or more interviews with the employee, at which the manager or supervisor points out the undesirable behaviour, explains why it is a problem and discusses with the employee ways and means whereby a recurrence can be avoided.

Formal disciplinary action is only necessary where the type of interview mentioned above is unsuccessful in solving the problem. If handled skilfully by the supervisor or manager, minor problems of this nature can normally be solved before the stage is reached where formal discipline has to be applied.

The researcher is of the opinion that the university policy already provides for counseling to employees who experience work related problems, however there is no system of formalised referral and supervisors and managers have not been trained to confront workers who under perform. The latter are fertile grounds for the formalization of employee counselling through implementation of the Employee Assistance Programme.

4.26 Schedule of offences for which a disciplinary hearing may be held

The following list of offences is not exhaustive and under no circumstances should it be seen as such:

4.26.1 Less serious offences

- habitual tardiness;
- late for work or leave work early without a good reason;
- absence from work for up to two days without good reason;
- leaving a job area without authorisation or good reason;
- loafing on the job;
- poor quality work output below standard;
- sleeping on the job;
- poor maintenance of a vehicle, equipment or any property;
- unauthorised gambling on University property;
- unauthorised selling or canvassing on University property;
- failure to observe safety/security rules;
- concealing a defective work;
- failure to report accidents;
- failure to report any behaviour which could bring losses or jeopardise the position / image of the University;
- use of foul or derogatory language;
- unauthorised possession of alcohol on duty or at workplace;
- private use of University property without permission;
- disclosing confidential information on the University without permission.

4.26.2 Serious offences

- Damage to equipment, motor vehicle or any University property through negligence;
- injury to other through negligence;
- gross negligence of duty;
- being in an “out of bounds” area without authorisation;
- sexual harassment;
- insolence and /or insubordination;
- dishonesty such as theft, fraud, secret commission and or bribes
- under the influence of alcohol or drugs on duty;
- fighting on University property;
- wilful damage to University property;
- refusal to carry out instructions;
- driving University’s vehicle without a valid driver’s licence;
- driving the University’s vehicle without authority;
- driving the University’s vehicle while under the influence of alcohol;
- gross immoral, indecent or disgraceful conduct;
- deliberate falsification of University records;
- gross incompetence;
- infidelity and disloyalty, for example, secret profit, revealing trade secrets, unfair competition, misuse of position of trust;
- general breach of vital terms of contract of employment, for example, assault, theft, crime, fraud, blackmail, possession of harmful drugs, possession of dangerous weapons, rape and bribery.

Universities as places of employment need to comply with the health and safety standards as prescribed by the Occupational Health and Safety Act No 85 of 1993.

4.27 Occupational Health and Safety Act No 85 of 1993

Educational institutions are places of employment and as a result they have to conform to the requirements of the Occupational Health and Safety Act. "Workplace" means any premises or place where a person performs work in the course of his employment (section 1, Act No 85 of 1993).

4.27.1 Purposes of the Act

The following purposes of the Act are outlined in the preamble to the Act:

- To provide for the health and safety of persons at work and for the health and safety of persons in connection with the use of plant and machinery;
- the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work;
- to establish an advisory council for occupational health and safety; and to provide for matters connected therewith.

Occupational health and safety also fall within the realm of Employee Assistance Programmes. Establishment of the latter service would also ensure that the university complies with the requirements of the Occupational Health and Safety Act.

4.28 Employment Equity Act, 1998 (Act No 55 of 1998)

The University of the North, like all other places of employment has to comply with the dictates of the Employment Equity Act

4.28.1 Why the Employment Equity Act

South Africa has a legacy of discrimination in relation to race, gender and disability that has denied access to opportunities for education, employment, promotion and wealth creation to the majority of South Africans.

The Employment Equity Act was passed to address this legacy and has two main objectives:

- to ensure that the workplace is free of discrimination; and
- to ensure that employers take active steps to promote employment equity.

The purpose of employment equity is a legal requirement while good human resource management is increasingly being regarded as the differentiating factor between businesses. It follows therefore that to invest and develop people will contribute to business sustainability and future returns (Compare Balgopal and Stollak, 1992:112; Bingaman, 1998:16-17; Du Plessis, 1991:203; Thoreson, 1984:124).

4.28.2 The scope of the Act

All designated employers and their employees, particularly those employees from designated groups are affected by the statute.

4.28.3 Who constitute the designated group

Designated employers include:

- employers who employ 50 or more employees;
- employers who employ fewer than 50 employees but whose total annual turnover equals or exceeds the applicable turnover of a small business in terms of Schedule 4 of the Act;
- an employer appointed by a collective agreement;
- municipalities;
- organs of state except for
- the National Defence Force;
- the National Intelligence Agency and
- the South African Secret Service.

4.28.4 Designated groups

The designated groups are:

- Black people which means Africans, Coloureds and Indians;
- women and
- people with disabilities.

4.28.5 The duties of employers

Chapter 3 of the Act requires that employers take certain affirmative action measures to achieve employment equity. These measures are the following:

- Employers must consult with unions and employees to ensure the equity plan is acceptable to everybody;
- employers must analyse all employment policies, practices and procedures, and prepare a profile of their workforce in order to identify any problems relating to employment equity;

- employers must prepare and implement an employment equity plan setting out affirmative action measures they intend taking to achieve employment equity goals;
- employers must report to the Department of Labour on the implementation of their plan in order for the Department to monitor their compliance and
- employers must also display a summary of the provisions of the Act in all languages relevant to their workforce. These summaries will be made available by the government printers in due course.

4.28.6 Application of the Act

4.28.7 Prohibition of Unfair discrimination

Section 2 of the Act provides for the following:

- 2.1. No person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice, on one or more grounds including race, gender, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth.
- 2.2. It is not unfair discrimination to promote affirmative action consistent with the Act or to prefer or exclude any person on the basis of an inherent job requirement.

According to the researcher, section 2.1 is consistent with the provisions of the South African constitution. As far as section 2.2 is concerned, lack of consensus abounds. Some segments of the population view affirmative action as reverse discrimination. Proponents of affirmative action, however, see the former as the necessary evil to redress past imbalances.

4.28.8 Medical Testing

Section 7 of the Act provides the following about medical testing:

- 7.1. Medical testing of an employee is permissible only when legislation requires testing or when this is justifiable for various reasons;

- 7.2. HIV testing is prohibited unless such testing is determined to be justifiable by the Labour Court.

The foregoing discussion on testing requires organisations to have a clear policy on Aids. This policy should be a joint product between management and the unions. Actually everybody at the workplace should be involved in drawing this policy. Needless to say EAP professionals can be quite useful in facilitating the policy formulation processes around HIV/Aids related issues.

4.28.9 Disputes concerning this Act

According to section 10 of the Act:

- an employee or applicant for employment, may refer a dispute concerning alleged unfair discrimination (or medical or psychological testing) to the Commission on Conciliation, Mediation and Arbitration for conciliation. This must be done within six months of the alleged discrimination (or testing);
- if a dispute is not resolved at conciliation, a party may refer it to the Labour Court for adjudication. The parties to a dispute may also agree to refer the dispute to arbitration.
- unfair dismissal disputes in which unfair discrimination is alleged must be dealt with in terms of the Labour Relations Act. The dismissal must be referred to the CCMA within 30 days.

4.28.10 Affirmative Action - Duties of a Designated Employer

- a. A designated employer must implement affirmative action measures for designated groups to achieve employment equity;
- b. In order to implement affirmative action measures, a designated employer must :
 - consult with employees;
 - conduct an analysis;
 - prepare an employment equity plan and
 - report to the Director-General of the department of Labour on progress made in the implementation of the plan.

Section 15 of the Act defines affirmative action measures as:

- measures intended to ensure that suitably qualified employees from designated groups have equal employment opportunity and are equitably represented in all occupational categories and levels of the workforce.
- such measures include:
- identification and elimination of barriers with an adverse effect on designated groups;
- measures which promote diversity;
- making reasonable accommodation for people from designated groups;
- retention, development and training of designated groups (including skills development); and
- preferential treatment and numerical goals to ensure equitable representation. This excludes quotas.

4.28.12 **Employment Equity Plan**

A designated employer must conduct an analysis of employment policies, practices, procedures, and working environment so as to identify employment barriers that adversely affect members of designated groups. The analysis must also include the development of a workforce profile to determine to what extent designated groups are under- represented in the workplace.

A designated employer must prepare and implement a plan to achieve employment equity, which must:

- have objectives for each year of the plan;
- include affirmative action measures;
- have numerical goals for achieving equitable representation;
- have a timetable for each year;
- have internal monitoring and evaluation procedures, including internal dispute resolution mechanisms and

- identify persons, including senior managers, to monitor and implement the plan.

Institutions of higher learning should develop an affirmative action strategy and vision through broad consultation and have everyone share the vision regarding recruitments, development, opportunities and promotion. A specific pitfall to be avoided is affirmative recruitment in those areas designed as window-dressing mechanisms. The ultimate objective of affirmative action should be to empower individuals to function successfully within the institutional environment (Manamela, 1997: 59).

The view advocated by Manamela (1997: 59) on affirmative action may be slightly off the mark concerning the spirit and letter of the objective of affirmative action as envisaged in the Employment Equity Act which is to ensure that suitably qualified employees from designated groups have equal employment opportunity and are equitably represented in all occupational categories and levels of the workforce. Strydom (1994:14) adds that it is vital to broaden affirmative action from a narrow race-based perception to include the full range of human dimensions.

4.29 Summary of the findings from literature

The following findings have been obtained from literature:

- The University of the North was established in 1959;
- the university had eight faculties;
- it had two other satellite campuses;
- it is a multi-racial university with English as the medium of communication and instruction;
- the policy making body of the university is the council with a number of sub-committees;
- the university policy guides on recruitment, retention and dismissal of employees;

4.30 Conclusion

This chapter provided a detailed character of the university of the North as an employer. From the discussion, one is able to discern the values and ethos that is cherished by this institution. Actually, one can safely conclude that the policy of the university is so humane and socialistic that it favours the establishment of the Employee Assistance Programme.

The next chapter will elucidate the role that EAPs play at universities.

Chapter 5

The Nature of Employee Assistance Programmes

5.1 Introduction

Since this study is a needs assessment for an Employee Assistance Programme at the University of the North, it therefore becomes essential to explicate in detail the nature and scope of Employee Assistance Programmes. This chapter therefore will outline the definition of EAP, its brief history internationally and in South Africa, essential elements of the programme as well as its marketing strategy.

5.2 Definition

The new dictionary of social work (1995:20) defines an Employee Assistance Programme as a programme of services offered to employees to prevent, relieve or eliminate work-related and social problems with a view to promoting job satisfaction, productivity and general social functioning. In the same sense, Googins (1975:465) defined an EAP as a system for identifying and treating a variety of medical or behavioural problems that might be responsible for an employee's poor job performance.

5.3 The rationale for Employee Assistance Programmes

The following are some of the reasons for the establishment of EAPs in places of work:

5.3.1 Humanitarian reasons

Jones (1985:7) as well as Mogorosi (1997:34) emphasize the humanitarian aspect of the programme as being the important reason for its existence. They maintain that the development of the peoples' potential suggest good management practice as it leads to the improvement of work attendance and the reduction of hospital or medical expenditure.

On the other hand, the motivation for implementing EAPs is not a charitable or humanistic concern of business in this century, nor is it a solely a strategy of modern management to help workers function effectively in the context of a more autonomous, lateral and participatory workplace. The reason that labour and industry is so strong is, in part, pure dollars and cents (Emener and Dickman, 1985:13-39; Kurzman, 1993:37).

5.3.2 Aid to management

The EAP in the organization is the aid to management for it reinforces the management principles, especially those relating to the supervisory role and its responsibilities (Emener and Dickman, 1985:13-19; Googins and Godfrey 1987:108). It harmonizes labour management relations by providing a forum for jointly addressing problems and issues.

5.3.3 Public relations exercise

Googins and Godfrey (1987:109) further stated that an EAP enhances the corporate image of the company in that it provides for what can be called image messages both within the company and to the outside community. If the EAP is properly established, it can serve as a means for the company to communicate its willingness to provide for and protect employees with some personal problems.

5.4 Goals of EAP

The general goals of an EAP have been identified by Dickman, Challenger, Emener and Hutchinson (1988; Starker, 1986:2; Akabas and Akabas, 1982:19-20; Merrel and Rightmeyer, 1985:162-174) as:

- the promotion of employee health, morale and productivity;
- the improvement of employee work performance;
- the minimisation of the costs associated with problems such as alcoholism,

absenteeism, drug abuse, disciplinary actions, grievances and other personal problems;

- the assessment and modification of more broadly defined “troubled” behaviour;
- the strengthening of relationships between and among groups of employees, management, labour unions and local community members.

5.5 Objectives of the EAP

The objectives are specific and operational statements regarding the desired accomplishments of social interaction programmes. They must be simple and measurable and stating exactly what it intends achieving within a specific time period. Klarreich, Francek and Moore (1985:3) outlined the following objectives of the EAP:

- to implement a confidential counselling service to the employees and their families with problems affecting their personal functioning;
- to deliver training and orientation sessions to all employees;
- to develop a public relations package which will be of help to the employees and assist them to use it appropriately.

5.6 Elements of an EAP

Before an EAP can be established, the following structural elements must be in place (Googins 1975:465-466; Wright 1983.:13-15; Dickman and Emener, 1985:84-85).

5.6.1 Statement of programme philosophy

Wright (1983:13) advised that clauses in the statement of programme philosophy may be:

- every employee faces problems in their personal lives and often do not know where to turn;
- this programme deals with a wide range of human problems which include marriage, family difficulties, financial or work related problems, emotional distress or problems caused by alcohol or drug abuse;
- this programme is strictly confidential and is offered as a helping hand, not as an attempt to pry or punish;
- the main reason for this programme is to help employees and their families enrich the quality of their lives, whether or not they are experiencing job-related problems.

5.6.2 Policy and Procedure

Each company must establish a clear policy which recognizes that problems do occur in the lives of employees. It must fully support the treatment and rehabilitation of its employees in their efforts to resolve their problems, and furthermore it must make sure that their job security and status in the company will not be threatened.

Typical policy statements could be as follows (Googins 1975:465-466; Wright 1983.:13-15; Dickman and Emener, 1985:84-85; Jerrel and Rightmeyer 1985):

- this service is primarily designed to assist employees and / or members of their immediate families (spouse or dependent children) who are experiencing personal difficulties and who choose to seek out the assistance of the EAP counsellor on a voluntary basis;
- no personal information that is given to the counsellor in the process of assisting the client will be shared with any other source, either within the company or the general community, without the written consent of the

employee in question;

- employees may gain access to the programme through voluntary, suggested, or mandatory referrals;
- while the suggested and mandatory referrals may be used by the management as an option in dealing with an employee whose performance is in question, it is not an automatic step in the disciplinary procedure;
- the policy, maintenance, planning, and evaluation of the EAP is the responsibility of a committee made up of representatives from a cross section of company employees;
- the professionals contracted to deliver the service on this project will maintain a clearly neutral role in matters affecting the relationship of the company, its employee representative groups and the employee; and
- the professionals who deliver the direct service on this project will work within the frame of reference of the EAP design and are primarily accountable to the providing agency or department.

Procedures should spell out precisely how the policy is to be implemented, what steps should be taken, and what the proper roles of management and treatment personnel are.

5.6.3 Training

Googins (1975:465; Dickman, 1985:47) maintains that to implement an EAP, management has to modify or change its traditional ways of behaving and introduce new ways. Thus an important element of EAP is supervisory training from the highest level of management down to the lowest supervisory level. Because the supervisor is on the cutting edge of the programme, he must understand the philosophy and function of the programme.

Training in policy, procedures, roles and especially in how to confront the problem employee in relation to his declining job performance is an ongoing function of EAP. Training sessions for supervisors are conducted on a regular basis.

In these sessions supervisors can review the various issues involved through role playing, films and discussions.

5.6.4 Provision of services

A programme can have well developed policies and enlightened supervisors, but if the treatment is not effective and professional, neither the supervisors nor employees will take advantage of it (Googins, 1975:465). Often the supervisor's confrontation of the client about the poor job performance and his recommendation that the employee seek help through EAP is sufficient motivation for the employee to recognize the problem and seek help.

Treatment can be provided either directly by EAP personnel or through a carefully developed information and referral service. If EAP staff provide the treatment directly, they must have well developed diagnostic skills to help the employee identify, focus on, and evaluate the nature and scope of his problem.

5.6.5 Follow-up

Once a referral is made to an outside resource, thorough follow-up by the EAP staff is required to assure that the employee is using the service and to evaluate the suitability of the service for that employee. It is important for the EAP staff to continue communications with the supervisor who made the initial referral. This takes place within the boundaries of confidentiality but lets the supervisor know whether action has been taken. The company should also have an understanding of how the programme is operating and what it is receiving for its money (Googins, 1975:466; Schramm, 1985:214-220; Hide, 1993:79).

5.6.6 Management vs Treatment Personnel

Although management and treatment personnel work together, their functions remain separate. Because roles are separated, supervisors do not get entangled in diagnosing problems or looking for alcoholics. They monitor job performance and refer employees with job deficiencies; the specific problem behind the job deficiency is not their concern. In turn, once the employee is referred, EAP personnel do not get involved in management issues or disciplinary procedures.

The relationship between management and treatment personnel is crucial. The two paths—the disciplinary managerial route and the treatment route of EAP run parallel (Googins, 1975:466). The disciplinary route uses a unique tool found only in the work setting, threat of losing a job. Use of this threat, especially in the case of alcohol abuse when denial is strong, greatly improves the chances for effective treatment.

The EAP route offers an alternative to the disciplinary route. By aiding the employee to identify the problem and establish a treatment plan, EAP can alleviate the problem and at the same time reverse the deteriorating job performance that is a manifestation of the problem.

5.7 Models of EAP

The functions performed for both the employer and employee are what distinguishes the different EAP model versions implemented by organisations. An EAP model is the structure that an organisation uses to plan, implement and serve the needs of the troubled employees (Myers, 1984:69). There are basically two types of models, according to Myers (1984:70; Minelli et al 1998:27; Minelli et al 2001:30), the internal and the external model.

5.7.1 The internal model

The internal model are programmes which are implemented by personnel who are employees of the organisation .

5.7.2 The external model

These are programmes which are operated by personnel who belong to an outside organization which specialises in EAP services.

5.8 Functions of EAP

There are four major functions of EAPs (Myers, 1984:70; Balgopal and Stollak, 1992:89-103) which are:

5.8.1 Planning

Planning entails the establishment of EAP policies and procedures which would help the organisation meet its long-term goals. Procedures are prepared to define daily activities while policies are guidelines on operational practice. Other activities are analysing insurance coverage, conducting preliminary cost-benefit studies and preparing evaluation procedures.

5.8.2 Organizing and implementing

This includes the training of managers and employees in EAP goals, policies and procedures and consultation with managers, supervisors, counsellors and others with various problems, especially in the beginning phase of EAP operations.

5.8.3 Client services

This covers all the activities involved in meeting a client's needs, starting from determining of an employee's problem and concluding with the evaluation of the program to which a client's needs are met through a service plan.

5.8.4 Identification of problem of troubled employee

Terblanche (1988:86) mentions that the value of EAPs to the employer is seen here, in the fact that a problem can be identified earlier than what was possible in the past. The advantage in the early identification of problems is that the prognosis is still good and the treatment action necessary is less complicated, as the problem is not in an advanced stage as yet. Erfurt and Foote as quoted by Terblanche (1988:86) stated that a client of an EAP can be identified through his or her performance or more specifically, poor work performance or through the voluntary seeking of assistance by a client.

5.8.5 Referral

The referral of a client is a positive step and there are two types of referrals, namely voluntary and forced/ mandatory referral. Voluntary referrals are clients who seek assistance voluntarily and who willingly accept a referral for a specialized service. However, mandatory referrals usually involve clients who are identified through a poor work performance and who do not willingly accept a referral for further services as a result of constructive confrontation from the supervisor (Kurzman, 1997:36).

5.8.6 Client assessment

Assessment includes the following activities:

- determination of the precise nature of the client's problem;
- determination of the services necessary to treat the problem;

- determination of the best qualified service provider to meet the client's needs; and
- arrangement of appointments for the employee with the service provider

5.8.7 Diagnosis

Diagnosis involves the detailed analysis of a client's problem. If the assessment is done by a qualified person, it would not be necessary to diagnose the problem as this could already have been done at the end of the assessment. The purpose of a diagnosis is to find the best possible service provider who will meet the client's needs. Therefore if an assessment is done over the telephone, through hot-lines or crisis intervention procedures, an accurate diagnosis may become necessary.

5.8.8 Case Planning

Case planning involves the definition of a service plan which includes making appointments with the service providers for the delivery of needed services and making arrangements for the payment of these services because of a lack of progress in an employee, or because of a dissatisfaction with the service or because of extra costs involved.

5.8.9 Treatment

Erfurt and Foote (1985) as cited by Terblanche (1988:121) mention the following two types of treatment:

- the use of treatment facilities in the community which coincides with the external programme of the so-called service centred/ contractual or consortium programme; and
- the provision of treatment facilities through an internal programme which is rendered by internal staff.

5.8.10 Crisis intervention

This is a service that is rendered to clients in life-threatening situations or other traumatic conditions.

5.8.11 After care

After care is the professional assistance given to clients after the discharge from in-patient care. This can take the form of group or individual therapy, orientation and other assistance.

5.8.12 Job re-entry

This is the kind of assistance given to employees who are readjusting to the work environment after being absent from work due to in-patient care. This is similar to after care and focuses on the employee in the workplace.

5.8.13 Control

This is the maintenance of reports and properly written EAP performance information that will be used to conduct cost-benefit analysis and other evaluations. This helps the organisation to evaluate its EAP services.

5.8.14 Service delivery

This involves the actual rendering of services to clients. An example of service delivery to a late stage alcohol employee will begin with a stay in a detoxification centre, followed by out-patient counselling and other after care services. The costs of these services vary according to the assistance methods used.

5.8.15 Case monitoring

This is the monitoring of a case by the EAP counsellor through discussions with each client and the service provider. These discussions provide the counsellor with information on the appropriateness and quality of the services by the client. The counsellor will also question the client on whether the service provider is meeting his/her needs.

5.8.16 Case closure

This is the termination of a client's services and this stage is reached when an employee arrives at the end of the service plan, or when a service provider closes a case because additional services are not necessary or if no progress is being made by the client. An employer may terminate these activities.

5.9 Marketing an Employee Assistance Programme

There are several unique challenges to promoting an Employee Assistance Programme. Most obvious of these is the fact that an EAP is a service, and it is more difficult marketing an intangible service than tangible products. The EAP professional can create an effective marketing plan for their services, if they first understand that, the issue is not whether to market the service, but how to do it more effectively. The EAP professional must view marketing as an integrated strategy designed to attract clients by satisfying customer needs through the delivery of the appropriate services (Balloun and Ward, 1993:37). For marketing to be effective, a marketing plan is essential.

5.9.1 Elements of a marketing plan

Marketing is an integral business strategy. The basic steps in developing a marketing plan for an EAP include (Balloun and Ward 1998:37; Hutchison and Renick, 1985:77-81; Sheafor, Horejsi and Horejsi, 2000:552-555):

5.9.1.1 Executive summary

The planning document should open with a summary of the main goals and recommendations presented in the plan. In the case of an EAP, for example, the executive summary can read:

- the promotion of employee health, morale and productivity;
- the improvement of employee work performance;
- the minimisation of the costs associated with problems such as alcoholism, absenteeism, drug abuse, disciplinary actions, grievances and other personal problems;
- the assessment and modification of more broadly defined “troubled” behaviour;
- the strengthening of relationships between and among groups of employees, management, labour unions and local community members.

Executive summaries are also helpful to outside consultants or new comers to an organizations staff who may want to obtain a quick overview of post marketing efforts by examining summaries of several year plans (Kotler and Bloom, 1975:269).

5.9.1.2 Situation analysis

This step is about analysing both the internal and external environment of an organization, because the environment keeps on changing and calls for new organized strategies. The major questions in an environment audit are:

- what are the major trends in the environment?
- what are the implications of these trends for the organization?

The aim of a situation analysis is to produce a documented picture of the most significant environmental developments around which the organization must formulate its future goals, strategy, structures and systems.

For any trend, analysis of an environment to be maximally useful, it should be converted into an opportunities- threats audit.

5.9.13 Threat analysis

An environmental threat is defined as: “a challenge posed by an unfavourable trend or specific disturbance in the environment that would lead, in the absence of purposeful action, to the stagnation, decline, or demise of an organization or one of its programmes” (Kotler Ferrel Lamb, 1987:123). EAP coordinators should therefore assess each threat according to two dimensions:

- its potential severity as measured by the amount of money or prestige the organization would lose if the threat materialized;
- its probability of occurrence.

The flip side of a threat analysis is an opportunity analysis.

5.9.1.4 Opportunity analysis

This can be potentially more important than threat analysis. By managing threats successfully an organization can stay intact, but does not grow. But by managing opportunities successfully, an organization can make great strides forward. A marketing opportunity is defined by Kotler et al (1987:124) as “an attractive area of relevant action in which a particular organization is likely to enjoy superior competitive advantages”.

Not all opportunities are equally attractive. An opportunity can be assessed in terms of two basic dimensions:

- its potential attractiveness as measured by the amount of revenue or other results that an organization might value;
- the probability that the institution or organization will be successful in developing the opportunity.

The situation analysis can never be complete until and unless the resource analysis has been done.

5.8.1.5 Resource analysis

Following the environment analysis, an organisation should undertake an analysis of its resources and capabilities. The purpose is to identify the major resources that the organization has (strengths) and lack (weaknesses).

The premise that an organization should pursue goals, opportunities and strategies that are suggested by or congruent with its strengths and avoid those where its resources would be too weak.

An organisation should conduct a resource analysis as part of its strategic planning process step. As a strategy for developing goals, the organization should pay attention to its distinctive competencies. Distinctive competencies are those resources and abilities in which the organization is especially strong. Secondly, an organization should pay attention primarily to those strengths in which it possesses a differential advantage.

In evaluating its strengths and weaknesses, the professional service organization should not rely on its own perceptions, but should go out and do an image study of how it is perceived by its key publics (Kotler and Bloom, 1975:46-48).

The environmental and resource analysis are designed to provide the necessary background and stimulus to management thinking about its basic goals as an organization.

5.10 Goal formulation

The purpose of developing a clear set of organizational goals is precisely to keep the organization from drifting into an uncertain future. The issue of goal formulation is divided into two distinct steps:

- what the current goals are?
- what the goals should be?

In carrying out the process of goal formulation, a useful step is to distinguish among three dependent but related concepts, namely, mission, objectives and goals.

5.11 Strategy formulation

Once goals are formulated, the question becomes how best to get there. The organization needs a “grand design” for achieving its goals. This is called strategy. In developing feasible strategies, the organization should undertake two tasks which are, to devise a service portfolio strategy and develop a product/ market opportunity strategy.

5.11.1 Service portfolio strategy

Once the organisation and marketing objectives and goals are set, the administration should examine its current academic portfolio. Administrators are forced to identify the stronger programmes and maintain full support for them, while taking funds out of their weaker programmes. The two primary dimensions of this portfolio are central to the institutional mission and the quality level of the programme (Jerrel and Rightmeyer, 1985:169-171).

5.11.2 Product market strategy

As a result of examining its current portfolio of services, a professional service organization might discover that it does not have enough stars or cash cows and that it must become more aggressive in searching for new services and markets (Balloun and Ward 1998:37; Hutchison and Renick, 1985:77-81; Sheafor, Horejsi and Horejsi, 2000:552-555):. This can be done by:

- market penetration;
- geographic expansion;
- establishment of new markets;
- service modification strategy;
- modification for dispersed market;
- service innovation;
- geographic innovation; and
- total innovation.

This strategy helps the organization imagine new opportunities in a systematic way (Kotler, et al 1975:50-58).

5.11.3 Formulating marketing strategies

The first step in the marketing strategy is to understand the market thoroughly. A market is a set of all people and organization who have an actual or potential interest in a service and the ability to pay for it. Every market is heterogeneous, that is, it is made up of quite different buyers or market segments. Therefore, managers find it helpful to construct a market segmentation scheme that can reveal the major groups making up the market. Then they can decide whether to serve all of these segments (mass marketing) or concentrate on a few of the more promising ones (target marketing) include(Balloun and Ward 1998:37; Hutchison and Renick, 1985:77-81; Sheafor, Horejsi and Horejsi, 2000:552-555).

5.11.3.1 **Competitive marketing**

The selection of a target must be followed by the development of a competitive positioning strategy that will help the organization to compete against the others. Competitive positioning is that art of developing and communicating meaningful differences between one's services and those of competitors serving the same target market. Repositioning can be difficult because it involves trying to change people's long standing images or impressions of an organization. Successful repositioning requires a well- formulated and executed marketing mix.

5.11.3.2 **Marketing mix strategy**

The next step in marketing strategy is to develop a marketing mix and a marketing expenditure level. McCarthy formulated a popular classification called four p's: product, place, promotion and price (Stiner, 1984:87).

5.11.3.2.1 **Product**

The first step is to fully and completely develop EAP services as the product to be marketed. Planning and research at this stage should address some of the following issues:

- kind of EAP will be offered and kind of EAP company will purchase;
- will the service be the "broad-brush" or alcoholism focus;
- will the EAP be assessment referral follow-up or an ongoing service;
- type of orientation to be provided;
- is the product tangible or intangible;
- what are the staffing requirements and credentials needed for staff;
- is there an evaluation procedure for EAP service; and

- has literature on Employee Assistance Programme development been researched thoroughly.

5.11.3.2.2 Place

After a thorough development of the EAP services or product has been completed, it will be necessary to the plan the area or place to market and the following issues become necessary:

- to whom and where are the services going to be marketed?
- are there specific types of business or industry that will be the area of concentration/
- has a decision been reached concerning employee base population characteristics?
- is there a plan to reach the top decision makers in the companies to be marketed?
- is there a consortium service and rate? and
- what research should be done to improve the understanding of best potential market area or place?

5.11.3.2.3 Promotion

Promotion of most service products such as an EAP is primarily persuasive in nature.

Therefore, promotional planning and instruments developed should be directed towards getting attention, arousing interest, creating a desire for EAP services and finally, motivating the person or company to take action. Some of the promotional considerations are as follows Hutchison and Renick 1985:79-80):

- kind and type of promotional instruments for example pamphlets and folders;
- workshops and seminars to promote EAP services;
- anticipated costs;

- is there an evaluative process for all promotional work?

5.11.3.2.4 Price

This is about prices charged for the services. Stiner (1984:87-88) said some pricing considerations are as follows:

- costs to deliver the service;
- is there adequate capital to meet unexpected expenses?
- method to determine fair rate of return and
- what is the competitive price when similar services in the market place are considered.

The EAP's image should be assessed to determine the programme's desired image, packaging the programme so that employees can learn what the programme offers. Publicity, outreach and favourable awareness activities can include employee seminars or luncheon programmes and public speaking arrangements. Publicity should be an on-going and not just a one-time deal (Balloun and Ward, 1993:38).

The marketer has to be creative and tailor the plan to the company, keeping the organization's culture in mind. Promotional activities can be designed to stimulate client interest, trial use, or involvement in some EAP services. "Marketing by wandering" can also be included, in which EAP professionals take casual walks through the work place to generate contacts with employees and supervisors. Trade fairs can be used to show consumers the benefits of some of the more socially desirable EAP services such as financial or retirement planning (Balloun and Ward 1998:37; Hutchison and Renick, 1985:77-81; Sheafor, Horejsi and Horejsi, 2000:552-555):).

5.12 Summary of the findings from literature

The following is a summary of the findings from literature:

- EAPs are company based services that correct job performance of employees through referral to a resource within or outside the company;
- they are established as an aid to management, humanitarian reasons and as image building strategy by the company or organization;
- their goals are to minimise costs and reduce absenteeism;
- services are provided within a context of confidentiality;
- the policy and training of supervisors form the core of the service delivery;
- the service can be provided either internally or externally;
- the model therefore determines the nature and scope of the service;
- before the service can be launched, a situation analysis needs to be carried out;
- once the needs have been identified, implementation has to follow; and
- the programme has to be marketed to the consumers.

5.13 Conclusion

This chapter provided a general overview of Employee Assistance Programmes. The next chapter will focus on the role and adaptation of EAPs in a university as a work setting.

Chapter 6

The Role of EAPs at Universities

6.1 Introduction

Whereas the previous chapter focussed on the University of the North as an employer, this thesis in general is a needs assessment for an EAP at the University of the North and an analysis and interpretation of EAPs within a university environment and context become essential. It is within this background that a decision can be made whether this kind of a service will meet the needs of this university.

A university functions most efficiently when the necessary human and material resources are available (Bajah, 1995:22). An EAP in the university is one of the resources that can be placed at the disposal of employees so that they can maximise their output. The development of an EAP can be seen as one of the many alternatives to increasing worker productivity. Here follows the history of EAPs:

6.2 History of EAPs

The history and evolution of EAPs and occupational programmes can be understood through the developmental stages of occupational social work (Googins 1987) and Ozzawa's (1980:467-469) stages of social services at the work place (Mogorosi 1997:12-26).

This thesis advocates a shift of emphasis from employee alcoholism to employee assistance (Roman 1984:13 - 42); and to indicate that this change has occurred in both the industrial and higher education settings.

Employee Assistance Programmes in industry in the United States, showing but modest growth in the period from 1940 through the late 1960s, began to show remarkable growth through the passage of the Hughes Act on Comprehensive Alcoholism in 1970. The Hughes Act authorized the establishment of the National Institute on Alcohol Abuse and Alcoholism in 1971. Occupational programmes seemed to emerge coincident with and to some degree as a result of two significant events of the 1930s: the founding of the AA and the establishment of the Yale School of Alcohol Studies (Baxter 1984: 7; Dickman, 1985:7-9; Kurzman, 1993:26-27).

There were also programmes at Du Pont and Eastman Kodak in the early 1940s. They were followed by programmes at Consolidated Edison and Allis Chalmers among others (Baxter 1984:7; Dickman, 1985:7-9; Kurzman, 1993:26-27)

In addition to stimulating research into the various facets of alcoholism, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) has been attentive to the establishment of new models of identification and treatment of problem drinkers in the work force. To this end, encouragement has been given by NIAAA to projects such as the Demonstration Project at the University of Missouri Columbia, to provide insight into the early identification and treatment of employees with alcohol problems (Roman 1984:37).

The primary focus of EAPs shifted in the 1970s from an "alcohol only" occupational alcoholism focus to the current "broad brush", or EAP format, where the focus has become one of employee job performance decrement whatever the underlying cause or problem. Thus fundamental change in the approach to occupational alcoholism is found in much of the current EAP efforts that are directed toward the assessment and referral of employees with a wide range of personal problems that interfere with job performance. The reshaping of the basic occupational alcoholism programming to the current EAP model has served as an important precursor to the significant growth in professional treatment resources for handling EAP referrals.

This shift, heralded by many as a major advance in the early identification and treatment of problem drinkers has elicited a fair amount of criticism. Such critics maintain that the change in focus from occupational alcoholism to a focus on an unspecified array of personal problems / predicaments and health concerns ranging from the trivial to the significant is not only unsupported by research literature, but is also anti-thetical to the basic premises of occupational alcoholism, i.e., that of supervisor confrontation based upon documented evidence of job decline and referral to treatment (Roman, 1984:13-43).

This shift in emphasis, its critics maintain, has created a delivery system in current EAPs that has necessitated the development of a vast professional treatment industry. It has further created potential problems by invoking early intervention and thus the likelihood of "over diagnosing" of alcohol problems.

Proponents of the EAP approach maintain that such an approach serves not only to destigmatize alcoholism, but prevents supervisor witch hunts of alcoholics and fosters early intervention of alcoholism by enabling employees with early signs of alcohol misuse, as manifested in such things as marital distress, depression, job dissatisfaction, and financial concerns to enter treatment earlier by a model of intervention that provides attention to such problems and predicaments. Thus the troubled employee approach or broad brush approach offers an effective method to destigmatize alcoholism through the provision of a speedy, less embarrassing method of identifying problem drinkers and others in need of help (Dickman, 1985:8; Dickman, 1985:50; Dickman and Emener, 1985:248)

Sikyta and Hagan (1984: 235- 241) point out the opportunity this presents to build the EAP into a process model of consultation which will fit the unique characteristics and belief structure of universities and colleges, and result in a systems impact on both individual and institutional enhancement.

6.3 The EAP in Industry

The model for the University EAP comes from industry. The financial burden of alcoholism in industry has been great. Estimates of operating losses from this cause range from two billion dollars to ten billion dollars (Hannigan 1974: 19 -20; Rowntree and Brand 1975:328-332; Quale, 1985:20-33; Kurzman,1993:29) per year. These losses can occur as a result of impaired management decisions as well as absenteeism, tardiness and industrial accidents (Thoreson, Roberts and Pascoe, 1984:181-183; Quale, 1985:23; Kurzman,1993:29).

Davis (1970: 814- 816) reported that approximately 6 percent of a work force is adversely affected by alcoholism. Pell and d'Alonzo (1970: 198-210; Quale, 1985:20; Kurzman,1993:29) reported that the frequency of absenteeism among alcoholics is twice that of their nonalcoholic counterparts. Hannigan (1974:19-20; Quale, 1985:20; Kurzman, 1993:29) noted that the problem drinker receives three times more sick pay than the nonalcoholic employee.

Thoreson et al (1984: 13-15; Dickman and Emener, 1985:84-85) have also shown that successful early intervention programs are based on five essentials:

- A written policy that specifies the procedures for identifying and confronting employees who have drinking problems, and including explicit recognition by the organization that alcoholism more usefully called "problem drinking"-is a health problem and that employees with such problems will not be penalized for seeking help;
- Specific channels within the work organization, including explicit designation of a program co-ordinator, where identified problem drinker employees are counseled and, if necessary , referred to appropriate resources in the community for help in dealing with their problem;

- Training of managerial and supervisory personnel regarding their responsibilities in implementing the programme;
- Education of the entire work force concerning policy, procedures, and the provision of help-without -penalty for problem drinking;
- Cooperation between management and labour unions and other employee organizations in providing support for the programme, its implementation, and its continuity (Thoreson et al (1984:181; Wyers and Kaulukukui, 1984: 167; Googins 1975:465).

Whereas the former are essentials for EAP implementation, the university as a community experiences unique needs that call for an adaptation of an industry based EAP to the university setting.

6.4 The Critical Issue : Needs of A University Community

The university serves faculty, students, and staff, and the outside public who depend on the university for a quality product. The following are the common needs of employees and how the EAP meets them, according to Uehling (1984:102-104):

- A primary need often identified is that of professional growth. If we have faculty and staff who are being recognized and feel worthwhile, students will benefit. People who feel good about themselves are good at recognizing other people's needs.
- Accommodation of diversity. Universities have accepted students from diverse backgrounds . Staff and faculty are also from diverse backgrounds. This diversity needs to be considered in planning the future of the university (Compare CHE 2000:23).

- An improved quality of life in the work environment. All of us are interested in an improved quality of life in the work environment. This becomes clear when we think about the characteristic needs of people who enter the university and how these characteristic needs change (Du Plessis, 1991:203; Thoreson, 1984:128).
- Significant factors which contribute to our improved sense of quality of life are recognition by peers, students, and the identification with a valued enterprise.
- A sense of community is a common need that is not often verbalized but is felt by many participants in higher education. A community for most people starts as a physical place, and we do frequently visualize the university in the physical sense. But the university is also a place in which people can gain from one another by mutual interaction. The various constituencies need to have their expectations and desires satisfied by that community, and the university has a responsibility to provide support, to help individuals feel they belong, and to believe in a collective purpose.
- The need for leadership development is another critical need of the university. This includes identification of potential leaders, placement in appropriate situations, and constructive evaluation (Compare CHE 2000:21).

Once the needs of the university have been identified and isolated, it would be interesting to see how an EAP responds to address such needs.

6.5 Core Technology of EAPs

Core technology can be described as “central activities of an organization which an organization tries to protect from environmental influences” (Balgopal and Stollak, 1992:107). The concept of an organizational core technology has been extended to Employee Assistance Programmes. Roman and Blum (1985:3-8; 1988:17-22) have identified the following six aspects of EAP core technology:

- The identification of employees’ behavioural problems based on job performance issues. Emphasis is placed on the specific job-related stressors rather than the symptoms related to alcoholism or other problems.
- The provision of expert consultation to supervisors, managers and union stewards on how to take the appropriate steps in utilizing employee assistance policy and procedures.
- The availability and appropriate use of constructive confrontation;
- micro linkages with counseling, treatment, and other community resources are developed;
- the creation of macro linkages between the work organization and counseling, treatment and other community resources; and
- the centrality of the employee’s alcohol problems as the program focus with the most significant promise for producing recovery and genuine cost savings for the organization in terms of future performance and reduced benefit usage.

The core technology of EAPs notwithstanding, universities need concrete and cost effective reasons to adopt EAPs. A motivation for the university to adopt an EAP is therefore necessary.

6.6 Motivations For A University To Adopt An Employee Assistance Program

While the core technology has been discussed, it would also be useful to state the reasons why employers choose to adopt Employee Assistance Programmes as a means of combating employees' personal problems, and why universities are jumping on the bandwagon. The following are some of the motivating factors:

- The belief that EAPs will improve productivity, and in the long run, be cost-effective (Yamatani, 1988:129-149;Balgopal and Stollak, 1992:112; Bingaman, 1998:16- 17; Yamatani, Santangelo, Maue and Heath, 1999:107-118);
- Employers believe that intervention is good business and exemplifies corporate social responsibility (Balgopal and Stollak, 1992:112; Keaton and Yamatani, 1993:67-77; Yamatani et al 1999:107-118).
- they reduce staff uncertainty and boost staff morale (Cannon,1996: 18-19; Yamatani et al 1999:107-118);
- they reduce interpersonal conflict (Akabas and Farrel, 1993:86; Remington, 1996:22-25);
- they encourage emotional literacy (Katsekas,1998:22-23); and
- they reduce anger at the workplace (Puig,1996:30-31).

Any implementation of an EAP must as a matter of principle be preceded by a needs assessment.

6.7 Assessment

The introduction of a service / programme in an institution must be preceded by a needs assessment. The objective of the needs assessment is to determine what services should be offered through the EAP. Schooling, 1884: 93-99; Minelli, Griffin, Davenport, DeBruin and Campbell 2001:31) outlined the following strategies in respect of a needs assessment:

- survey employees and faculty using telephone interviews and questionnaires (see appendices A-F);
- conduct focus groups (see pp 271-283);
- conduct face to face interviews during departmental meetings;
- use existing data on the health of employees and faculty members (such as accidents reports and medical aid claims information); and
- assess organizational resources that can contribute to the EAP (such as health clinics, counseling services and health and safety staff).

Top management must be interested and supportive if a programme is to succeed. An assessment must be made of the administrative climate as a prerequisite to the formulation of effective budgetary strategies. This is the situation because all programmes on campuses have the the following features:

- they were established to meet a need;
- there was an initiating individual or group;
- support and approval of the appropriate authority was obtained, either tacitly or overtly;
- budgetary resources were allocated or committed; and
- survival of the programme is attributable to either administrative indifference or conscious administrative direction.

EAPA-SA's (1999:9) standard is that: "Programme design shall be based on an assessment of organizational and employee needs as they relate to EAP utilisation. The background information and organizational data to be considered into the programme design will include at least:

- organizational profile and needs (see chapter 4);
- employee needs (see chapters 5 and 7);
- supervisors and union representative's needs; and
- health care profiles and needs.

6.8 Organizational Precursors Of Intervention Programs

Whether an Employee Assistance Programme is established, just getting off the ground, or only an idea under consideration, there are certain issues that must be resolved effectively if the programme is to grow and prosper (Compare Kaplan, 1984:201: EAPA-SA 1999:9; Yamatani, 1993:65-82). The following questions need to be thoroughly considered:

- should an employee assistance programme concentrate its efforts on a limited segment of the work force with specific problems, e.g., alcohol problems and or drug abuse, or should the programme include a broad spectrum of personal problems;
- should referral and counseling for "troubled employees " be the preeminent focus of the employee assistance programme or should prevention and health risk reduction be equally important objectives;
- should family members have ready access to occupational EAP services or should the programme be limited to employees?;
- should employee contacts be confidential or subject to joint review by supervisors and counselors?;

- should referrals depend on supervisory case finding as the primary source of clients?;

If the precursors to implementation have been successfully addressed, the EAP has to be established. Literature, however, indicates that university EAPs are adaptations from industry (Baxter, 1984:7-11; Uehling, 1984:101-105; Thoreson et al 179-181; Vigilante, 1993:191).

6.9 The Adaptation Of Existing Programs To A Particular Campus

The single most important criterion to utilize in assessing existing models is the nature of one's own campus. It has become a cliché in this field that no single programme can be imposed without precise tailoring on a variety of campuses: emendation (amendment, correction) and adjustment are the rule Thoreson et al 1984:179-194).

Whenever one considers the implantation of programmes, it is necessary to be aware of the wide range of possible plans. The programme may have a strong volunteer base as does that at the Rochester Institute of Technology or may emphasize staff issues as opposed to those more directly concerned with faculty, or faculty issues may be employed.

It is important also to remember the community nature of any college or university and the need to reach a variety of constituencies. Adaptation of procedures for use with various groups on campus, e.g. departments, both academic and non academic, as units similar to the family has proved helpful. One must also determine whether a programme will deal with members of an employee's family as an indirect approach to faculty or staff members (Uehling, 1984:101-103).

One item is not open to adaptation: **the securing of support from the highest possible level of the university or college administration.** This support will not solve all problems but will ensure the smooth running of the programme.

Similarly non adaptable is the principle of utilization of resources already found on a particular campus. It is important to build an alliance of supporters, whether formalized in an advisory board or not, who can lend helpful assistance in the design, implementation and advertising of the programme. Finally, one must not postpone action in the absence of vast funding. Much good can be done in a very simple, inexpensive programme (Schooling, 1984:93-97).

It is perhaps unimportant whether alcohol is mentioned in the title of a programme. Evidence is convincing that many will feel more free to discuss alcohol problems with personnel of a programme that has a less specific name. In addition, since many members of society have no vocabulary for discussing alcohol issues, the provision of a vocabulary can be part of the preventive/educational focus of any programme.

In any programme, but especially in programmes where alcohol is not explicitly mentioned, promotion and advertising must liberate the well-closeted issues of alcohol use, misuse and alcoholism. Posters, brochures, symposia, and conferences must legitimize these concerns and validate the issue, giving the message to all that to have an alcohol problem need be no disgrace. In short, education and prevention must develop an open focus on the alcohol issue. It must be shown that alcoholism and milder forms of misuse can be discussed. Of course, specific alcohol related facts must be provided on individuals and groups on campus from whom troubled individuals can receive more specific assistance (Hosokawa, 1984:115-110).

6.10 Some Guidelines Prior To Implementation Of A Service Or Program

Before an EAP can be established, a policy statement needs to be in place. "The policy statement defining the EAP's relationship to the organization it serves, shall describe the EAP as a confidential resource for the organization and its employees and state the scope of the programme's services as well as the programme's limitation" (EAPA-SA 1999:11).

The policy statement should at least include the following:

- physical and mental health;
- referral procedure and
- record keeping and confidentiality.

EAPA-SA (1999) as well as Minelli et al (Dickman and Emer, 1985:84-85; 2001:30-32) also lays down the following standards before the implementation of an EAP in an organization:

- there should be an Advisory Committee at the highest level within the organization involving representatives of all segments of the workforce;
- programme design shall be based on an assessment of organizational and employee needs as they relate to EAP utilisation;
- employee assistance programme services shall be provided through a comprehensive, formal delivery system;
- the policy statement defining the EAP's relationship to the organization it serves, shall describe the EAP as a confidential resource for the organization and its employees and state the scope of the programme's services as well as the programme's limitations;
- an implementation plan shall outline the actions needed to establish a fully functioning EAP and set forth a schedule for its completion;
- standardized policies and procedures for programme administration and operation shall be developed;

- an appropriate number and level of EAP professionals shall be available to achieve the stated goals and objectives of the programme;
- each EAP shall retain professionals qualified to perform their duties and those staff shall adhere to all legal and professional regulations and ethical codes regarding their scope of practice;
- every EAP practitioner who provides client services shall receive consultation and/or case supervision;
- the written policy shall include a clause on confidentiality consistent with all professional standards and ethics and which adheres to other regulations that may apply to information in the possession of the EAP;
- the EAP shall maintain records;
- all EAP practitioners shall have adequate professional liability cover/insurance;
- EAP practitioners shall register with their respective professional boards and adhere to the codes of practice of such bodies;
- the EAP will offer responsive intervention services for employees, family members and the organization in acute crisis situations;

EAP professionals, or an assessment service under contract to the organization, will:

- conduct an assessment to identify employee and /or family member and/or organizational problems;
- develop a plan of action, and
- recommend or refer the individual(s) to an appropriate resource for intervention;
- EAP professionals will determine when it may be appropriate to provide short-term intervention services, and when to make a referral to community resources. Long-term, ongoing treatment is not part of the EAP model;
- the progress of referrals will be reviewed and monitored;
- the EAP will ensure that follow- up services are provided to EAP clients, supervisors, worker organization representatives and service providers;
- EAPs will consult with the organization when developments and events, such as retrenchments, impact on employee well-being and fall within the EAP professional's area of expertise and the role of the EAP;
- the EAP will provide training for supervisors, management and worker organization personnel in order to give understanding of:
 - EAP objectives;
 - procedures for referring employees experiencing job performance problems to the programme; and
 - and the impact of the programme on the organization.
- EAP professionals will provide individual consultation to supervisors/managers and worker representatives regarding the management and referral to the EAP of employees with job performance and other behavioural problems;
- EAPs will ensure the availability and use of promotional materials and educational activities which encourage the use of the programme by supervisors, managers, worker representatives, peers, employees and family members;

- The EAP, being an integral part of the organization, should be integrated with the various internal departments and committees;
- the EAP, shall identify, utilize and evaluate health care delivery systems and community resources which provide quality assistance at an affordable cost for the work organization, employees and family members;
- EAP professionals shall maintain and upgrade their knowledge by belonging to one or more organizations specifically designed for EAP professionals, attending training and/or professional development programmes and maintaining regular ongoing contact with other EAP professionals;
- EAP professionals shall be informed and be aware of external bodies which impact on EAP activities. Such external bodies include regulatory, legislative, advocacy, financial, business and academic bodies;
- EAP professionals evaluate the appropriateness, effectiveness and efficiency of the EAP operational activities.

It is assumed most employers face the problem of employee alcohol abuse, but do not have the indigenous means of dealing with such personnel (Roman 1984:13-36). The strategy that emerges from this assumption is a written policy, which places emphasis on supervisor training.

They are responsible for monitoring job performance deterioration and attendance and for confronting subordinates whose performance deterioration is not obviously linked to some factor in the work situation while these are typical supervisory expectations, it is important to emphasize their applicability to all types of problem subordinates, especially when alcohol abuse is suspected (Roman 1984:13-36; Dickman, 1985:47).

As numerous organizationally based programmes have emerged , there have been many modifications of this basic design, two of which are germane to the organizational settings of higher education.

First, personal problems other than alcohol abuse may underlie deteriorating job performance. Enthusiasm over the breadth of personal problems for which help may be provided without altering basic techniques led to the "employee assistance" programme model.

A second significant modification usually accompanies the employee assistance model. This is de-emphasis on both supervisory confrontation and on the personal choice of some means to return performance to acceptable level.

Despite the interest in professional employees, both direct and indirect evidence indicate that programme penetration in other types of work settings tends to be limited to the lower and lower- middle ranks. In many instances faculty are a numerical minority within the work force. Thus, non academic staff have emerged as the population of central concern for many programmes in higher education.

Colleges and universities are a part of a larger category of organizations that employ professionals, that are administered by professionals, and whose primary output is the work of professionals. The two other major types of organizations that fall into this category are hospital and research and development laboratories; occupational programmers have not been successful in developing employee alcoholism or assistance programs in either of these other types of systems.

A variety of strategies for program initiation have been advocated; one garners (collect and store) the impression that it does not make a great deal of difference how program adoption comes about as long as the top decision makers agree to set aside the resources necessary for a firm program start.

Variations in growth and program outcome would indicate, however, that the rationale for initiation of a program has a considerable effect on subsequent structuring, functioning, and types of referral generated by that program. There are numerous goals that may lead to starting a programme, such as reaching alcoholic employees, providing measures to cut absenteeism, or providing a sounding board for interpersonal difficulties that impede job performance; such goals may produce considerably different outcomes.

Finally, most administrative decision makers in higher education are academicians themselves, well acquainted with checking the validity of data before accepting a particular assertion; outside statistical estimates of the "scope of the problem" as a rationale for starting a program will usually bring about incongruence between these estimates and those believed to be accurate on the basis of experience. Secondly, most institutions of higher education are extremely conscious of budgetary constraints. Thus it was believed necessary to "sell" the program to decision makers.

In a higher education setting, it is essential to separate out programming structures for faculty from those for non academic staff. This would be important if for no other reason than that administration of faculty and of staff occurs through distinctively different channels. While this is obviously essential if either or both groups are unionized, it has been found that supervisory involvement in policy formation increases subsequent supervisory support for policy implementation. Separate involvement of faculty and staff groups is likewise indicated by variations between the two groups in stated policies regarding work performance, attendance, and sick leave.

The use of committees in the formulation of policy and procedures is linked with the next step in effective programme implementation namely to develop chains and networks of change agents within the organization (Masi, 1977:19-27; Googins and Godfrey, 1987:164; Minelli et al, 2001:31).

6.11 Models of Employee Assistance Programmes

Minelli et al (1998: 27; 2001:30) as well as Isenberg (1985: 68) identified different kinds of models of employee assistance programs. They are:

6.11.1 In house models

In this approach, employees are referred (or refer themselves) for assistance to someone within the organization, in this case an EAP coordinator, and all counseling or therapeutic facilities are situated on site. While this model has the advantage of avoiding the loss of time and expense involved in traveling to and from a helping resource in the community, and the payment of treatment fees, most organizations would find the cost of establishing and maintaining the resource to be positive (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15)

6.11.2 The Consultancy Or External Model

In this model a contract exists with an outside agency to provide the entire employee assistance services, from management and supervisory training, to interviewing referred employees, diagnosing the nature of their problems and counseling them. The advantages of this system are that employees who would prefer not to discuss personal matters with fellow employees, for fear of breach of confidentiality, can be assured that this will not occur. No one within the company needs to assume full responsibility for the programme, in addition to his/her normal functions (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15).

The major disadvantages are that few organizations promoting EAPs have the manpower to offer such a service, and also that managers may be reluctant to refer potential clients to an "outsider" because of costs, until the problem has reached a very advanced stage (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15).

Starker (1989: 21) as well as Sykita, Leigh and Hagan (1984: 235) explain the consortium model as a situation where smaller organizations share an occupational social work resource. Such smaller organizations by themselves may not feel able to employ a social worker or an EAP co-ordinator. Thus, a group of organizations in a geographical area may join to set up an effective EAP/ occupational service programme (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15).

6.11.4 The Co-ordinator model

An unpublished pamphlet on rehabilitation in South Africa (1989:4) describes this model as the most common approach in South Africa. A fair success has been attributed to this model. Depending on the size of the company, one or more people are selected for training as EAP co-ordinators, a task which they will undertake in addition to their normal responsibilities. Usually, EAP co-ordinators are personnel or training managers, industrial nurses, or social workers, although some line managers, because of their ability to relate well to people, and a commitment to the EAP, can make effective co-ordinators as well (Dickman, 1985:49; Hutchison, 1985:151; Smith, Piercy and Lutz, 1985:251).

Once trained, the co-ordinator will be responsible for the introduction and running of the programmes, and will ensure that the essential elements of a successful programme is established (Phillips and Older, 1985:57-66; Kurzman, 1993:26-27; Moagi 1994:15)

The following salient findings emerged from the literature review:

- universities and colleges generally lag behind industry in bettering the employment conditions of its personnel;
- employee assistance programmes are relatively new, with their history dating to 1940;
- the passing of the Hughes Act and the establishment of the NIAAA in 1971 are significant milestones in the development of Employee Assistance Programmes;
- EAPs in universities and colleges are adaptations of industry-based EAPs;
- the first recorded EAP at a university is the demonstration project at the University of Missouri-Columbia in 1973;
- elements of EAP such as policy, training and co-operation between management and unions are essential for the smooth operation of the programme;
- a university has a character distinct from other employing organizations, particularly on issues such as decision making;
- for an innovation to survive in a university setting, one needs one to concentrate his/ her efforts, know when to fight, learn the history of the institution and use committees effectively;

- the academic staff in universities are often viewed as educated, arrogant individuals who owe a dual allegiance to the university and sponsors;
- most academics are in the mid-life transition stage, middle and late adulthood;
- the academic environment is fertile ground for alcoholism and other personal problems because of the low visibility of staff, academic freedom, unclear performance systems and a lack of supervision;
- it is not easy to identify academic staff with personal problems because of a paucity of success in the measurement of academic performance, guild-like protection of faculty, limited distance between faculty and their supervisors and minimal agreement on what constitute good performance;
- trying to sell the idea of alcoholism to an academic audience is a herculean task;
- drinking has long been a fashionable pastime on most campuses;
- EAPs are one strategy of countering employee personal problems;
- recovered alcoholic academics need to be looked to as a resource in EAP, particularly on a volunteer, informal basis;
- the university as a community experiences the following needs: professional growth, accommodation of diversity, an improved quality of life, the need for leadership development and a sense of community;

- prior to introduction of a programme, an assessment of the need for a programme is essential;
- lack of money is the major obstacle to the development of programmes;
- academic institutions have a tendency to deny that their employees experience alcohol problems;
- university management is politicized;
- university authority is centralized;
- to establish programmes on campuses, the initiator needs to convince management that the programme is essential, feasible and timely;
- employers face the problem of alcohol abuse, but they do not have the indigenous means of dealing with such personnel;
- personal problems other than alcohol abuse may underlie deteriorating job performance;
- programme penetration tends to be limited to lower and middle ranks of employees;
- most administrators in universities are academicians themselves; and
- there are different models of EAPs, in house, consortium and the consultancy model.

6.13 Conclusion

This chapter outlined the role of Employee Assistance Programmes in universities. It has also been shown that EAPs in universities are but adaptations of industry based EAPs. The next chapter will provide an exposition of empirical findings of the needs assessment for an EAP at the University of the North.

Chapter 7

Presentation, analysis and interpretation of empirical findings

7.1 Introduction

This chapter reports findings from the empirical findings, which emanate from a needs assessment for an Employee Assistance Programme for the University of the North. The study was conducted at the university of the North from December 1999 to May 2001. The population of the study was all the employees of the university. The researcher divided the University of the North employee population into five samples. The samples were; academic staff, heads of departments, deans and deputy deans, executive management and the support services staff.

Within the academic stratum, the academic staff constituted the biggest size of employees. As a result, a random sample of 100 was constituted. Questionnaires were hand delivered to those staff members who were selected on the basis of the sampling frame. Of the 100 questionnaires that were distributed, a 48% response rate was obtained.

As there was a total of 72 heads of academic departments at the University of the North, no sampling method was used in this case. All heads of departments were given questionnaires to complete, and a 49% response rate was obtained.

The total number of persons in the position of deanship (deans and their deputies) was 16. No sampling procedure was executed since the group was too small to be divided. Instead, all were given questionnaires and a 63% response rate was obtained.

Executive management consisted of 10 members. However, one needs to point out that this constituted the most unstable structure on campus. This instability caused the researcher to be unsure who were members of the executive management. Some individuals whom the researcher knew to be members of executive management simply refused to accept the questionnaires citing as a reason them not being members of management. A 60% response rate came from this group although many of the questionnaires were not fully completed. This does not pose a problem for the researcher because there has been a lot of instability at University of the North at this time. In the year 2000 alone, the university was led by three vice-chancellors and each appointed his/her management team.

As the administrative staff was composed of a sample of 100, questionnaires were distributed amongst them and the response rate was 30%. The possible reason for this poor response rate could be that participants were busy at a time when rumours about downsizing were widespread on campus.

The largest portion of the university was the unskilled workers. Because the majority of this group can hardly read or write, focus groups were constituted. As a result two focus groups' sessions with seven members each were convened.

7.2 Background of the psycho-social environment

The researcher found it appropriate to report on the psycho-social environment in which the study took place, particularly the instability and the uncertainty about the future of the university.

7.2.1 Psychological environment on campus

Since this study took place in a less conducive psychological environment for the entire university population, academic staff in particular, a few problems as far as this environment was concerned will now be highlighted:

7.2.2 Management Instability

The milieu in which the study occurred was characterized by suspension of the chairman of the Council of the University, Mr (Benny Boshielo) and that of the vice-chancellor of the University, Dr BSV Minyuku. These suspensions aggravated polarisation on campus from students to university workers. As such the whole scenario, including the threat of closure of the university as a result of corruption and mismanagement created a tense atmosphere which made it difficult for the study to take place (Compare Shape and Size Task Team Report, 2000:21).

It became very difficult during this period, for example, to identify who the chief executive officer of the university and his assistants were. As a result some questionnaires were given to persons who were not sure in which capacity they were completing the questionnaire. (cf addendum J)

7.2.3 Unclear management positions

Dr Minyuku appointed a team of managers. The appointments of the new management team sparked off controversy on campus as they were apparently appointed into positions that had already been filled and created resentment on campus as some people felt that they had been deemed redundant.

Complaints from other quarters were that the whole process of appointment was duplicating what already existed and was therefore a waste of resources while some staff members even accused Dr Minyuku of having appointed his cronies without consultation.

7.2.4 Anonymity

Some university personnel felt that the instrument used for this study, namely, the questionnaire, was not sufficiently anonymous and that it could fall in wrong hands. They therefore did not feel comfortable with the study to be undertaken given the possible merger, closure and retrenchment of some staff members.

7.2.5 Report of the Commission on Higher Education

This report recommended amongst other things that some institutions should be bedrock (offer bachelors' degrees) while only some should offer-post graduate degrees. Some of the recommendations were that some institutions would have to merge whereas others would have to close. This report was heatedly debated on campus and a submission was made to the Council on Higher Education.

7.2.6 Assessors report

An assessor, Prof. Nhlapo was appointed by the Minister of Education, Prof. Kader Asmal, to investigate the practices within the university. Some of the findings of the assessor were "that the institution was led by an acting vice chancellor (formerly an acting deputy vice-chancellor) who replaced a dismissed acting vice-chancellor, who herself took over from a suspended vice-chancellor who had been in the post only for a few months".

Based on the findings of the investigation, the following recommendations were made:

- **the university should be temporarily shut down and the Minister should immediately set in motion one or more of the processes to allow uninterrupted and intensive work to proceed on restructuring all sectors of the university; and**
- **that the Minister should immediately appoint an Administrator for the University of the North in terms of section 41A of the Higher Education Act (as inserted by clause 6 of the Higher Amendment Act, No 55 of 1999). The Administrator should be appointed to perform both the functions relating to governance and those relating to management.**

7.2.7 Appointment of the administrator

The administrator, Prof Patrick Fitzgerald, assumed office on the 8 January 2000. According to the press release, the terms of reference of the administrator were as suggested by the assessor. The administrator was immediately faced with the daunting challenge of having to deal with a huge student debt since University of the North students had for a long time been wanting to study without paying tuition and hostel fees.

Prof Fitzgerald came to an agreement between himself, the advisory group and the students' representative council that students should do the following:

- acknowledge their debts
- sign an undertaking to pay outstanding fees before registration can take place
- bring their parents to sign the undertaking.

Unfortunately the above agreement had never been foolproof as the students continued to

disrupt classes and other academic activities on campus. The situation became so chaotic that on the 14 February 2001, the administrator issued a communique to the university of the North instructing that the university close and that students vacate campus at 11h00. (cf circular dated 14 February 2001).

The president of the student body, Mr Bafana Mbetse issued a circular defying Prof. Fitzgerald's communique (cf circular). In his circular that was addressed to the student body, the president urged the student body to disregard Prof Fitzgerald's communique. The students refused to leave campus and insisted that the president of the country president should intervene.

7.2.8 Reconfiguration

Dr Minyuku's appointment coincided with the reconfiguration and rationalisation process that was recommended by the Higher Education Act No 101 of 1997. In his vision of where he was taking the university, Dr Minyuku indicated that he was going to reduce the faculties from eight to two. This decision was met with severe criticism from many individuals and some structures on campus because the latter threatened job losses and loss of turf and benefits particularly to people in positions of deanship. This, in the researcher's opinion was one of the factors that led to Dr Minyuku's later suspension.

7.2.9 Factionalism

Campus was divided into factions in terms of staff associations and trade unions as well as the pro-and anti-Minyuku groupings. Questionnaire distribution and collection could have been affected by these feelings.

Regardless of all the hurdles, however, the study was conducted and the findings from the study will be presented per sample. In other words, the findings and analysis will follow the following format:

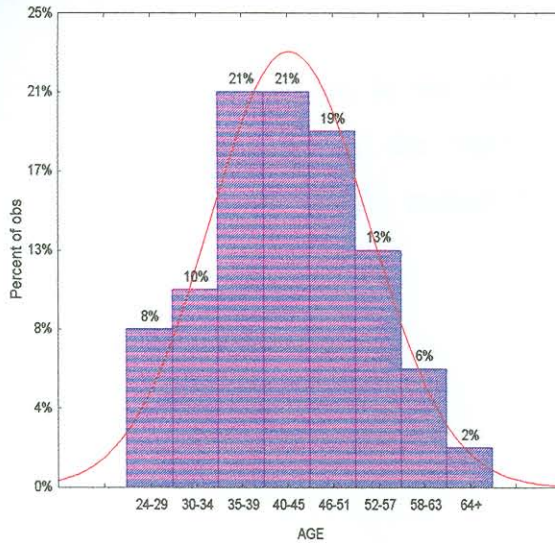
- the academic staff (as per questionnaire, Appendix C);
- heads of academic departments (as per questionnaire, Appendix D)
- deans and deputy deans (as per questionnaire, D)
- executive management (as per questionnaire, E);
- administrative staff (as per questionnaire, F) and
- service workers (as per interview schedule, appendix G).

7.3. Academic staff (Appendix C)

7.3.1 Biographical Information

7.3.1.1 Age (question 1.1)

Histogram 1: Age of academic staff



Age distribution of the sample was bi-modal between age groups 35-39 and 40-45. This age distribution confirms the fact that academics are in the mid-life stage to late adulthood which ranges from age 35 to 51 (Du Plessis 1991: 203; Thoreson, 1984: 128).

7.3.1.2 Gender (question 1.2)

The academic staff was evenly divided between the sexes. This may indicate that the university does not have gender bias in its recruitment and appointment of academic staff. The fairly even gender distribution may also indicate that women are making serious inroads into academia, a world previously dominated by men (see Shape and Size of Higher Education Task Team Report, 2000:19).

7.3.1.3

Rank (question 1.3)
Table 7: Rank of academic staff

Rank	Percentages
Professor	8
Senior Lecturer	23
Lecturer	52
Junior lecturer	6
Tutor	9
Senior laboratory assistant	2
Total	100

The bulk of the academic staff were in the lectureship position. This is both a historical and a political phenomenon (see pp 78-79 and the Shape and Size of Higher Education Task Team Report, 2000:19) and can be ascribed to the following reasons: First, prior to 1994, staff members with junior qualifications were recruited and appointed by the university, in other words people who had qualified at the University of the North. The purpose of this was to encourage in-breeding and perpetuate Bantu Education. Second, promotion criteria then favoured whites rather than blacks. Third, it was not until 1994 and beyond that Unin recruited and appointed senior staff from outside the university and beyond the borders of South Africa.

It is not surprising therefore, to see that the majority of academic staff were in lectureship positions. Fourth, the majority of staff members who held senior qualifications are in the middle management of the university, such as heads of departments.

In a study on EAP utilization, Grosch et al (1996:54) reported that academic staff, more than any other group, do not use EAP services as much as their representation in the overall workforce suggests they should.

7.3.1.4 Number of years employed by the university (question 1.4)

Table 8: Number of years employed by the university

Number of years employed by Unin		
	Count	Percent
1	4	8
2	2	4
3	1	2
4	5	10
5	6	13.
6	6	13
7	5	10
8	1	2
9	4	8
10	2	4
11	2	4
12	1	2
13	1	2
14	3	6
16	1	2
18	1	2
20	1	2
21	1	2
22	1	2
Total	48	100

The majority of the respondents had been employed from 4-7 years which means the participants were reasonably familiar with the University of the North and their views about the institution may thus be regarded as valid.

Table 9: Marital status of academic staff

Value	Count	Percent
Married	32	66.6
Single	10	20.9
Divorced	5	10.5
Widowed	1	2
Total	48	100

The majority of respondents in the sample were married, and according to Thoreson, (1984:128) are in the mid life stage. The mid-life stage is a difficult developmental phase for academics as they experience problems such as a lack of promotion. These problems impact on the personal lives of employees and may undermine productivity. This then calls for the establishment of an Employee Assistance Programme to enhance job performance.

Apart from that, married persons often bring their marital problems to work, which also has a tendency of interfering with productivity. An Employee Assistance Programme can assist such people by hosting seminars in marriage. This in turn can go a long way towards the prevention of problems of declining productivity.

7.3.1.6

Number of dependents (question 1.6)

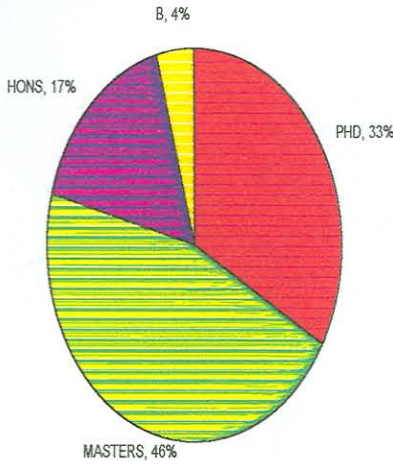
Table 10: Number of dependants of academic staff

Value	Count	Percent
0	9	19
1	6	13
2	12	25
3	12	25
4	5	10
6	2	4
8	2	4
Total	48	100

Half of the respondents had between two and three dependents. The limitation on the number of dependents may be as a result of academic staff not having enough money to raise big families. The other reason could be that academics are an enlightened group who know and understand the disadvantages of having big families.

Qualifications (question 1.7)

Pie-chart 1: Qualifications of academic staff



The majority of academic staff (46%) possessed a masters degree, while 33% had a Phd as the highest qualification. Seventeen percent (17%) had an honours degree whilst 4% had a bachelors degree. Those with bachelors degrees were employed as tutors and laboratory assistants.

A large number of academics within the sample held a masters degree. The latter is the minimum entry requirement for an academic post at most Universities in the world, University of the North included. There were however staff members who had junior/bachelors and honours degrees. These people were employed either as temporary staff and or assistants in laboratories.

Academic qualifications notwithstanding, Grosch et al (1996:35) warns, “Possessing a high level corporate title or a doctorate does not vaccinate a person against life’s challenges. There is a prevalent myth that an advanced academic degree automatically confers upon the holder an ability to effectively manage all areas of his life. That myth as it applies to academia, makes it difficult for persons in that field to open up to share their vulnerabilities and problems. The myths bolster the denial system associated with many of society’s problems”.

7.3.3 Changes in higher education

7.3.3.1 Familiarity with changes in higher education (question 2.1)

The majority of the respondents (80%) were familiar with the changes in higher education while 20% were not. Higher education is currently a subject of transformation and the debate about the nature and character of education in South Africa. Steyn (2001:23) notes that although the restructuring of higher education presents opportunities for growth and innovation, it has also caused uncertainty and dissatisfaction for many students and staff causing the education landscape to be marked by dissent, corruption and a generally low morale among academic staff. The researcher is of the opinion this kind of scenario, is fertile ground for the creation of EAPs to deal with staff’s low morale and is an indication of the urgency with which this should be done.

This question provided for two options only and the response showed that the majority (80%) of staff members were aware of current changes in higher education while only 20% were not. Since changes in higher education may cause severe stress and confusion amongst the employees an EAP would be the best programme to deal with such problems.

7.3.3.2 Modularisation (question 2.2.1)

The feelings of most staff members' (73%) about modularisation were positive while only 27% were not in favour of modularisation. This positive response may be ascribed to the fact government holds the view that a wide range of curriculum, organisational, and recruitment difficulties can be solved through modularisation (Bradley,1997:15). The process of modularisation intends to restructure and transform programme and institutions to respond better to the human resource, economic and development needs of the republic (Higher Education Act No. 101 of 1997), a reason that validates and rationalizes the proposed changes.

7.3.3.3 Higher Education Act No 1 of 1997 (question 2.2.2)

A large number of the of staff members in the sample (57%) were satisfied with the Higher Education Act probably because it heralds a new era of establishing one unified higher education system in the country. Only a minority (12%) were not comfortable with the Act. Thirty one percent (31%) of the respondents had mixed feelings about the Act.

The changes in higher education were as a result of the promulgation of new legislation in the education and labour sector.

7.3.3.4 Council on Higher Education (question 2.2.3)

Only a minority (6%) did not respond to the question on the Council on Higher Education . From those who did respond, however, the majority (56%) were comfortable with the Council on Higher Education. A minority (14%) were not comfortable with the functions of the Council on Higher Education while 24% had mixed feelings about the roles that this body plays in terms of section 5(1) of the

Higher Education Act No1 of 1997. The main function of the Council is to advise the minister on the following:

- quality promotion and quality assurance;
- research;
- the structure of the higher education system;
- the planning of the higher education system;
- a mechanism for the allocation of public funds;
- student financial aid;
- student support services;
- governance of higher education institutions and the higher education system; and
- language policy.

The provisions of the Higher Education Act seem to resemble the Audit Commission's three e's, namely economy, efficiency and effectiveness. Brewster (1992:81-93) maintains that this language has permeated higher education while Amuwo (2001:11) regards all these changes as the result of globalisation according to which market forces will determine which of the higher institutions will survive.

As far as a unified higher education system is concerned the objectives of the Act are the co-ordination of the governance, planning and financing of the sector as a unified system..

7.3.3.5 Accreditation of programme in higher education (question 2.2.4)

The majority of the respondents (56%) were comfortable with the accreditation of programme at the University. Only a minority (8%) did not respond to the question while (15%) were not sure about their feelings regarding the accreditation of university programmes. A slightly higher number of respondents (21%) were not

comfortable with the accreditation of programmes.

Accreditation is a process whereby the comparability and recognition of educational standards are promoted (Strydom, 1993:85; Millard, 1993:85; Jacobs 1999:8) and this is the function of Higher Quality Committee(section 5 of the Higher Education Act). Most people would be happy with this process in higher education because it ensures the improvement of standards in universities where they were either low or non-existent. Moreover, it ensures mobility of students amongst and between universities.

7.3.3.6 **Quality Promotion in Higher Education (question 2.2.5)**

A small number of the respondents (36%) were very uncomfortable about the quality promotion function of the Council on Higher Education. A majority (56%) were comfortable with the quality promotion of the Council on Higher Education whilst 8% did not answer the question.

Quality promotion in higher education is desirable, because in recent years, governments and employers in many countries have been concerned with reducing expenditure on higher education while at the same time increasing access to larger numbers and a greater diversity of students.

This has had implications for the perceived quality of higher education (Strydom.1993:83; Webstock, 1999:13; Dowling, 1991:1; Kallie and Strydom, 1999:18; Jacobs, 1999:8; Section 5(1) of the Higher Education Act; Bitzer, 1993:23; Strydom 1993:83; De Weert (1990:68).

Report on shape and size in higher education (question 2.2.6)

More than half the respondents (63%) was uncomfortable with the task team report on shape and size in higher education. A lesser number (32%) were comfortable with the task team report on shape and size in Higher Education while a minority of 5% did not answer the question.

It is not surprising that most respondents in the sample were unhappy with the task team's report on shape and size of Higher Education in South Africa. One reason for this lack of comfort with the report was the intention to merge institutions, particularly those that were bedeviled by management problems. The fear was that such institutions, the majority of which were the historically black universities, were facing closure. This caused severe discomfort about the report.

Apart from that, the report refers to the rationalisation and reconfiguration of programmes and curricula as well as human resources. This was interpreted by the majority to mean an ushering in of the retrenchment process which threatened a large number of academic staff members.

The Council on Higher Education Task Team Report (2000:17-22) outlines pressing problems in higher education. The report states that the system and individual institutions manifest the following two kinds of problems and weaknesses.

“These can be loosely characterised as 'structural' (fundamental, long-standing, contextual) and 'conjunctural' (immediate, contextual). Structural problems include:

The geographic location of institutions which was based on ideological and political considerations rather than rational and coherent planning. This results in fragmentation and unnecessary duplication.

The continued and even increasing fragmentation of the system. The higher education system still does not function in the co-ordinated way envisaged by the White Paper. Neither the existing planning instruments nor the institutions have produced meaningful co-ordination or collaboration. There are only few and limited examples of successful co-operative initiatives and programmes between institutions. Many of the features of apartheid fragmentation continue within the system and between institutions. Excessively competitive behaviour and practices increasingly abound with potentially damaging effects on other institutions, especially those in more rural areas.

Public universities and technikons appear to regard their immediate neighbours and other public institutions more as market competitors rather than as colleagues striving towards a unified and co-ordinated higher education system. This is inevitable in a context of falling enrolments and the absence of a clear, explicit and comprehensive national planning framework.

7.3.3.8

The National Qualifications Framework (question 2.2.7)

Less than half of the respondents (48%) were comfortable with the National Qualifications Framework while a smaller number of the respondents (46%) were uncomfortable with the NQF and a minority (6%) did not answer the question.

Most of the respondents were comfortable with the National Qualifications Framework while the new approach to education and learning in providing opportunities for one to learn regardless of age, circumstances and the level of education acquired. It allows individuals to learn on an ongoing basis which is called lifelong learning (AUT 1992; NASOP 02-316) SAQA Act 58 of 1995; SAQA Bulletin 1997:5).

7.3.3.9 Conditions of Service for employees in Higher Education (question 2.2.9)

Most members (51%) of staff in the sample were uncomfortable with conditions of service of employees of universities and technikons as found in section 34 of the Higher Education Act No.101 of 199. A slightly lesser number (43%) were comfortable with the conditions of service whilst (6%) did not respond to the question.

This finding suggests that the academic staff are generally an unhappy lot with regard to conditions of employment. Conditions of employment include aspects such as salaries, work load, benefits, and issues related to these.

What this finding suggests is that many of the academics may be depressed as a result of their dissatisfaction with their conditions of employment. Depression, anger and resentment are emotions that lead to poor productivity at work and so an EAP should be established to provide counseling to individuals who experience such negative emotions.

7.3.3.10 The Employment Equity Act (question 2.2.9)

A large number of the respondents (66%) were comfortable with the Employment Equity Act. A smaller number (28%) were not comfortable with this Act while 6% did not answer the question. Employment equity has been identified as a key challenge in the Task Team Report on Shape and Size of Higher Education Report (2000:23). The report states:

“Given the legacy of exclusion in our country, one of the most critical challenges facing the reconfiguration of higher education is responding appropriately to the equity challenges of the country. Increasing the race, gender and social class distribution of students in various fields and

levels of study, improving the racial and gender representivity of staff and ensuring financial access for poor students are all issues that have to be addressed. Equity targets will have to be set and monitored for all programmes and for student and staff equity. Such targets should apply across all other effectiveness and efficiency targets” (Shape and Size Of Higher Education Task Team Report 2000:23).

From the foregoing paragraph, one can safely conclude that academic staff at the University of the North are fairly *au fait* and content with some current changes that affect the higher education landscape. Probably, the satisfaction is a result of people expecting positive changes from the new dispensation ushered in by the Higher Education Act No1 of 1997.

Roberts-DeGennaro (1989:14) notes that higher education in the United States responded to these changes by expansion in size, increased differentiation and the emergence of a productivity frame of reference. In addition higher education has become proactive in seeking EAP services in response to the myriad of organizational personnel problems associated with these changes (Roman 1984:13-43; Franz, 1991:24).

7.3.4 University of the North as an Employing Organisation

7.3.4.1 Clarity about university processes (question 3.1)

7.3.4.1.1 Mission of the University (question 3.1.1)

Less than half the respondents (46%) were clear about the university mission, 50% were not clear about minority (4%) did not answer the question. That less than half of the sample were clear about the mission of the university is a cause for concern. Strategic planning exercises and meetings that were held on campus since 1993 to date had been very inclusive and consultative. Why less than half the respondents were clear merits investigation and intervention by the university authorities.

As the academic staff form the core of the university function one would expect them to be very clear about the mission of the university in terms of their teaching, research and community service. The mission of the university is also an important Employee Assistance Programme implementation consideration. Hosokawa (1990:125), Kells (1998:13) as well as Michells (1989:40) maintain that institutional self evaluation is an aid to management because it evaluates institutional mission accomplishment.

7.3.4.1.2 Vision of the University (question 3.1.2)

The University of the North strives to be a quality institution of higher learning and critical reflection, which is innovative, responsive to change, is rooted in the issues of the society it serves, and is recognised world-wide as the centre for relevant theory and practice of people centred development.

Less than half the respondents (44%) were very clear about the vision of the University and while the majority (52%) were not clear about the vision of the University and 4% did not respond to the question.

7.3.4.1.3 Goals of the University (question 3.1.3)

Less than half the respondents (38%) were clear about the goals of the University while majority (62%) were unclear about the goals of the University.

When people are not clear about the mission and vision of an organisation, it only logically follows that they would also not be clear about the goals of the institution as well. It is thus understandable that a large percentage of the respondents indicated that the University of the North's goals were not clear to them. This is thus one area that the University management needs to work on.

7.3.4.1.4 Promotion criteria (question 3.1.4)

A majority (75%) were unclear about the promotion criteria on campus while a minority (10%) were clear about the promotion criteria at the University of the North. Some of the respondents (15%) did not respond to the question.

The lack of clarity about promotion criteria for the core staff of the University can actually cause problems such as a lack of productivity and tardiness. This coupled with the fact that less than half of the sample were clear about the vision, mission and goals the university is cause for great concern.

In a study that traced job stress and stress claims among the top ten universities in the United States it was found that career development and promotion were leading concerns among academics (Semenuk, 1996: 21) and that higher education in the United States has become proactive in developing EAPs in response to organizational personnel problems (Roberts-DeGennaro, 1989:11; Harlacher,1991:34).

7.3.4.1.5 Conditions of employment (question 3.1.5)

The majority of the respondents (75%) were unclear about conditions of employment at the university of the North whilst 23% were clear about the conditions of employment at the University and a minority (2%) did not answer the question.

Conditions of employment for academic staff at the University of the North are a source of concern since it is understandable that members of staff are dissatisfied with their conditions particularly when one takes into consideration the time at which this research was conducted. There were threats of closing down the University and people did not know where they would go in case that happened.

Career prestige and professional recognition, institutional allowances for travel or conferences, opportunities to develop new course offerings or skills, salaries with stable purchasing power, and institutional job mobility are all important elements that support the successful negotiation of typical academic career transitions.

Unfortunately, these resources, which facilitate the smooth passage through the developmental stages of a single career cycle, are becoming increasingly limited in academia, accentuating for many academic staff members feelings of boredom, anger, frustration, depression, and a sense of being trapped or stuck (Baldwin and Blackburn, 1981: 598 -614; Xiao-Xing He, Zhu-Yu Li, Jian Shi, Rong-Hua Mu and Yi-An Zhou, 2000:253-278). This mirrors the situation at the University of the North where these negative conditions are clearly apparent.

7.3.5 Staff development processes (question 3.2)

7.3.5.1 Performance appraisal (question 3.2.1)

The majority of academic staff (67%) reported that performance appraisal never takes place within academic departments whilst 17% were uncertain of the occurrence of such a process. A minority, (14%) reported that performance appraisal always takes place at the university while an insignificant number of respondents (2%) did not answer the question.

Performance appraisal is very limited within the academic departments since staff members are only appraised when they are due for promotion and this is done once a while, staff members are left to fumble on their own without evaluation. Evaluation on the other hand presupposes guided growth and development of staff and should be based on teaching, research and public service (Hosokawa, 1984:116).

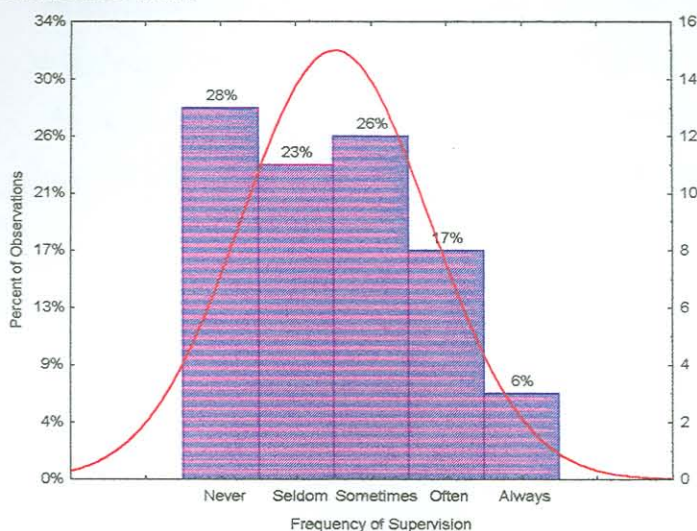
The lack of such a processes means that the growth and development of academics is done on a hit or miss basis. This does not augur well for academic departments which are supposed to be training highly skilled professionals for the labour market.

The extension of the principle of academic freedom to the area of performance standards and the effect of this is that job performance which bears no discernible relationship to academic freedom is " wrapped within its mantle, sacrosanct and beyond evaluation" (Hosokawa, 1984:115-122; Balgopal and Stollak, 1992:105-108; Roberts-DeGennaro, 1989:12 and Minelli et al 1998:27). In a study conducted by Collins and Parry-Jones (2000:784) it was found that 85% of the academic staff would like regular staff appraisals.

7.3.5.2

Supervision (question 3.2.2)

Bar Graph 1: Frequency of supervision among academic staff



The majority of the respondents indicated that supervision never takes place within academic departments. Supervision is the process concerned with helping staff members to use their knowledge and skills in doing their job efficiently and effectively (Skidmore,1983:214). It is disturbing to note that just like performance appraisal, supervision never takes place amongst the majority of staff members on campus.

The lack of supervision for academic staff corresponds with Thoreson’s (1984:132) notion that “the academic is, perhaps, best described as one who is “barely supervised and unsupervisable”. Baldrige (1984:55) maintains that the reason for this state of affairs in higher education is that the system is not tight; but it is inherently sloppy. Once again, since the training of supervisors and managers on the early detection of personal problems of employees to correct job performance falls within the competence of Employee Assistance Programmes, the lack of such a service compounds existing problems.

7.3.5.3 Mentoring (question 3.2.3)

The majority of the respondents (54%) reported that mentoring does not take place within academic departments. About a quarter of the respondents (27%), however, reported that mentoring always takes place within academic departments whilst 17% reported that mentoring sometimes takes place and an insignificant minority (2%) did not answer the question.

In a study conducted by Collins and Parry-Jones(2000:787) on the perceptions of stress by social workers it was found that 85% of the respondents indicated that they would like regular staff appraisals and structured team group support.

7.3.5.4 Coaching (question 3.2.4)

Another majority (52%) indicated that coaching does not take place within academic departments and 29% reported that the process does not take place and a minority (17%) indicated that coaching sometimes takes place within academic departments while a total of 2% of the respondents did not answer the question.

In an environment where supervision does not take place it is difficult to imagine how coaching can occur. Coaching can be said to be the educational and supportive functions of supervision. Bjorkman (2001:15) regards coaching as a one-to-one interaction with an individual, based on trust and agreed outcomes.

7.3.6 Bringing change on campus (question 3.3)

A large percentage of respondents (83%) indicated that bringing about change on campus ranges from difficult to very difficult. A small number (13%) asserted that they are uncertain about this whilst 4% said it is somewhat easy to bring about change on campus. This finding is consistent with Baldrige's (1984:58-59; Kemp and McBeath, 1994:14) observation that "bringing about change and innovation in a University can be a tall order". This finding may suggest that the implementation of an EAP on campus might not be an easy task given the red tape that such a proposal might have to go through before it is finally approved.

Apart from that, universities are characterised by the existence of an issue carousel which is explained thus: "Issues have a way of always coming around again. Decisions are not made, because pressure from outside groups, from clients, and from professionals pushes the same issues full circle. Decisions are not made as much as they are pinned down temporarily". There is also a garbage can process as issues often get piled up and decisions are scarcely made. This situation is made worse by the fact that conflict is common in Universities.

The fact that decisions take long to be made can actually be a source of stress and frustration amongst academics. This may result in poor productivity levels which may ultimately impact on the personal life of academic staff members.

7.3.7 Dual allegiance (question 3.4)

Higher education shares with other types of organizations such as hospitals and laboratories the tension producing mixture of dual loyalties to professions and organizations (Roman, 1984:37). The majority of academic staff members (70%) belonged to professional associations, whilst 30% did not. Academic staff belong to these outside bodies over and above belonging and adhering to their own disciplines which they offer at the university. This brings about the problem of dual allegiance

(Hosokawa, 1990:126) which together with competing demands from career, family life and long working hours bring about stress among academics (Sorcinelli and Gregory, 1987:23; Hosokawa, 1990:127) .

Hosokawa (1990:20) mentions in this regard: “The academic is faced with professional versus institutional identification. This bifurcation in role has led to a major commitment by academics to off-campus activities and constituencies that consume considerable time and energy (for the professor at risk, it provides an unparalleled opportunity to spend "hidden" time off campus away from the scrutiny of colleagues and students in the socially sanctioned high drinking habitat found at conferences and conventions”.

For many academic staff, their sense of “membership in the community” is defined by their professional discipline or by affiliations based on shared research interests that extend far beyond the boundaries of an institution, state, or even country. While these affiliations may be stimulating alliances, they do not provide a readily accessible support system to an academic staff member during periods of personal stress (Hosokawa,1990:126).

The researcher is of the opinion that since dual allegiance results in role confusion while role conflict and role overload appear to be potent sources of stress for lecturers (Collins and Parry-Jones, 2000:787) and EAPs should be introduced to deal with stress in Universities. Dealing with job related stress falls within the domain and expertise of Employee Assistance Programmes.

7.3.7.1

Names of Professional associations (question 3.4.1)

Table 11: Professional associations of academic staff

Value	Count	Percent
1	1	2
N/A	13	28
ABSET/SA	1	2
DENOSA	3	6
CLASG	1	2
SAAAD	1	2
AME.PUB.	1	2
UNASA	1	2
ALASA	1	2
SEMOSA	1	2
AGRECSA	1	2
SSS0SA	1	2
AMESA	1	2
Missing	21	44
Total	48	100

Since the academics at the University of the North belong to a large variety of professional associations, and mentioning the associations individually would be time consuming and is rather irrelevant as well.

7.3.8

Trade Union membership (question 3.5)

A large number of the academic staff (96%) did not belong to trade unions whilst only 4% did as trade unions are bargaining bodies for mostly blue collar workers and academic staff in most institutions belong to staff associations.

Apart from that the academic staff have more platforms for raising concerns about issues at work than the workers. Academics may use forums such as faculty boards and senate to raise issues of common concern.

It has been found that trade unions sometimes share expertise and concern with Employee Assistance Programmes because both have a common interest in the welfare of the employee.

7.3.8.1 Name of trade union (question 3.5)

Members of the academic staff on campus belonged to Ntesu (National union of tertiary institutions), Udusa (Union of democratic) and Denosa. On the whole it does appear that trade unions are not very popular amongst academics at the University of the North.

7.3.9 Communication Patterns

7.3.9.1 Table 12: Frequency of communication per week amongst academics, administration and support services staff (question 4.4.1)

	ACADEMIC				ADMINISTRATION				SUPPORT			
	Always	Some times	Never	Total	Always	Some times	Never	Total	Always	Some times	Never	Total
face to face	89%	0%	11%	100%	35%	40%	25%	100%	38%	24%	38%	100%
telephone	78%	17%	5%	100%	63%	16%	21%	100%	29%	31%	40%	100%
memo	27%	29%	44%	100%	52%	23%	22%	100%	81%	12%	7%	100%
circular	28%	17%	54%	100%	21%	15%	64%	100%	4%	6%	90%	100%
fax	6%	15%	79%	100%	3%	9%	88%	100%	10%	10%	80%	100%
e-mail	25%	25%	50%	100%	14%	13%	73%	100%	4%	6%	90%	100%
meetings	59%	25%	16%	100%	14.5%	14.5%	71%	100%	6%	8%	86%	100%

Table 12 evinces that the majority of academic staff always communicate amongst themselves face to face, telephonically and in meetings. It is also clear from the table that a memo, circular and fax as well as e-mail are not popular means of communication.

In contrast, administration staff find a fax, circular and e-mail convenient means of communications as these are always used. This finding is consistent with the researcher's observation that administrators mostly use circulars to communicate. However, the most popular means of communication among support services staff is the memo.

All that these findings communicate is that academic, administration as well as support services staff, are distinct groups of a university community. An Employee Assistance Programme that is established within a university campus must recognise the uniqueness of each group and try to accommodate each.

The findings may further suggest that it is easier for personal problems to be detected amongst academics because of their frequent face to face communication than it would be amongst administration and support services staff. Among this group of employees, an Employee Assistance Programme has to rely on supervisor training and job deterioration as criteria for intervention.

Table 13: Occurrence of Behavioural Problems Amongst Staff

	ACADEMIC					ADMINISTRATION					SUPPORT				
	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total
Stress	42%	25%	28%	5%	100%	37%	27%	30%	6%	100%	38%	23%	27%	13%	100%
Finances	44%	23%	30%	-	100%	40%	-	28%	32%	100%	30%	31%	28%	13%	100%
Drug Problems	6%	9%	75%	-	100%	4%	10%	73%	-	100%	4%	15%	69%	12%	100%
Marital problems	4%	17%	73%	6%	100%	2%	19%	66%	-	100%	12%	19%	54%		100%
Health problems	14%	38%	44%	-	100%	17%	25%	48%	10%	100%	25%	21%	42%	13%	100%
Absenteeism	10%	29%	53%	4%	100%	14%	21%	56%	-	100%	23%	31%	34%	12%	100%
Tardiness	18%	24%	54%	4%	100%	28%	19%	46%	-	100%	34%	27%	28%	12%	100%
Alcohol	-	-	-	-	100%	12%	23%	53%	-	100%	12%	23%	53%	13%	100%

The significant finding is that academic staff experience stress. Colleges and Universities are becoming increasingly stressful work environments for academic staff. Unmet expectations constitute an important source of stress for academics (Collins and Parry-Jones, 2000:770; Hosokawa, 1990:125; Xiao-Xing He, Zhu-Yu Li, Jian Shi, Rong-Hua Mu and Yi-An Zhou, 2000:253-278). Some view the problem as personal and others view it as systemic (Ryan and Jevne, 1993:80).

In addition, the academic is faced with extraordinarily limited job mobility. The infusion of new blood in the academic establishment via addition of young staff occurs only through retirement of older academic staff members. Universities and colleges must now work at keeping a largely middle aged tenured faculty educationally alive and growing during the next two to three decades (Ryan and Jevne, 1993:79).

Gaff (1976) as quoted by Thoreson (1984:125) further documented the frustrations of the faculty resulting from:

- the tightest job market in decades,
- the difficulty of older faculty in obtaining tenure, and
- a series of drastic budget cuts that have adversely affected departmental programmes and faculty morale.

The resources which facilitate smooth passage through the developmental stages of a single-career cycle, are becoming increasingly limited in academe, accentuating for many faculty members feelings of boredom, anger, frustration, depression, and a sense of being trapped or “stuck” (Baldwin and Blackburn, 1981:598-614).

Caplan et al (1980) on the other hand reported a contrary view that academic staff represent, overall, one of the least stressed professions.

They made this assessment based on the fact that unlike labourers in industry, where, heretofore, most of the stress research has been conducted-academics have the capacity to manage their workday and work week and therefore are able to make critical choices about teaching schedules, how much time to devote to research projects, and how much time they can spend away from teaching and research (Gmelch,1982:88-89). Other studies, however report that nationwide, University faculty are under extreme pressure and are reporting high levels of workplace stress (Collins and Parry-Jones, 2000:771;Fisher, 1994:68;Smith and Witt, 1993:232; Xiao-Xing He, Zhu-Yu Li, Jian Shi, Rong-Hua Mu and Yi-An Zhou, 2000:253-278).

The findings indicated that administrative staff always experienced stress. This is probably because “organisations are under increasing pressure to perform to world class standards, or lose to new competitors in the global economy” (Global Practice Connections, 2000:02).

Low salaries and consequent economic pressures had prior to the 1960s and 1970s, always been a salient issue of the academic since academics are amongst the lowest paid employees in the whole world. In South Africa the Saturday Star ran an article that indicated that a bus driver gets more money than a lecturer at a University.

The findings indicated that the difference between those that were experiencing financial problems, those that did not and the unsure ones were minimal. Nevertheless one thing however is certain, namely that there were traces of financial problems even if the problem cannot be accurately quantified.

Studies have shown that sustained stress, reduced self-esteem due to unmet vocational expectations, threat of job loss, and financial problems contribute to increased alcohol and drug, emotional, marital, and family problems among the population at large (Barling and Handal,1980:31-39; Oliver and Pomicter, 1981:507-512; Xiao-Xing He, Zhu-Yu Li, Jian Shi, Rong-Hua Mu and Yi-An Zhou, 2000:253-278).

The rewards of an academic career are largely intrinsic. Successful academics tend to be self-motivated, are able to maintain an undistracted focus on a single research interest, and set exacting standards for their own level of expertise and performance in their chosen field. These qualities that facilitate creativity and productivity in an academic career also place the academic at risk of severe life disruption when an increasing number of work and personal life stressors go unaddressed.

The fact that more academics always experience financial problems is one of the reasons that call for the installation of the Employee Assistance Programme at the University of the North. The number of administrative staff who experience financial problems is less than the academics.

This may be as a result of the perception, real or unfounded, that at the University of the North, administrative staff earn more than academics. If this is indeed the reality, an Employee Assistance Programme may be more beneficial to academic staff than administrative staff.

The findings reveal that few academics were experiencing problems with drugs. The fact, however, that there are members of staff who experience this kind of problem, however minimal the number, suggests that something serious needs to be done.

These findings confirm what obtains in literature namely that 10-20% of the total employee population in any corporation or institution are troubled employees (Storm, 1977; Weaver, 1979; Parker and Brody 1981; Miller, Shain and McClellan, 1998; Googins and Godfrey 1987: 163; Xiao-Xing He, Zhu-Yu Li, Jian Shi, Rong-Hua Mu and Yi-An Zhou, 2000: 253-278). About 5-10% of these employees have problems with substance abuse and another 5-10% have problems around relationships, finances, health and other related problems (Roberts-DeGennaro, 1989: 11). Personal problems that afflict employees disturb productivity.

Stress appears to increase job dissatisfaction, anxiety and depression. Relationships within the work setting and with family and friends may be affected (Collins and Parry-Jones, 2000:771; Xiao-Xing He, Zhu-Yu Li, Jian Shi, Rong-Hua Mu and Yi-An Zhou, 2000:253-278). The fact that there are people that experience marital problems is indicative of the need for some intervention in this area. An EAP can assist in resolving problem.

The fact that a small percentage indicated that administrative staff were always experiencing marital problems indicates the sensitive and private nature of the problem. The unskilled staff on campus said that they were carrying their problems silently and were hurt inside because they did not have anyone to share them with.

Some studies report that highly educated professors and researchers tend to deny that they need personal assistance, even when wrestling with serious personal problems (Yamatani, Santagelo, Maue and Heath, 1999:108).

The majority of the academic staff reported that they were never experiencing health problems at work. The few individuals who are experiencing such problems, however need assistance.

Health problems such as cardio-vascular diseases, gastro-intestinal conditions, allergies, skin conditions, sleep disturbances, and headaches appear to be associated with stress (Beehr and Newman, 1987:665-669). The existence of whatever magnitude of health problems within the workforce should be a major source of concern for the employer because health problems lead to tardiness and absenteeism which in turn have a negative impact on the productivity of the organisation.

The rate of absenteeism amongst academics in terms of the table is 10%. This is cause for concern especially since Britain's Industrial Society, an independent training and advisory group, has estimated that absenteeism alone costs the United Kingdom's economy a

minimum of 13 billion pounds per year. According to a survey among personnel managers, the most common reason for absences, after colds and flu, was stress/personal problems.

The link between employee health and organizational performance is increasingly clear (Global Practice Connections, 2000:4). The findings from this study recorded the following rates of absenteeism;

- 10% among academics;
- 14% among administration staff; and
- 23% among support services staff.

These figures are indeed worrying and call for some intervention from the executive management of the university. From the researcher's point of view, an Employee Assistance Programme is needed on campus as soon as possible.

A small percentage of the academic staff have observed that some academic staff members are always slow while the majority asserted that academics are never slow. "It's a fact of life throughout the world: Employees bring personal problems to the workplace everyday. Those problems show up in chronic absenteeism, tardiness (slowness), poor safety practices and lost productivity... all of which undermine a company's performance" (Global Practice Connections, 2000:4)

The respondents indicated that some of the administrative staff on campus experience alcohol problems. As this is precisely the reason that prompted the researcher to undertake this investigation, he gets satisfaction from the fact that it is not the researcher alone who made this observation. However, alcohol problems are symptomatic of underlying personal problems. This problem, more than any other calls for the existence of an Employee Assistance Programme.

7.3.11 Employee Services

7.3.11.1 On/ off site: colleague referral (question 6.1)

The majority of the academic staff (56%) said that if a colleague had a personal problem, and a facility existed on campus to deal with this, they would definitely refer the colleague to the on-site facility. Some staff members (2%) felt that they would utilise both the on-campus facility and the off-campus facility. On the other hand, some staff members (4%) felt they would use none of the facilities. Most respondents, nevertheless, would prefer to refer their colleagues to an on-site facility.

Geographical location and physical site factors can in several ways exercise influences on programme design. For example, concerns related to confidentiality may be more frequently voiced on the more closely knit campus in a small community, while the larger commuter campus will require considerably more attention to faculty outreach efforts (Hosokawa, 1990:128).

7.3.11.2 On/off self-referral (question 6.2)

A fair number of academic staff (58%) would prefer for their own service to an on-site facility whilst, 38% would prefer not to use an on-site facility for their own problems while 4% did not respond to the question.

In a study on EAP utilization, Grosch et al (1996:54) reported that academic staff, more than any other group, do not use EAP services as much as their representation in the overall workforce suggests they should.

7.3.12 Can members of staff benefit from more information on the following (question 6.3)

7.3.12.1 Management of personal problems (question 6.3.1)

The majority of the staff members (75%) indicated that their colleagues would benefit from more information on how to handle personal problems and 25% said they would not benefit. This is another call for an Employee Assistance Programme on campus. In a needs assessment for a University based EAP, Roberts-DeGennaro (1989:15) found that 85% of the respondents indicated that they had known employees who could have used professional help to cope with personal or family problems.

7.3.12.2 Management of marital problems (question 6.3.2)

The majority of the academic staff (65%) maintained that their colleagues would benefit from more information on how to manage marital problems and 35% did not believe they can benefit from such information. This finding suggests that academic staff may be aware of the existence of personal problems among colleagues but they do not know how to be of help. That is why it is believed that an EAP can be of benefit to academic staff.

7.3.12.3 Retirement (question 6.3.3)

Most of the academic staff members (79%) also indicated that their colleagues would benefit from information on how to deal with retirement issues although 19% believed they could benefit from this. A minority of 2% did not participate in answering the question. This suggests that information in this regard is desirable and perhaps long overdue.

7.3.12.4 Downsizing (question 6.3.4)

A large number of academic staff (77%) maintained that their colleagues would benefit from more information on reactions to downsizing while 19% did not believe they would benefit from this information and (four) 4% did not respond to the question. Downsizing and rationalization of higher education as contained in the Higher Education Act No of 1997 poses a threat of job insecurity amongst academics. The AUT (1989:19) in a recent survey of stress among its members, described the results as “disturbing” with work overload, long working hours, job insecurity, and a range of other problems causing stress for many.

7.3.13 Can you benefit from more information on the following (question 6.4)

7.3.13.1 Management of personal problems (question 6.4.1)

The majority of the academic staff (71%) did believe that they could benefit information on the management of personal problems and 25% did not think so. A small number of participants did not answer the question. There is consistency of attitude on this variable for academic staff and their colleagues which may mean some concrete facility needs to be put in place.

As EAPs address all kinds of personal problems such as substance abuse, mental health disorders, marital strife, financial difficulties and legal matters (Harlacher and Goodman, 1991: 32), they can be extremely useful to staff members, especially in current times characterized by change and resultant uncertainty and stress.

7.3.13.2 **Management of marital problems (6.4.2)**

The majority o (60%) in the sample believed that more information on how to handle marital problems would benefit them, 35% thought differently whereas 5% did not answer the question. In a needs assessment for a university based EAP, Roberts-DeGennaro (1989: 16) found that 93% of the respondents suggested that the University should offer help to employees with personal problems that interfere with their work.

7.3.13.3 **Retirement (question 6.4.1)**

An overwhelming majority of staff members (79%) would benefit from information on how to prepare and address issues relating to retirement while 19% do not think they would benefit from such information. Two percent (2%) of the respondents did not answer the question.

7.3.13.4 **Downsizing (question 6.4.4)**

Most members of the academic staff (83%) felt they definitely needed information on how to deal with personal reactions to downsizing while only 15% did not think they would benefit from this kind of information while (2%) of the respondents did not answer the question.

Threats of downsizing are currently brought about by widely heard assertions about the decline of Universities, staff attrition, deteriorating infrastructure, reduced numbers, and vitality of services (Court, 1991:337; Amuwo, 2001:11; Bunting, 1993:17; CUP, 1987:121-122; Task Team Report, 2000:17-22).

7.4 Heads of departments (Appendix D)

7.4.1 Identifying particulars

7.4.1.1 Rank (question 1.1)

The majority of the heads of departments (52%) were at lectureship level (lecturer and senior lecturer) and the others were at professorial level (48%). In a University based needs assessment, Roberts-DeGennaro (1989:15) established that managers (100%) and supervisors (91%) are most likely to identifying those employees that need help.

7.4.1.2 Number of years employed by the university (question 1.2)

Table 14: Number of years employed by the university

Value	Count	Percent
1	1	2.85714
2	3	8.57143
3.00000	4	11.42857
4.00000	4	11.42857
5	2	5.71429
6	1	2.85714
8.00000	1	2.85714
9	2	5.71429
10	7	20.00000
13	1	2.85714
14	1	2.85714
16	1	2.85714
17	1	2.85714
19.0000	1	2.85714
20.0000	1	2.85714
22.0000	1	2.85714
30.0000	1	2.85714
1MTH	1	2.85714
2MTS	1	2.85714
Total	38	100

From the information gathered in this survey, it transpires that the number of years a staff member has been employed is not a factor in the appointment of individuals in headship positions. The table above indicates that some people who have been employed for only a year already serve as heads of departments.

However, the researcher is of the opinion that a person who has been in the University for only a year cannot be expected to carry out performance appraisal, supervision, mentoring or coaching to his subordinates or colleagues.

The findings may further suggest that entry requirements for academic staff at the University of the North could have been low at the time of the study.

7.4.1.3 Age (question 1.3)

Table 15: Age of heads of departments

Value	Count	Percent
24-29	1	2.85714
30-34	3	8.57143
35-39	7	20.00000
40-45	8	22.85714
46-51	6	17.14286
52-57	6	17.14286
58-63	4	11.42857
Total	35	100

The majority of the respondents (43%) were in the age group 35-45; followed by those in the age-group 46-57 (34%). People in the age group 58-63 exit the work place through retirement and the university of the North conducts an exit interview with such employees .

An EAP is the ideal vehicle to prepare staff members for retirement and the conducting of an exit interview.

7.4.1.4 Gender (question 1.4)

The majority of heads of departments (83%) were male, with females in the minority (17%). An almost similar finding was obtained in the sample of deans (see page 135). It was found that there were more males than females in deanship positions. Like in all other Universities leadership positions at the University of the North are dominated by men (Sandler, 1986:31) while women are more likely to support an EAP than men (Minelli et al, 1998:27).

The findings indicate that the leadership positions at the University of the North are still dominated by men (see also pages 78 and 79; Task Team Report on Shape and Size 2000:19) and prove that the Employment Equity Act is far from being implemented at the University of the North (Employment Equity Act No.55 of 1998; see table 3).

7.4.1.5 Population group (question 1.5)

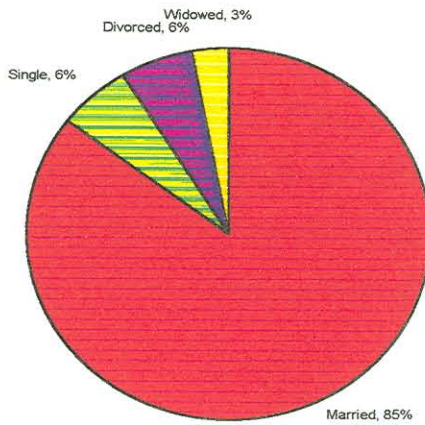
The majority (54%) of heads of departments were black while whites constituted 46% of the heads of departments.

These findings show that leadership positions are racially divided between the two major races in South Africa, black and white. However, in the deanship positions coloureds were also represented.

7.4.1.6

Marital status (question 1.6)

Pie-chart 2: Marital status of heads of departments



The majority of the respondents (83%) were married while the divorced respondents (6%) and single ones (6%) were also represented in the sample. A minority of the respondents (5%) were widowed.

7.4.1.7 Number of dependents (question 1.7)

Table 16: Number of dependents of heads of departments

Number of staff	Number of dependents	
	Count	Percent
0	2	6
1	5	14
2	12	34
3	10	29
4	4	11
5	1	3
Missing	1	3
Total	35	100

The majority of heads of departments (34%) reported that they had two children. This is followed by those who had three children (29%) while there are a few respondents (6%) who had no children and those with more than 3 children (14%).

7.4.1.8 Qualifications (question 1.8)

The majority of the respondents (71%) reported that they had a doctoral degree, 23% had a masters degree whilst the minority (6%) had an honours degree. It is actually disturbing that academics with only an honours degree could be a head of a department since such people tend to have very limited knowledge to teach at a University let alone become a leader of an academic department.

On the whole, the qualifications of heads of departments are quite impressive. The problem, however, is that very little staff development in the form of performance appraisal, supervision, coaching and mentoring ever take place in the academic departments. The problem could be caused either by the fact that heads of departments are not expected to carry out this function in their job description or if they are expected to fulfil it, they have simply ignored it.

7.4.2 Changes in higher education (question 2.1)

A significant number (89%) of heads of departments were familiar with changes taking place in higher education. Unfortunately, there was still a minority (11%) that were not familiar with the changes in higher education and this is a cause for concern.

The minority that was not familiar with the changes in higher education is disturbing because these are people who are supposed to provide leadership to academic departments as far as the restructuring of programmes is concerned. The Business Times (2001:23) reported that “the higher education landscape in South Africa is marked by dissent, corruption and generally low morale among academic staff” which is another reason why the Universities in South Africa need to introduce EAPs on their campuses.

7.4.2.1 Modularisation (question 2.2.1)

The majority of the respondents (69%) were comfortable with the modularisation of curricula at the University. However, a lesser number (31%) were not in favour of modularisation.

Those that were not in favour of modularisation of courses tended to feel frustrated and infuriated by the modularisation of courses. Such feelings of discomfort at work bring down the level of productivity.

7.4.2.2 South African Qualifications Authority (question 2.2.2)

It transpired from the questionnaire that the majority (63%) of the staff members were comfortable with the function of the South African Qualifications Framework, whilst a minority (32%) were uncomfortable about SAQA. A small number of respondents (5%) did not participate in the study.

The researcher's opinion is that those people that are uncomfortable and unfamiliar with the changes in higher education would also be uncomfortable with the processes of change such as modularisation and the new structures and bodies such as the South African Qualifications Authority.

7.4.2.4 Council on Higher Education (question 2.2.3)

A minority of the respondents (43%) reported that they were not comfortable with the Council on Higher education. The majority (51%) of the respondents, however, reported that they were comfortable with the Council on Higher education while only 6% did not respond to the question.

7.4.2.5 Accreditation (question 2.2.4)

The majority of the respondents (64%) reported that they were comfortable with the accreditation of curricula and programmes offered by the University while a small number of respondents (27%) were not comfortable with accreditation of programmes. Six percent (6%) did not respond to the question. Accreditation is a

process whereby the comparability and recognition of educational standards are promoted (Strydom, 1993:85; Millard, 1993:85).

The sad reality about these findings is that whether people are uncomfortable, undecided or in favour of accreditation of curricula is immaterial. Accreditation and modularisation of curricula and the National Qualifications Framework were established as part of government policy which has to be implemented. Since a significant number of people will experience severe anger and resentment about implementing something that they do not like, this anger and resentment may cause resistance which will eventually lower productivity. As a person with low productivity is in turn a potential consumer of EAP services, the need for such services is once more underpinned.

7.4.2.6 Quality promotion (question 2.2.5)

A large amount of the respondents (75%) reported that they were comfortable with the quality promotion function of the Council on Higher Education. A minor number of 19% were not in favour while a small number (6%) did not respond to the question.

The quality function of the Council on Higher Education will go ahead regardless of the respondents and heads of departments' reservations. However, their feelings of resentment may make it impossible for them to enjoy their stay at the university.

It should be emphatically stated that quality promotion is desirable because in recent years governments and employers in many countries have been concerned with reducing expenditure on higher education while at the same time increasing access to larger numbers and a greater diversity of students. This has had implications for the perceived quality of higher education (Strydom, 1993:83; Webstock, 1999:13; Dowling, 1991:1; Kallie and Strydom, 1999:18).

7.4.2.7 Report on shape and size of higher education (question 2.2.6)

The report of the task team on size and shape of higher education has almost divided the heads of departments into equal groups. Fifty seven percent (57%) of the respondents were not comfortable with the report, 35% were comfortable and 8% did not respond to the question.

The findings indeed communicate the feelings of heads of departments around issues of mergers and collaboration of institutions of higher learning. Although it would seem that heads of departments are not unanimous about the direction the university has to take, one may hasten to add that perhaps such uncertainty is perhaps not exclusive and unique to the University of the North, as staff members at most Universities experience the same anguish caused by rapid and drastic change. This has been observed by discussions with colleagues from other Universities especially at conferences and workshops.

7.4.2.8 National Qualifications Framework (question 2.2.7)

Most of the respondents (54%) have reported that they were comfortable with the National Qualifications Framework while a minority (37%) were not comfortable with the National Qualifications Framework and 9% of the participants did not respond to the question.

In general this finding indicates that heads of departments are familiar with the changes taking place within the sector of higher education. They are, however, not very keen with the report from the task team on shape and size of higher education.

7.4.2.9 Conditions of service (question 2.2.8)

A minority (43%) were also comfortable with the conditions of service as reflected in section 34 of the Higher Education Act. However, 48% were not in favour of the conditions of employment as prescribed by the Higher Education Act and 9% did not respond to the question.

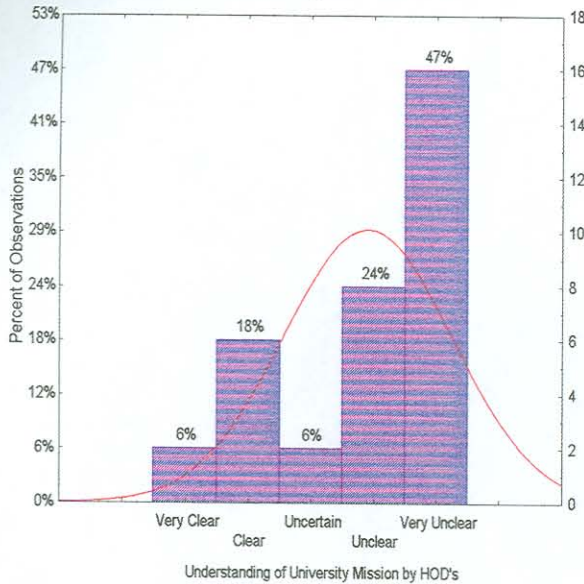
7.4.2.10 Employment Equity (question 2.2.9)

Although most heads of departments (54%) were comfortable with the Employment Equity Act a minority (36%) were not in favour of the Employment Equity Act and 10% did not respond to the question.

The fact that some people are choosing the middle way in responding to questions such as these may imply that they are unaware and unfamiliar with issues that are being asked. If respondents are indeed ignorant about these processes, one wonders whether academe should be their home. If on the other hand academics cannot say whether they like something or not, it also does not say well about people who have to teach the nation to make correct choices.

7.4.3 University processes
7.4.3.1 Mission (question 3.1.1)

Histogram 2: Understanding of university mission by heads of departments



The mission of the University is to achieve distinction in scholarship, professionalism, and community renewal amongst its staff and students in order to improve the quality of life of the community it serves (see page 74). The majority of respondents (75%) reported that the mission of the University was clear but 23% felt that the mission was not clear whilst only 2% did not respond to the question.

The few respondents were uncertain about the mission of the University should not have been in leadership positions for they do not know what they should be doing on a daily basis to attain the mission of the University. The researcher can further deduce that those who are unclear about the mission of the University may have perhaps just joined the University and that they have not been part of the institution's strategic planning.

7.4.3.2 **Vision (question 3.1.2)**

The University of the North strives to be a quality institution of higher learning and critical reflection, which is innovative, responsive to change, is rooted in the issues of the society it serves, and is recognised world-wide as the centre for relevant theory and practice of people centred development (see page 74).

The majority of the respondents in the sample (63%) were comfortable with the vision of the University while 34% were not comfortable with the vision of the institution and 3% did not respond to the question.

One wonders whether persons who cannot decide whether they like the vision of their organisation or not; or rather people who are ignorant of the vision of their institution should be placed in academic leadership. The findings thus clearly indicate that there are probably no set of criteria in place that people have to satisfy before they can become heads of departments.

This position is on a silver platter so that it is apparent that anybody can get it. This is a serious cause for concern, especially in current times when more demands are placed on university staff.

7.4.3.3 **Goals of the University (question 3.1.3)**

More than half the respondents (54%) were comfortable with the goals of the University, 43% reported that they were not comfortable with the goals of the University and 3% did not respond to the question.

This finding communicates that more than a quarter of the respondents probably work against the goals and mission of the University because they are not comfortable with them.

This poses the crucial question of why such people continue to work for and lead a system that violates their value systems. The researcher can only surmise that working for an organisation that goes against the grain of your values must be stressful. It would therefore not be surprising if the majority of those that are uncomfortable with the goals of the University experience a severe degree of stress which undermines productivity. Of importance once again is the fact that a lack of productivity is one reason why employees are referred for counseling by EAP professionals.

7.4.3.4 Promotion criteria (question 3.1.4)

Less than half of the respondents (37%) reported that promotion criteria on campus are clear and 60% said they were not clear about the criteria for promotion. Only 3% did not respond to the question.

It is significant to note that less than half of the respondents indicated that they were not clear about the criteria for promotion. The majority of the academic staff also revealed that they were not happy with the criteria for promotion. The lack of clarity on promotion criteria means that vertical mobility is lowered or at worst non-existent. The situation described above resembles Thoreson's (1984:125) reflection that the academic is faced with extraordinarily limited job mobility.

7.4.3.5 Conditions of employment (question 3.1.5)

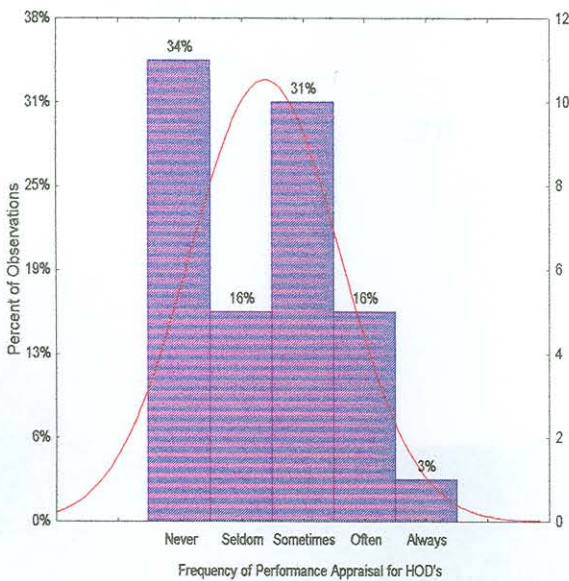
Less than half the respondents (46%) reported that they were very clear about their conditions of employment while 51% reported that they were unclear about conditions of employment and 3% did not respond to the question.

It is encouraging to observe that the some heads of departments were clear about conditions of employment at the University. Anyway, heads of departments have to see to it that subordinates in their academic departments comply with these conditions. Those who are unclear about their conditions of employment can only deduce that they may be relatively new on campus or newly appointed to their positions (see pp 84-95).

7.4.4 Staff development processes (question 3.2)

7.4.4.1 Performance appraisal (question 3.2.1)

Histogram 3: Performance appraisal as observed by heads of departments



The majority of respondents (45%) indicated that performance appraisal never took place within their departments and 17% said it did take place. A further 29% reported that they were uncertain about the existence of performance appraisal in their departments whereas 9% did not answer the question.

Promotion should be based amongst other things on performance appraisal. Since the majority of the respondents reported that performance appraisal takes place and they are clear about criteria for promotion it is clear that the majority of heads of departments did not know their responsibilities.

7.4.4.2 Supervision (question 3.2.2)

The responses were divided with 28% indicating that supervision never took place and 26% reporting that supervision always took place. A higher number of the respondents (34%) said they were uncertain about this process which minority (12%) did not answer the question.

From these findings one can simply conclude that supervision of staff rarely takes place in the academic departments. According to Thoreson (1984:125) this may suggest that academic staff are tenured and that the academic environment is further characterised by minimal supervision of the academician. Baldrige (1984:55) reveals the other reason that makes supervision difficult in higher education namely that the system in this sector is not tight, it is indeed inherently sloppy.

7.4.4.3 Mentoring (question 3.2.3)

Although a minority (34%) of the heads of departments were uncertain about mentoring processes for academic staff within their departments, a majority of 39% reported that mentoring did take place within their departments. Twenty percent (20%) of the respondents reported that there was no mentoring in their departments while 7% did not answer the question. Since mentoring means giving support, the absence of support means employees are left on their own to battle it out.

7.4.4.4 **Coaching (question 3.2.4)**

The majority (32%) of the staff reported that they were uncertain whether coaching took place within their departments and 11% did not respond to the question. Twenty eight percent (28%) indicated that coaching never took place whereas the other 29% indicated that coaching always took place within their departments.

These findings suggest that there is very little staff development taking place within academic departments at the University of the North. Since a large number of the heads of departments, the majority of whom are at a professorial level, do not invest time and energy in building young academics to reach their level.

7.4.5 **Bringing about change on campus (question 3.3)**

An overwhelming majority of the respondents reported that bringing about change ranged from somewhat difficult (29%) to very difficult (54%). Only a minority (3%) did report that bringing change on campus was somewhat easy while another group of respondents (11%) reported that they were uncertain and 3% did not answer the question.

The respondents that expressed their uncertainty and those that did not respond to the question may actually have been late comers to the university of the North, because the researcher's experience is that it is difficult to bring about change on campus. Baldrige (1984:51-52) as well as Wyers and Kaulukukui (1984:170) maintains that the history of academic innovation is a history of failure brought about by the following factors:

- an enormous resource crunch;
- management is politicised;

- there is a strong attack on the human service side of the university and
- there is centralisation of authority.

7.4.6 Dual allegiance (question 3.4)

An overwhelming majority of the respondents (86%) belonged to professional associations while 14% did not. Thoreson (1984:126) as well as Baldrige (1984:54-57) mention that the role of the professor includes the opportunity and problem of dual allegiance. Since academics are members of both a particular University faculty and a specific discipline. The academic is thus faced with professional versus institutional identification.

This bifurcation has led to a major commitment by academics to off-campus activities and constituencies that consume considerable time and energy (for instance, for the professor at risk, it provides an unparalleled opportunity to spend hidden time off campus away from the scrutiny of colleagues and students in the socially sanctioned high drinking habitat found at conferences and conventions).

Roman (1984:37; Hosokawa, 1990:126; Sorcinelli and Gregory, 1987) all mention that higher education shares with other types of organizations such as hospitals and laboratories the tension producing mixture of dual loyalties to professions and organizations.

7.4.7 Trade union membership (question 3.5)

The majority (83%) of the heads of departments did not belong to trade unions while a minority (17%) were members of a union. The reason why so many respondents reported that they did not belong to trade unions is simply because heads of departments are middle managers and joining a trade union will be like shooting oneself in the foot. Besides, the researcher had already indicated that academic staff have a variety of governance structures at their disposal to deal with their bread and butter issues unlike, for example, members of the administrative staff or the support services staff. On the other hand it has been suggested that union involvement in the establishment of an EAP results in greater acceptance of the programme since employees feel an increased sense of ownership, and the perception of the EAP as being more rehabilitative than punitive (Macdonald and Dooley, 1990:97-105).

7.4.8 Communication patterns (question 4.2)

7.4.8.1 Weekly communication among academics (question 4.1.1)

The majority of the respondents (86%) reported that they always communicate with academic staff and 9% reported that they never communicated, while 5% were uncertain of the frequency of the communication.

It is not surprising that heads of departments always communicate with academic staff because the former are leaders and overseers of academic departments.

The minority that do not communicate with academic staff create an unfavourable working environment for the latter group because isolation and boredom are precursors of alcoholic drinking (Thoreson, 1984:128).

7.4.8.2 Weekly communication between academics and administrative staff (question 4.1.2)

The responses to the questionnaire revealed that the majority of the respondents (63%) always communicated with the administrative staff while 14% never communicated while and 20% were uncertain of the frequency of communication. A few (3%) did not, however, answer the question.

The fact that most respondents always communicate with administrative staff also confirms that heads of departments have severe of administrative responsibilities and to successfully execute these they always need to be in communication with the administrative staff.

7.4.8.3 Weekly communication between academic and support services staff (question 4.1.3)

Most of the heads of departments (55%) reported that they were always in communication with the support services staff and 14% never. Another 28% reported that they were uncertain about the frequency of communication with support services staff and 3% did not answer the question

The findings confirm that headship at the University of the North involves doing some liaising activities. Basically, heads of departments need to be in communication with everyone for the smooth functioning of the department.

Table 17: Weekly communication patterns: Observation by head of departments

ACADEMIC						ADMINISTRATION					SUPPORT				
Kind of communication	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total
face to face	57%	17%	23%	3%	100%	57%	17%	23%	3%	100%	57%	17%	23%	3%	100%
telephone	63%	23%	11%	3%	100%	63%	23%	11%	3%	100%	37%	11%	49%	3%	100%
memo	46%	17%	34%	3%	100%	46%	17%	34%	3%	100%	14%	23%	57%	6%	100%
circular	15%	8%	75%	2%	100%	15%	8%	75%	2%	100%	12%	11%	72%	5%	100%
fax	18%	8%	71%	3%	100%	18%	8%	71%	3%	100%	6%	14%	80%	-	100%
e-mail	12%	14%	71%	3%	100%	12%	14%	71%	3%	100%	11%	9%	75%	5%	100
meetings	18%	30%	49%	3%	100%	18%	30%	49%	3%	100%	20%	17%	60%	3%	100%

From table 17 one discerns a striking similarity of responses about the frequency of communication among the three groups at the University of the North. Face to face communication yielded the same kind of responses amongst the three groups. An overwhelming majority of heads of departments always communicated with academic staff on a face to face basis.

These findings contradict Thoreson's (1984:128) assertion that academics work in an environment of isolation and low visibility (Thoreson, 1984:130). Most heads of departments communicate with academic staff telephonically but this was not at the expense of face to face communication as Thoreson (1984:136) had suggested. The minority that never communicated are probably those who are described by Thoreson (1984:130) as working in an environment of low visibility and minimal supervision. The majority of the heads of department reported that they never use an e-mail to communicate with academic staff.

There could be a number of reasons as to why an e-mail is not intensively used amongst the respondents. The reasons may be the following:

- not all heads of departments' offices have computer facilities;
- not all offices of academic staff are fitted with computer facilities;
- heads of departments could be instructing their administrative staff (secretaries) to post communication on e-mail;
- face to face communication may be the most preferable one on campus as this very study had vindicated on several occasions; and
- the e-mail service on campus is mostly down.

Meetings are quite popular at the University of the North. It is interesting to note that none of the heads of departments ever reported that they never hold meetings.

Meetings are used on a regular basis to discuss the following:

- academic operations in the departments/schools;
- University policy decisions;
- curricular offerings and delivery;
- job allocation; and
- addressing of staff concerns and problem

7.4.9

Employee behaviour and problems

Table 18: Employee Behaviour and Problems as observed by heads of departments

Problem behaviour	ACADEMIC					ADMINISTRATION					SUPPORT				
	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total
stress	35%	30%	35%	-	100	17%	40%	19%	24%	100%	14%	26%	37%	23%	100%
financial	11%	49%	40%	-	100	17%	34%	26%	23%	100%	11%	43%	23%	23%	100%
alcohol	3%	5%	92%	-	100%	-	11%	66%	23%	100%	3%	14%	60%	23%	100%
drugs	2%	-	98%	-	100%	-	11%	69%	20%	100%	-	14%	63%	23%	100%
marital	3%	8%	89%	-	100%	3%	11%	63%	23%	100%	-	23%	54%	23%	100%
health	9%	34%	57%	-	100%	3%	40%	34%	23%	100%	3%	37%	37%	23%	100
absenteeism	3%	17%	80%	-	100	3%	26%	48%	23%	100	3%	29%	45%	23%	100
tardiness	9%	20%	71%	-	100%	6%	26%	46%	22%	100%	5%	26%	46%	23%	100%

Table 18 indicates that a significant number of heads of departments could not respond on the administrative and support services staff behavioural problems. The reason for this could be that heads of departments are directly in charge of academic staff and that contact with administrative and support services is minimal and less frequent.

Regardless of the percentages involved, one issue is, however, certain and that is all staff members do experience stress. The stress on young academics at the stage of getting into the adult world and settling down are now significantly greater. The difficulty in attaining tenure, lack of advancement opportunities and severe restrictions in salaries make both alcohol misuse and the likelihood of leaving academe strong possibilities (Thoreson,1984:129).

A significant number of heads of departments also reported that support services staff never experience stress. The figures and statistics notwithstanding, the problem of stress seems to be present albeit at a lesser scale. It should be borne in mind, however, that stress is not necessarily negative but may actually prompt and motivate people to achieve. By contrast, negative stress which is called distress is a phenomenon that needs to be addressed. In this regard, Balgopal and Stollak, (1992:90)mention that “like other work settings, Universities face problems of work stress and absenteeism on the job as well as external pressure such as alcoholism, substance abuse and family problems”.

The majority of the heads of departments reported that academic staff sometimes experience financial problems as well. These findings indicate the sensitivity around financial matters and that academic staff do not complain about financial matters to the heads of departments for the latter can do very little about these.

A few respondents, however, confessed that academics always experience financial problems, another valid reason for the establishment of an Employee Assistance Programme.

Almost all the heads of departments reported that academic staff never experience alcohol related problems, a finding which contradicts Thoreson's (1984:129) observation that the difficulty in attaining tenure, lack of advancement opportunities, and severe restrictions in salaries make alcohol misuse a strong possibility.

Most heads of departments reported that academic staff never experience marital problems. There may be a number of reasons for this finding. First, it may indicate that academics do not discuss their marital issues with their heads of departments. Second, the finding may mean that academics are competent to deal with their marital problems and that is why it is not obviously evident that they do experience marital problems. Third, it may mean that academics indeed do not have problems in their marriages.

It should also be highlighted that this finding contradicts existing literature (Thoreson, 1984:129-130; Gross, 1977:752-755) who express the opinion that most academics in the mid-life stage experience marital problems. The two authors mention that academics at this stage modify their relationships including their marital relationships since men at this stage enter into serious love relationships with younger women.

It is difficult to point out the absenteeism problem among academics as they work within a flexible environment and operate on flexible hours. Another significant factor is that senior academic staff have a limited teaching load (Thoreson, 1984:132).

Most of the heads of departments also reported that administration staff never experience problems of absenteeism. This result confirms the fact that if staff members seldom complain of stress, marital problems, alcohol and drug related problems and they are relatively healthy so that there is absolutely no reason why problems of absenteeism should be an issue amongst them.

7.4.10 Employee Services

7.4.10.1 On/off referral by colleague (question 6.1)

Most of the respondents (54%) indicated that they would be prepared to refer their colleagues to an on-site facility whereas 43% would prefer an off-site facility and 3% did not respond to the question.

7.4.10.2 On/off self-referral (question 6.2)

The majority of the respondents (54%) maintained that they would prefer an off-site facility in case they experienced personal problems while 43% would prefer an on-site facility and 3% did not respond.

The pros and cons of internal versus external EAPs have been discussed in literature (Roman, 1990:45) and research indicates that these two approaches produce different referral patterns. Blum and Roman (1989:259-312) reported in a study of over 400 private firms that external EAPs led to a higher percentage of self-referrals for alcohol related problems than internal problems.

7.4.11 Can colleagues benefit from information on the following?

7.4.11.1 Management of personal problems (question 6.3.1)

A large majority of the heads of departments (77%) reported that they believed that members of staff in their departments would benefit more from information on how to manage personal problems and 23% said they would never. Harlacher and Goodman (1991:32) stress that EAPs address all kinds of personal problems such as alcohol and drug abuse, as well as mental health disorders.

7.4.11.2 Management of marital problems (question 6.3.2)

Most of the heads of departments (63%) reported that most staff members in their departments would benefit from more information on how to manage marital problems, while 37% said they did not think staff members in their departments would benefit from such information. Thoreson (1984:129-130) as well as Gross (1977:752-755) express the opinion that most academics in the mid-life stage experience marital problems.

The researcher is of the opinion that most marital problems are interpersonal in nature and the EAP has as its core technology the reduction of interpersonal conflict (Remington, 1996:22-25).

7.4.11.3 Retirement (question 6.3.3)

An overwhelming majority (89%) of the heads of departments reported that they thought most staff members in their department would benefit from more information on retirement but 11% said they did not think so. In a needs assessment study of college educators conducted by Ryan and Jevne, (1993:80) the findings revealed that developmental and personal needs were top priority with most educators.

7.4.11.4 Downsizing (question 6.3.4)

As may be expected the majority of the heads of departments (83%) said staff members in their departments would benefit from more information on downsizing while only 17% said they did not think so.

At the time of the study, the university was facing a threat of downsizing. The heads of the departments would face a barrage of questions from their subordinates as to what would be the final outcome of this restructuring. These questions are often accompanied by strong negative feelings which most of the heads of departments have not been trained to deal with. It therefore follows logically that the heads of departments would suggest that their colleagues would benefit from more information on downsizing.

7.4.12 Can heads of departments benefit from more information on the following?

7.4.12.1 Management of personal problems (question 6.4.1)

The majority of the heads of departments (66%) reported that they personally believed that they could benefit from more information on how to manage personal problems and 34% said they did not think that they needed this information. The heads of departments should be responsible for monitoring job performance deterioration particularly if it is not directly linked to some factor in the work situation (Roman, 1984:13) because personal problems may underlie deteriorating job performance.

7.4.15.2 Management of marital problems (question 6.4.2)

Most of the heads of departments (54%) reported that they would benefit from more information on how to manage marital problems and 46% said they do not think they could benefit from such information.

In a University based needs assessment, Roberts-DeGennaro (1989:15) established that managers (100%) and supervisors (91%) are most likely to identifying those employees that need help.

7.4.15.3 Retirement (question 6.4.3)

A high number of the heads of departments (83%) agreed that they thought they could benefit from information on retirement while 17% said they could not. Because the transition to a non-work status may be stressful for some older workers, it is important to offer pre-retirement planning programmes in the workplace, preferably early enough in the careers of workers that they have time to plan. Assessing the adequacy of the worker's projected retirement income is an important early endeavour and one that needs to be done with awareness of legislation, particularly regarding pension coverage (Stuen and Worden, 1997:270).

7.4.15.4 Downsizing (question 6.4.4)

Most of the heads of departments (74%) said they thought they would benefit from more information on downsizing while a minority (26%) said they did not think they would benefit. All Universities, particularly historically disadvantaged institutions, are facing threats of downsizing in the name of rationalisation due to factors such as reduced student numbers, a lack of funding, the declining infrastructure, and staff attrition (Court, 1991: 337; Bunting, 1993:17 and Amuwo, 2001:11). The changes in society, growth in the numbers of high risk students and severe cuts in state subsidies and the impoverishment of universities in terms of teaching and research make downsizing a reality (Strydom, 1993:83) it is only logical that employees at the University of the North should feel vulnerable and stressed about downsizing.

7.4.16 Facility for addressing employee problems (question 6.5)

The response to the question on how does the university address employee problems yielded many and varied responses. The answers ranged from those

who did not know to those who said such employees should be given leave. Some responses indicated that employees with personal problems are referred to the head of department for counseling. The question, however, was whether heads of departments were able to deal with personal problems of employees. Since responses indicated that personal problems of employees were either neglected or ignored.

Notwithstanding the multitude and diversity of the responses, a fact that clearly surfaced is that there was no mechanism on campus to deal with the personal problems of employees. It follows logically that the time is opportune to think seriously about employee well-ness. This assumption can be based on the fact that in a needs assessment for a university based EAP, Roberts-DeGennaro (1988:16) found that 80% of the respondents suggested that the university did not have adequate policies or procedures to reach and help employees whose personal problems were severe enough to interfere with their work.

7.5 Deans (Appendix D)

7.5.1 Biographical information (section 1)

7.5.1.1 Rank (question 1.1)

The question on rank was not properly understood in that the majority of the respondents mentioned deanship as a rank, when in actual fact the researcher wanted to know the incumbent's rank in terms of the academic ranking such as professor or senior lecturer. This constituted one of the limitations of the instrument.

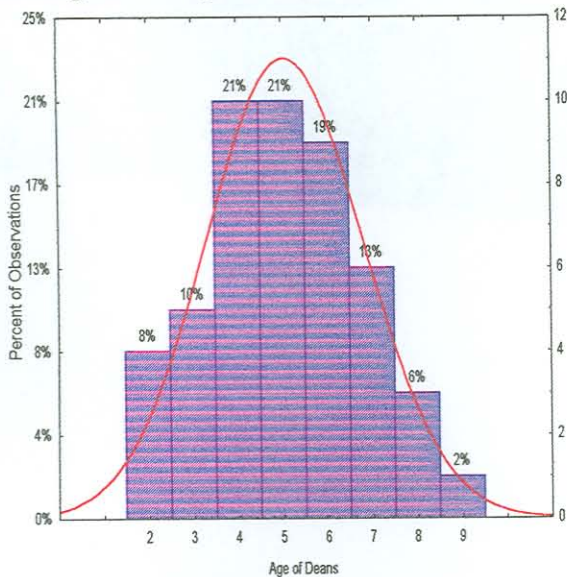
However, from the findings it has emerged that 50% of the respondents were in the position of vice-deanship while the other half were full deans.

7.5.1.2 Number of years in the position (Question 1.2)

The majority of the deans and vice-deans (50%) had been in these positions for two years while 20% had been deans for one (1) year. Some of the deans had served in these positions for three (3) years (10%), five (5) years(10%), and six(6) years (10%). It should be noted that deanship has been an area of instability within the University management structure. However, as the position of deanship at the University of the North has been an elected position tenable for two years, the majority of deans have served in these positions for two years only.

7.5.1.3 Age (question 1.3)

Histogram 4: Age of deans



The majority of deans (42%) were in the age group 35-45, 18 % were in the age group 24-39, 19% in the age group 46-51, 18% in the age group 52-57, 6% in the age group 58-63 and 2% in the age group 64 and above.

According to Gould (1972:129) and Levinson (1978:15) deans are usually somewhere between the stages of:

- becoming one's own man- usually occurring between the ages of 35 and 39; and
- middle adulthood occurring around 45-60.

According to Thoreson (1984:129), the majority of academic staff are now in the mid-life transition where the disengagement process in male development occurs and risk to alcoholism increases. Since existing literature seems to be focusing on the problems of academics at this stage very little could be found about managers of academic institutions.

7.5.1.4 Gender (question 1.4)

Ninety percent (90%) of the deans were male and 10% female. This means that the University had not fully implemented the requirements of the Higher Education Act No 101 of 1997 which is to redress past discrimination and ensure representivity and equal access (see pages 78 and 79).

7.5.1.5 Population group (question 1.5)

Eighty percent of persons in deanship positions were black. The racial composition of the deans as middle managers thus seem to conform to the national demographic character of the country. But another area that still needs improvement is to have more women and people with disabilities in positions of authority.

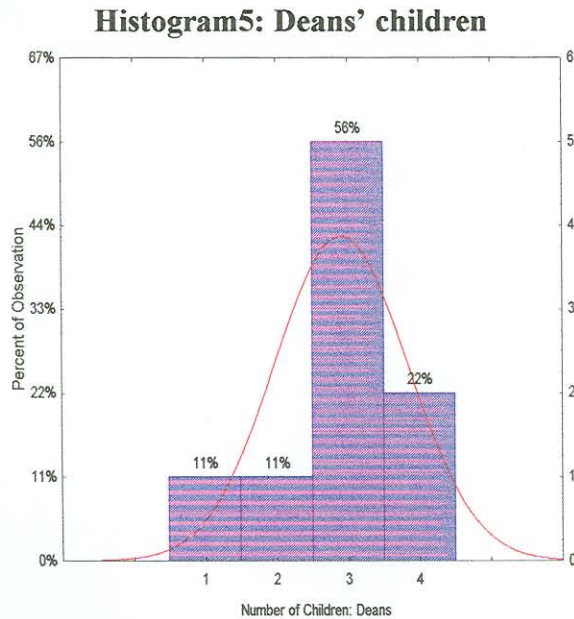
7.5.1.6

Marital status (question 1.6)

The majority of deans (80%) in the study were married. This may indicate that society seems to expect people in leadership positions to have the tied the knot so that they can be exemplary.

7.5.1.7

Number of dependents (question 1.7)



The majority of the deans had three children. This finding correlates with the information that was obtained in the academic staff sample (see page 122) as far as the number of dependent children was concerned.

7.5.1.8

Qualifications (question 1.8)

The majority of the deans (60%) had a doctoral degree which of course is a requirement for positions such as these. A lesser percentage (40%) had a masters degree as the highest qualification which is a cause for concern since deanship is tantamount to academic leadership and as a result the highest possible academic and perhaps management qualification are essential for this position.

7.5.2 Changes in higher education

7.5.2.1 Familiarity with the Higher Education Act 101/1997 (question 2.1)

Most of the deans (90%) were familiar with the Higher Education Act 101 of 1997 while only a minority (10%) was in the dark with regard to changes in higher education. The reason for this could have been that the Act maps out the whole governance scenario and policy for higher education in that it seeks to achieve the following:

- establish a single co-ordinated higher education system which promotes co-operative governance and provides for programme-based higher education;
- restructure and transform programmes and institutions to respond better to the human resource, economic and development needs of the Republic;
- redress past discrimination and ensure representivity and equal access;
- provide optimal opportunities for learning and the creation of knowledge;
- promote the values which underlie an open and democratic society based on human dignity, equality and freedom;
- respect freedom of religion, belief and opinion;
- respect and encourage democracy, academic freedom, freedom of speech and expression, creativity, scholarship and research;
- pursue excellence, promote the full realisation of the potential of every student and employee, tolerance of ideas and appreciation of diversity;

- respond to the needs of the Republic and of the communities served by the institutions;
- contribute to the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality;
- and for higher education institutions to enjoy freedom and autonomy in their relationship with the state within the context of public accountability and the national need for advanced skills and scientific knowledge.

One would therefore expect people in positions of deanship to be familiar with this Act

7.5.2.2 Modularisation (question 2.2.1)

It was also encouraging to note that a high number of the deans (90%) were aware of and comfortable with the modularisation processes at the University whilst only 10% were not. One expects deans to be comfortable with these processes because they have to provide the requisite academic leadership to ensure that these processes are finalized.

Modularisation is one of the requirements of the Higher Education Act No 101 of 1997 and the National Qualifications Framework, to ensure that institutions of higher learning provide programme based curricula, portable skills and that prior learning should be recognised in higher education.

7.5.2.3 South African Qualifications Authority (question 2.2.2)

As expected, the majority of the deans (60%) and deputy deans were familiar with the changes envisaged by the establishment of South African Qualifications Authority.

The other 40% of the respondents were nevertheless uncomfortable with the modularisation process and were thus subjected to stress for having to lead a process of which they did not have the necessary knowledge. This may cause stress and make these incumbents suitable candidates for an Employee Assistance Programme.

The SAQA Bulletin (1997:5) outlined the following key functions of the body:

- to oversee the development of the NQF;
- it must formulate and publish policies and criteria both for registration of bodies responsible for establishing educational and training standards; and
- for the accreditation of bodies responsible for monitoring and auditing achievements.

7.5.2.4 Council on Higher Education (question 2.2.3)

A large percentage of the deans and vice-deans (70%) were comfortable with the establishment of the Council on Higher Education as contemplated in the Higher Education Act No 101 of 1997 while only a lesser number of respondents (30%) were uncomfortable about the Council on Higher Education. Discomfort about certain aspects of one's work environment may lead to a decreased level of productivity, especially since people in management positions within academic institutions need to be familiar and comfortable with drastic changes in the Higher Education landscape.

7.5.2.5 Accreditation of programmes in higher education (question 2.2.4)

The majority of the deans (70%) also agreed that academic programmes and curricula have to be accredited to ensure the portability of skills and articulation. Articulation (mobility) within the tertiary education sector is urgent (AUT 1992:

NASOP 02 - 316). Although only thirty percent (30%) of this group were not comfortable with the accreditation of programmes, it is a cause for concern as well.

Articulation must enable the horizontal and vertical mobility of students between institutions with different missions and mandates. It must also enable staff mobility for the purposes of teaching and research (Shape and Size of Higher Education Task Team Report, 2000:46). In addition accreditation is a process whereby the comparability and recognition of educational standards are promoted and is used to raise norms and standards of educational activities to a level that will ensure quality education. Finally, accreditation serves the purpose of confirming whether a discipline has achieved its goals as claimed (Strydom, 1993: 85).

7.5.2.6 Quality promotion in higher education (2.2.5)

It is a positive development to note that 60% of middle managers/leaders (60%) of the academic faculties at the University of the North are comfortable with and positive about quality assurance while only (40%) of the respondents are not certain about their feelings with regard to the quality assurance function of the Council on Higher Education.

Quality assurance and evaluation or appraisal go hand in hand and, over the past two decades, University systems in the western world have been subject to particularly intense appraisal, both from within and from without (Collins and Parry-Jones, 2000:772; Bitzer, 1993: 28).

In South Africa, institutional self-evaluation (ISE) is becoming part and parcel of post-secondary education because these institutions' future autonomy will increasingly depend on their own capacity for self-renewal and the readiness to deal with the problem of efficiency and effectiveness (Kells, 1998:15; Nichols, 1989:23 and Van Vught, 1991:17).

7.5.2.7 Size and shape in higher education (question 2.2.6)

Interestingly, half the number of deans (50%) were uncomfortable with the task team report on higher education while the other 50% were comfortable with the report. It may thus be concluded that the task team report on shape and size of higher education does not draw a positive response from the deanship. This may be as a result of the fears that this report raised about especially the historically disadvantaged and black institutions.

7.5.2.8 The National Qualifications Framework (question 2.2.7)

In this instance seventy percent (70%) of the respondents were not clear about the National Qualifications Framework while thirty percent (30%) were comfortable with the National Qualifications Framework.

The researcher is of the opinion that the division tends to reflect confusion regarding how this framework is going to be put in place, rather than dissatisfaction with it. The confusion may perhaps be caused by the following paragraph from the Shape and Size Task Team Report (2000:46)

“While differentiation and diversity must be a principal feature of a reconfigured higher education system, articulation mechanisms must exist to ensure that the system is also highly integrated.

Indeed, the success of a differentiated and diverse system is dependent on structural integration”

7.5.2.9 Conditions of service for employees in higher education (question 2.2.8)

The same pattern of findings that was recorded for questions on the NQF obtain about the conditions of service of employees in higher education.

There was a division among the academic leadership as regards the conditions of service of University employees. This finding seems to suggest and actually negate an earlier finding that deans were comfortable with the vision, mission and goals of the institution. It would seem that the deanship who responded to the question regarded the vision, mission and goals of the institution as good but were unhappy about the conditions of service. Perhaps more research needs to be conducted in this area to determine what deans are unhappy with as far as their conditions of employment are concerned.

Harrison Brown as cited by Uehling (1984: 102) remarks that one third of all American workers were dissatisfied with their jobs. About 17% felt that they were treated unfairly in their work situation in spite of the fact that the pay was deemed to be satisfactory.

Uehling (1984:104) maintains that an EAP is especially appropriate for the mid-life professor who has arrived at a cynical or depressed point in his career. This person may be a bit jaded, a little tired, having been on a fast track and doing a significant amount of work but is no longer deriving the same kind of satisfaction from his work.

An EAP gives such people the opportunity to examine other things that may be beneficial to give them renewed satisfaction, such as different emphasis on research, a different kind of teaching, or some other effort which is professionally related. Additionally, an Employee Assistance Programme may provide the faculty member with other avenues for satisfaction, perhaps a renewed interest in jogging, or photography, or family counseling directed toward revitalizing one's marriage (Uehling, 1984:104).

7.5.2.10 Employment Equity Act (question 2.2.10)

The majority of the respondents (70%) were comfortable with the provisions of the Employment Equity Act while a smaller number, namely, (30%) were not comfortable with the Act. It would be interesting to find out who the people were who were not in favour of the Employment Equity Act and why?

7.5.3 University processes

7.5.3.1 Mission of the university (3.1.1)

The mission of the University is to achieve distinction in scholarship, professionalism, and community renewal amongst its staff and students in order to improve the quality of life of the community it serves (see page 74).

An overwhelming majority of the deans and vice-deans (80%) were clear about the mission of the University. The remaining twenty percent (20%) were not clear about the mission of the university as one would expect middle management to be clear about the mission of the institution that they lead.

It is disturbing to note that there were people in leadership positions who did not know what had to be done on a day to day basis in order to realise the vision of the University.

7.5.3.2 Vision (question 3.1.2)

The majority of the deans and vice-deans (90%) were clear about the vision of the University which is: “The University of the North strives to be a quality institution of higher learning and critical reflection, which is innovative, responsive to change, is rooted in the issues of the society it serves, and is recognised world-wide as the centre for relevant theory and practice of people centred development” (see page 74). The remaining 10% were uncertain about the mission of the University.

7.5.3.3 Goals of the University (question 3.1.3)

Most of the of the respondents (70%) were clear about the goals of the university while only 30% being unclear about the goals of the University. This is again a cause for concern as people in leadership positions need to be driven by the goals of the institution they serve to achieve more success.

The fact that more deans are clear about mission, vision and goals of the institution may mean that they are satisfied with their jobs. Uehling (1984:102) remarks that “Dissatisfaction with the job and feelings of unfair treatment, in spite of sufficient pay, suggest that the average employee is thinking much more about the meaning and purpose of his or her life than ever before.

7.5.3.4 Promotion criteria (question 3.1.4)

Sixty (60%) of the respondents were familiar with the promotion criteria at the University of the North while the remaining 40% were unclear about the promotion criteria on campus. This is another sore point in the management of human resources at the University of the North, particularly academic staff.

The promotion of academic staff seems to be done on a hit or miss basis as deans are unaware of the criteria for promotion.

7.5.3.5 **Conditions of employment (question 3.1.5)**

The majority of deans and vice-deans (60%) were comfortable with the conditions of employment of academic staff and the other 40% were unclear about them. This finding differs from the deans and vice-deans position regarding conditions of service of employees of higher education.

The researcher is aware of the attractive perks offered to deans and vice-deans at the University of the North in that they qualify for a car allowance, entertainment budget, and at the end of their term of office they qualify for a sabbatical for a period of three months. The gripe, however, may be in the conditions of employment of university employees as envisaged by the Higher Education Act.

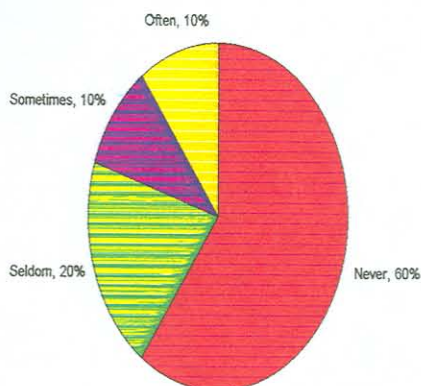
7.5.4

Staff development processes

7.5.4.1

Performance appraisal (question 3.2.1)

Pie-chart 3: Frequency of performance appraisal as observed by deans and vice-deans



Frequency of Performance Appraisal

The majority of the deans and vice-deans (80%) maintained that performance appraisal of academic staff never took place in their faculties. This constitutes a serious deficiency as for instance, Thoreson (1984:131) regards lack of performance appraisal as “the extension of the principle of academic freedom to the area of performance standards”. The effect of this is that job performance which bears no discernible relationship to academic freedom is “wrapped in its mantle, sacrosanct and beyond evaluation”. The elusive definition of job performance itself creates a serious barrier.

There is a disinclination, verging on a point of honour among managers of academics, to specify in operational terms what is expected of an academic (Thoreson, 1984:131; Roman, 1980:135-149; Balgopal and Stollak, 1992:114).

7.5.4.2 Supervision (question 3.2.2)

Most of the deans and vice-deans (70%) mentioned that they did not carry out supervision. However, the remaining 30% of the respondents claimed that they always carried out supervision. This lack of proper supervision of their immediate staff may probably be ascribed to the fact that this task does not fall within the job description of deans. Another reason could be that academics themselves “work in an environment of low supervision, low visibility of performance, freedom from time demands, and vaguely defined and non-enforced standards of performance” (Harlacher and Goodman, 1991:31 Thoreson, 1984:123-124; Baldrige, 1984:55) combined with a limited distance between academic staff and their supervisors (Roman, 1980:135-149).

Trice (1984:148) regards speaking of “supervisors” within a faculty as, to a substantial degree, a misnomer. “After thirty years in academia I have never had a supervisor. Deans I have always had, but literally months and months have often gone by without the two of us even seeing one another, much less seriously interacting in any way”.

A lack of supervision and performance standards are serious limitations within the academic work environment that render the use of supervisor confrontation totally inappropriate. It should be borne in mind that confrontation is highly useful in other settings for identifying employees with personal problems and their subsequent referral for EAP intervention.

7.5.4.3 Mentoring (question 3.2.3)

Mentoring was carried out by only twenty percent (20%) of the respondents while (80%) did not. The figures show that the majority view indicated that mentoring never took place in their faculties- another serious deficiency at the University of the North.

7.5.4.4 Coaching (question 3.2.4)

The majority of the deans (70%) indicated that coaching did not take place within their faculties. Thirty percent (30%), however, indicated that coaching always took place within their faculties. These findings thus also reinforce the lack of proper management of academic staff members at the University of the North.

Probably coaching does not take place that often because of the “myths about the academic as a Renaissance scholar, unfettered by performance demands, inscrutable and undaunted by the problems of mere mortals” (Thoreson, 1984:130). This situation arises as well because “colleges and Universities represent a type of professional bureaucracy in which employees are given considerable autonomy and control over their work” (Grosch, Duffy and Hessink, 1996:44).

7.5.4.5 Bringing change on campus (question 3.3)

While the majority of the deans and vice-deans (80%) maintained that it was very difficult to bring about change on campus, a minority of them (20%) were uncertain whether it was difficult or easy to bring about change on campus. This finding is consistent with Baldrige’s (1984:51-62) observation that Universities

are “organised anarchies”. Within organised anarchies the decision-making process looks like a political system because of competing groups and the high degree of conflict, so that the decision-making process can be finally captured by using the term decision flowing instead of decision making.

This finding about the difficulties experienced by change agents mean that services such as Employee Assistance Programme can be sabotaged by the politics of the campus and ultimately thrown out before they come to fruition.

Regardless of that, literature (Dorn,1994:18-47; Franz, 1991:24-27;Thoreson,1984:58-62; Schooling 1984:93-100) provides a range of strategies to deal with the obstacles of innovative change on campuses, particularly in setting up an Employee Assistance Programmes.

Some of these strategies are as follows:

- concentrate your efforts;
- know when to fight;
- learn the history of the institution;
- build a coalition;
- join external institutions; and
- use committees effectively.

7.5.4.6 Dual allegiance (question 3.4)

The investigation established that the majority of deans and vice-deans (70%) belonged to professional associations. This means that they were also experiencing the problem of dual allegiance which is characterised by conflict between professional versus institutional identification.

This bifurcation in role has led to a major commitment by academics to off campus activities and constituencies that consume considerable time and energy (Thoreson,1984:126). As already mentioned, this phenomenon may aggravate the stressful situation academics, and especially more senior members of the academics, face and even lead to drinking problems which would necessitate professional help through an EAP.

7.5.4.7 Trade union membership (question 3.5)

As may be expected the majority of the deans and vice-deans (80%) did not belong to trade unions. It is interesting to note that 20% of the deans are members of a trade union. As the University of the North trade unions" character is anti management and a dean or vice-dean becoming a member of the trade union is like joining a body that is hell bent on opposing your own work and personal interests, an unwise position indeed.

On the other hand, Franz (1991: 32) is of the opinion that EAPs present an approach both labour and management can agree on.

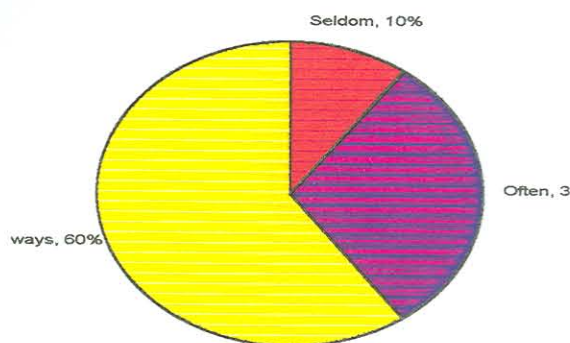
Management benefits because for every rand invested in an EAP, they avoid at least R5 in loss due to absenteeism, demands on health benefit plans and accidents while labour benefits in two ways. It can preserve the job and the person in the job (Compare Yamatani, 1988:129-149; Yamatani, 1993:65-82).

7.5.5 Communication Patterns

7.5.5.1 Frequency of communication with academic staff

(question 4.1.1)

Pie-chart 4: Frequency of communication between academic staff and deans



Pie-chart 4 indicates that deans communicated in general very frequently with academic staff. This finding is valid since the dean is the link between academic staff and executive management of the University. The deans is a leader of faculties which are structures made up mainly by academic staff.

7.5.5.2 Communication with administration staff (question 4.1.2)

Majority of deans (90%) always communicated with the administration staff. A lesser number (10%) did not communicate with administration staff. Deans do not communicate as frequently with administration staff as they do with academic staff. The reason may be that although the position of deanship may be administrative, it is a position that oversees the academic staff. So one would therefore expect frequent communication with academic staff.

7.5.5.3

Communication with support service staff (question 4.1.3)

Forty percent (40%) of the respondents are uncertain about the frequency of their communication with support services staff. The other 40% always communicate with the support services staff and the remaining 20% never communicates with support services staff.

7.5.6 Communication with academic staff

7.5.6.1 Face to face communication (question 4.2.1)

Table 19: Weekly communication patterns- Deans' observations

ACADEMIC						ADMINISTRATION					SUPPORT				
Kind of communication	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total
face to face	90%	10%	-	-	100%	80%	10%	10%	-	100%	60%	10%	30%	-	100%
telephone	90%	10%	-	-	100%	90%	-	10%	-	100%	40%	-	60%	-	100%
memo	70%	30%	-	-	100%	50%	40%	10%	-	100%	10%	-	70%	20%	100%
circular	60%	10%	30%	-	100%	40%	20%	40%	-	100%	10%	10%	80%	-	100%
fax	60%	20%	20%	-	100%	30%	20%	50%	-	100%	-	-	100%	-	100%
e-mail	30%	40%	30%	-	100%	80%	10%	-	10%	100%	-	-	100%	-	100%
meeting	90%	10%	-	-	100%	30%	50%	20%	-	100%	-	20%	80%	-	100%

From table 19 one discerns a striking similarity of responses about the frequency of communication among academics as far as face to face and telephone communication is concerned. This kind of frequency of communication suggests that peer referral to EAP service would be most likely among academics because of their frequent interactions.

Deans always communicate frequently with academic staff on a face to face basis. Meaning that academic staff are not living in an environment of low visibility as Thoreson (1984:130) surmised. The academics at the University of the North, one may conclude, are characterised by a quasi-indentured employment status in an environment which provides maximum security and minimum opportunities for advancement for both academic and non academic employees.

Every dean is allocated a secretary, and the latter falls within the administrative arm of the personnel. It is therefore not surprising to note that deans communicate frequently with this staff and they are comfortable with the face to face communication. Face to face communication seems to be the most preferred by deans in communicating with academic staff, administrative as well as support services staff.

Meetings were popular means of communication among academic staff.. The University has scheduled faculty meetings and these are used frequently by deans to communicate University policy. The findings indicate that deans are in favour or rather comfortable with meetings.

7.5.7 Employee Behaviour (5)

Table 20: Employee Behaviour and Problems -Deans observations

ACADEMIC	ADMINISTRATION	SUPPORT
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Problem behaviour	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total
stress	50%	40%	10%	-	100	30%	40%	30%	-	100%	10%	50%	40%	-	100%
financial	60%	30%	10%	-	100	30%	60%	10%	-	100%	30%	50%	20%	-	100%
alcohol	-	20%	80%	-	100%	-	40%	60%	-	100%	-	30%	70%	-	100%
drugs	-	10%	90%	-	100%	-	10%	90%	-	100%	-	30%	70%	-	100%
marital	-	30%	70%	-	100%	10%	50%	40%	-	100%	10%	50%	40%	-	100%
health	40%	20%	40%	-	100%	40%	30%	30%	-	100%	20%	60%	20%	-	100
absenteeism	20%	20%	60%	-	100	10%	10%	80%	-	100	10%	80%	10%	-	100
tardines	20%	40%	40%	-	100%	20%	30%	50%	-	100%	40%	40%	20%	-	100%

The United Nations' International Labour Organization calls work stress "the disease of the modern workplace" and estimates that the problem costs the US \$200 billion annually in lower productivity, higher absenteeism and higher health care and costs (Semenuk, 1996:20). Stress can be defined as a mentally or emotionally disruptive influence (Miller, Jones and Miller, 1992:26) or as the "response to an inappropriate level of pressure (Collins and Parry-Jones, 2000:770) while Arroba and James (1987:21) regard it is a response to pressure and not the pressure itself.

Stressful life events can be negative in the sense that they are usually socially undesirable and may include frequent job reassignments, unexpected expectations of supervisors, or promotional practices perceived as unfair by the worker. Miller, Jones and Miller (1992:26) maintain that 80% of employees experience some degree of stress in their lives and wish to do something about it. Resultantly, Employee Assistance Programmes have become critical components to addressing quality of life issues, including the issue of stress in the workplace.

In this survey the majority of deans and vice-deans have indicated that they always come across academic staff who are experiencing financial problems. This confirms Thoreson's (1984:126) as well as Collins and Parry-Jones' (2000:772) assertion that low salaries and consequent economic pressures had always been salient issues for the academic.

Gaff (1972:1) further documents the frustrations of academic staff as coming from:

- the tightest job market in decades;
- the difficulty older academic staff face in job mobility and the younger faculty in obtaining tenure; and
- a series of drastic budget cuts that have adversely affected departmental programmes and faculty morale.

Interestingly, the majority of deans had not observed traces of alcoholism among the academic staff. Collins and Parry-Jones (2000:772) report on a recent survey of 465 academic staff members in the UK which revealed that 38% of academic staff reported suffering from depression, 26% from anxiety, and 9% from alcohol dependency.

The latter may be ascribed to the fact that “the academic community holds a positive view of drinking as a part of gracious living”(Madsen, 1984:151 & Thoreson, 1984:131) while Roman (1980:135-149) mentions the following barriers to recognizing alcohol problems among academic staff:

- a paucity of success in the measurement of academic performance;
- a guild-like protection of faculty;
- a limited distance between faculty and their supervisors; and
- a minimal agreement on what constitutes good performance.
-

Thoreson (1984:131) mentions that other characteristics of the academic environment that make it difficult to identify problems of alcohol include “the difficulty to distinguish between the natural tailing off of performance of the ageing academic from significant job deterioration. Also, the freedom from close supervision and time demands offers the opportunity for significant abuse by mediocre faculty”. McMillen (1985:27) provides the following guidelines to help managers of academic institutions to deal with academic staff who show symptoms of alcoholism:

- put the problems in writing;
- be supportive and express concern;
- do not diagnose the staff member’s problem as alcoholism;
- suggest that the staff member seek help;
- outline a plan of improvement;
- set a date for another review and keep your expectations realistic.

Thirty percent (30%) of the deans maintained that administrative staff did not experience health problems, another 30% said they sometimes experienced health problems whilst the majority (40%) maintain that administrative staff always experienced health problems.

It is interesting to note that as far as health aspects of administrative staff were concerned, the response was split into three nearly equal thirds. What is significant, however, is that health problems were detected amongst administrative staff.

About 5-10% of employees in any corporation or institution of higher education have problems with substance abuse and another 5-19% have problems around relationships, finances and health (Collins and Parry-Jones, 2000: 777; Roberts-DeGennaro, 1989:11). This is indeed a serious problem as employees' health and well-being affect an organization's productivity (Ketchum, 1988:43; Harlacher and Goodman, 1991:30;).

The majority of the respondents maintained that administrative staff never experienced problems of absenteeism.. Sullivan (1992:20), however cautions that when the manager of a work group is alcoholic, employees of his work group may experience tardiness, absenteeism, poor communication, poor productivity and increased health care problems.

The fact that some deans observed marital problems among the administrative staff is cause for concern because the relationship between work and family is reciprocal. High risk areas for family stress in the workplace include role overload and interference issues related to dual career conflicts, time management problems, and parenting stressors. When the demands of one or more roles are too much for the individual to handle, that is called overload (Krusor and Blaker, 1992:30).

Employee Assistance Programmes may assist with problems ranging from alcohol and drug abuse to family discord, along with adaptation to physical illness, child rearing and career mobility, sexual harassment, occupational stress and financial worries (Sullivan and Poverny, 1992:3).

7.5.8 Employee services

7.5.8.1 On/off facility: Referral of a colleague (question 6.1)

The findings from the study indicated that 60% of the deans would refer a colleague to an on-site facility whereas the other 40% reported that they would not refer a colleague to an on-site facility. Both positions are catered for within the models of an Employee Assistance Programme. Three types of EAPs can be found among institutions of higher education:

- internal EAPs, in which University employees provide services on or near campus;
- external EAPs, in which services are contracted with an outside vendor; and
- blended EAPs, a combination of both internal and external programmes (Minelli et al, 1998:27).

The researcher maintains that in reality a genuine EAP is either internal or external, since the third one is a mixture of the two. The pros and cons of internal versus external EAPs indicates that these two approaches produce different referral patterns (Grosch et al, 1996:45). The majority of the deans in this study would prefer their colleagues to use an off- campus facility whenever they experienced personal problems.

7.5.8.2 **On/off: self-referral (question 6.2)**

The majority of the deans (60%) preferred an off-site facility for their own personal problems while the other 40% reported that they would not use an off-site facility.

In a study of over 400 private firms conducted by Blum and Roman (1989:259-312) it was reported that external EAPs led to a higher percentage of self-referrals for alcohol-related problems than internal programmes, which in turn had a higher percentage of supervisory referrals. Internal programmes also reported a slightly higher percentage of employees with alcohol-related problems who returned to adequate job performance within 12-month period.

It is thus needless to say the findings in this study negate the findings obtained by Blum and Roman (1989:259-312). However, a shortcoming in this study is that the respondents were not asked as to the reasons that make them choose an internal programme for self-referral above the external one.

7.5.9 **More Information for colleagues on:**

7.5.9.1 **Management of personal problems (question 6.3.1)**

All the respondents (100%) reported in the affirmative with regard to whether academic staff in their faculty would benefit from information on how to handle personal problems. This finding suggests that there is a need for an Employee Assistance Programme. at the University of the North.

In addition, the majority of the deans (90%) said that staff in their faculties would benefit from more information on marital problems while a small minority of 10% did not think they could benefit from more information on how to handle marital problems.

7.5.9.2 Retirement (question 6.3.3)

All the respondents (100%) reported that staff in their faculties would benefit from more information on how to prepare for retirement. This positive response may mean that deans would support the setting up of an EAP service on campus because the latter offers within its wide range of services, retirement planning programmes which cover “financial planning, life-style considerations, interpersonal relationships, role changes, living arrangements and health education (Stuen and Worden, 1997:270).

7.5.9.3 Downsizing (question 6.3.4)

All the deans (100%) believed that staff in their faculties would benefit from more information on downsizing. The deans’ responses were appropriate given the fact that the University was on the verge of the downsizing process at the time of this study. Foster and Schore (1990:83) cautioned thus: “When a mass lay-off is likely, EAP staff should consider two important factors beyond offering services to individuals:

- viewing the downsizing organization as a client; and
- getting involved in helping the organization make long term plans.

Foster and Schore (1990:84) also maintain that it may be less obvious, but nevertheless equally true that employees' reactions to organizational change have far reaching adverse effects for companies as well. Ketchum (1988:43) says that if employees' feelings are not addressed, emotional reaction may escalate into anger and ultimately harden into long term negative attitudes towards the company.

7.5.10 More information for self on the following:

**7.5.10.1 Management of personal problems
(question 6.4.1)**

All the deans maintained that they would personally benefit from more information on how to manage personal problems. In a study of EAPs in higher education, Minelli et al (1998:28) found that more employees turned to the EAP for personal or mental health reasons than for problems related to substance abuse, reflecting the broad brush nature of EAPs. In contrast, Schooling (1984:95); Wyers and Kaulukukui (1984:170) maintain that there is no widely perceived need for an EAP since it is assumed that counseling regarding personal problems is not the responsibility of the institution. The researcher is of the opinion that the latter opinion is indeed old, the former position, espoused by Minelli et al, is the most contemporary one.

7.5.10.2 Marital problems (question 6.4.2)

The majority of the deans (70%) maintained that they could benefit from more information on how to manage marital problems while the other 30% indicated that they would not benefit from such information.

Minelli et al (1998:28) report that the following pattern of problems among University employees request for EAP services: family and marriage (25%), psychological (21%), alcohol (19%), career-job related (14%), drug abuse (non alcohol 8%), financial (4%), legal (3%) and other problems (7%).

7.5.10.3 Retirement (question 6.4.3)

All the deans that responded to this question indicated that they would benefit from more information on retirement. Retirement programmes can indeed be of invaluable service to terminating staff and services may be of three kinds according to Monk (1990:400-419):

- developmental tasks which involve selling the idea of pre-retirement preparation and ensuring ongoing offerings;
- educational tasks which entail helping the retiree adjust to retirement by providing useful information and links to community resources; and
- therapeutic assistance which is offered to retirees who may have a negative experience and or an unrealistic expectation with regard to retirement that may require counseling.

7.5.10.4 Downsizing (6.4.4)

All the deans (100%) that answered this question indicated that they would benefit from more information on downsizing

The findings above correspond with the observation by Grosch et al (1996:35) that: "Possessing a high-level corporate title or a doctorate does not vaccinate a person against life's challenges.

There is a prevalent myth that an advanced academic degree automatically confers upon the holder an ability to effectively manage all areas of his or her life. That myth, as it applies to academia, makes it difficult for persons in that field to open up and to share their vulnerabilities and problems. The myths bolster the denial system associated with many of societies problems". Besides, deans as managers are aware of serious threats faced by University employees, particularly academics because of reduced student numbers and declining infrastructure (Court, 1991:337; Bunting, 1993:117 Amuwo, 2001:11).

**7.5.19 How does the University deal with personal problems of employees ?
(question 7.5)**

The majority of the respondents (50%) reported that there was no facility for dealing with the personal problems of employees. Some deans (10%) simply stated that the University simply ignored employees who manifest personal problems.

However, a few of the respondents (7%) indicated that the University was sensitive to issues of bereavement and that the institution provided a bereavement leave and does assist financially if the concerned employee wanted to make a loan. Other deans (10%) reported that employees who manifested personal problems were referred to the head of the department while twenty three percent (23%) did not respond to the question.

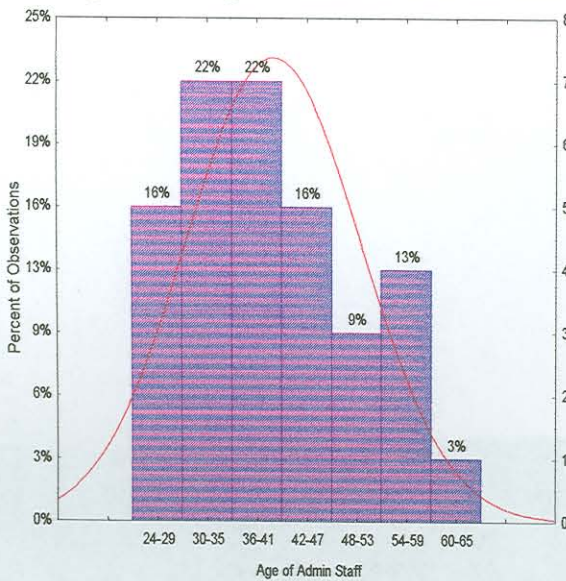
These responses point to one thing, namely, that personal problems of employees are dealt with on a hit and miss basis and that something concrete and serious needs to be put in place for the employees of the University of the North.

7.6 Administrative staff (Appendix E)

Inclusion of the administrative staff in this study was important in the sense that there are significant differences between the work environments of administrative and academic staff members. Administrative staff are described as working in a more business-like environment, depending upon their status and role, while academics function in a so-called professional environment (Thoreson and Hosokawa, 1984: 94).

7.6.1 Age (question 1.1)

Histogram 6: Age of administrative staff



The bulk of the administrative (44%) staff were between 30 and 41 years of age while there were only a few (3%) people in the age group 58-63.

A similar finding was obtained among the academic staff. Most people in this age group would be at the stage of (early) retirement.

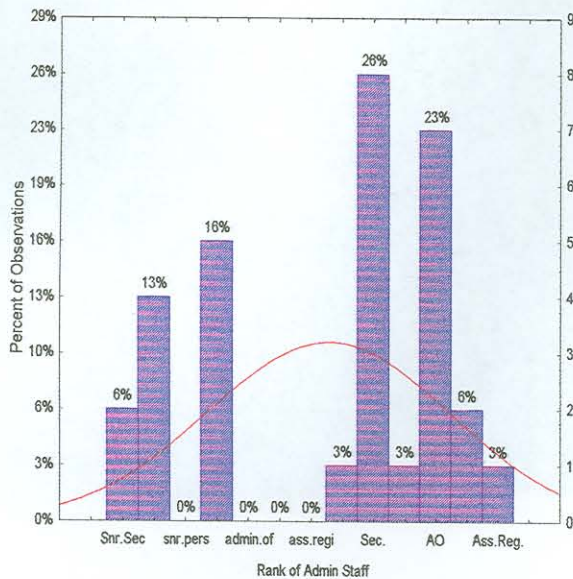
7.6.2 Gender (question 1.2)

More females (78%) than males (22%) participated in the study. In terms of the staff composition of the University there are more females than males (see pp 78-80). This finding contradicts that obtained among the academic staff (see page 118); heads of departments (see page 163) and deans (see page 199).

The implication of this is that administrative section employs more females than any unit on campus. This finding may also suggest that there is an abundance of potential EAP services consumers on campus in that “more women than men utilize EAP services” (Berman et al, 1991: 24; Grosch et al 1996:49; Minelli et al 1998:27).

7.6.3 Rank (question 1.3)

Histogram 7: Rank of administrative staff



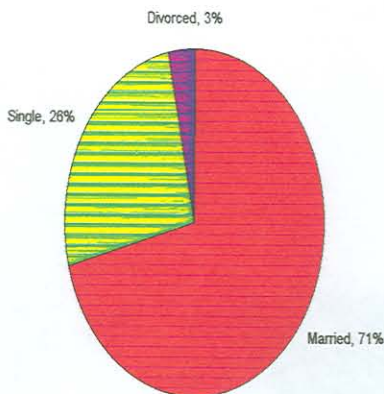
The majority of the respondents (25%) were in secretarial positions, followed by administrative officers (21%) and principal administration officers (15%) .

7.6.4 Experience (question 1.4)

The persons who have been in the employment of the University for 3 years constituted 3% of the sample while those who served the University for four (4) years constituted 15% of the sample. Other respondents (18%) had been in the service of the University between 5 and 6 years. The bulk of the respondents (66%) were employed by the University for more than seven years (7) and less than 32 years.

7.6.5 Marital status (question 1.5)

Pie-chart 5: Marital status of administrative staff



Marital Status of Admin Staff

The majority of the members of the administrative staff (69%) were married whilst a quarter (25%) were single. An equal number of the respondents (6%) were single while the other 6% did not respond to the question.

7.7.6 Number of children (question 1.6)

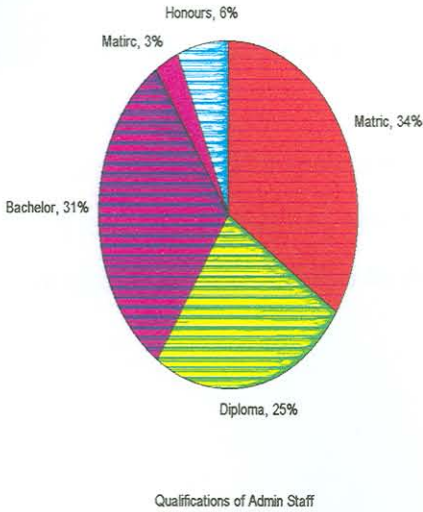
Table 21: Number of children of administrative staff

Value	Count	Percent
0	2	6.25
1	8	25
2	7	21.8
3	6	18.7
4	5	15.6
5	2	6.3
6	1	3
7	1	3

The majority of the staff in the administrative section had more than two children. This is unlike in the findings which were obtained from the previous samples. This finding prompts the researcher to conclude that the more educated people have fewer children than they are likely to have.

7.6.7 Qualifications (question 1.7)

Pie-chart 6: Qualifications of administrative staff



There were administrative staff (31%) who had a bachelors degree and some (6%) had an honours degree though the majority (37%) had matric as their highest qualification. About 26% of the participants had a diploma as the highest qualification.

The reason why some members of the administrative staff possess degrees is that the University has a staff development degree programme tailor-made for the administrative staff. This ensures that the University has skilled human resources to deal with a variety of administrative problems.

7.6.8 Population group (question 1.8)

Most members of the administrative staff were black (90%) while 10% were white. Table 3 and 4 confirm that there were more blacks than whites in administration positions.

7.6.9 Changes in higher education (question 2.1)

Most staff members in the administration (81%) viewed change in a positive light whereas 19% were not positive about changes taking place in higher education. From a human resources perspective, the 19% that were not positive about change would benefit from an EAP in that it will help in reducing uncertainty and boost morale (Balgopal, and Stollak, 1992:113).

The changes in higher education are driven both by political transformation and by changes in the international educational arena (Sunday Times, 2001:23).

7.6.10 Modularisation (question 2.2.1)

Most administrative staff members reported that they were in favour of changes taking place in higher education. It is therefore not surprising that the majority (56%) reported that they were comfortable with the modularisation of curricula. Only 25% were not comfortable with modularisation. The other 6% did not respond to the question.

It is encouraging to note that the administration is keeping track with the developments in the academic environment even when they are not directly involved.

7.6.11 The Higher Education Act No.1 of 1997 (question 2.2.2)

Half of the respondents (50%) reported that they were comfortable with the Higher Education Act while a minority (28%) were not comfortable with it and less than a quarter of the sample (22%) did not respond to the question.

If most respondents were comfortable with the Higher Education Act, it simply follows that they were also comfortable with the provisions of the Higher Education Act No.1 of 1997.

7.6.12 Council on Higher Education (question 2.2.3)

Most staff members in the administration (50%) reported that they were comfortable with the role and function of the Council on Higher Education whereas 28% were uncomfortable with the functions of the Council. Only a minority (3%) felt uncomfortable with the Council while 22% of the respondents avoided the question.

The Council on Higher Education is a legal body established in terms of the Higher Education Act of 1997. The findings in this study already confirmed that most respondents were comfortable with the Act. It is therefore not surprising that the majority were in favour of the functions and role of the Council on Higher Education as spelled out in the Higher Education Act of 1997.

7.6.13 Accreditation (question 2.2.4)

Further evidence of the respondents' positive view of changes in higher education was vindicated by the fact that most (66%) were in favour of the accreditation of curricula. Sixteen percent (16%) were not comfortable with accreditation and eighteen percent (18%) did not respond to the question.

7.6.14 Quality Promotion (question 2.2.5)

Among the responsibilities of the Council on Higher Education is to promote the quality of the learning programmes. Most respondents (63%) reported that they were in favour

of the quality promotion function of the Council on Higher Education while 19% reported that they were uncomfortable with this role and 18% did not respond to the question.

The Sunday Times (2001:23) reported that “students have a right to expect a learning environment that is stable and progressive and where learning environment should be subjected to a continuous process of quality assurance that meets the most stringent international standards”.

7.6.15 CHE Task team report on the shape and size of higher education (question 2.2.6)

The task team report on the shape and size of higher education has far reaching implications in the education landscape. About half of the respondents (50%) reported that they were comfortable with this report while 28% were not comfortable with this report. Less than a quarter (22%) of the sample reserved their opinion.

7.6.16 National Qualifications Framework (question 2.2.7)

The National Qualifications framework envisages a uniform qualifications structure for higher education in South Africa. Fifty percent of the respondents (50%) were in favour of what the National Qualifications Framework stands while 25% were not comfortable with the National Qualification Framework. A quarter (25%) of the respondents did not respond to the question.

7.6.17 Conditions of service (question 2.2.8)

The Higher Education Act No.1 of 1997 also addresses conditions of employment for employees in the higher education sector. It is interesting that the majority (57%) of the respondents reported that they were comfortable with the conditions of employment for

employees in the higher education sector while 22% reported that they were not. Twenty one percent (21%) did not, however, air their views on this bread and butter issue.

7.6.18 Employment Equity Act (question 2.2.9)

The Employment Equity Act deals with promoting employment of historically disadvantaged groups such as blacks, women and the disabled. It is also a requirement of this Act that companies and organisations should submit equity plans to the government wherein they indicate how they intend redressing historical imbalances within their organisations. Since this Act favours black people who were in majority in this sample, it did not come as a surprise when most (60%) reported that they were comfortable with the provisions of this Act and only 22% were not. The 18% that did not respond had perhaps not read the Act.

7.6.19 University's strategy

7.6.19.1 Mission of the University (question 3.1.1)

The mission of the University is to achieve distinction in scholarship, professionalism, and community renewal amongst its staff and students in order to improve the quality of life of the community it serves.

Most of the respondents (56%) reported that they were comfortable with the University mission while 44% were not clear about the vision of the University which is “to achieve distinction in scholarship, professionalism and community renewal”.

Most respondents reported that they were familiar and comfortable with the mission of the University because the entire University community was involved in the strategic planning exercise. When people are comfortable with the mission of an organisation that they identify with its ethos, which is good for that organisation.

7.6.19.2 Vision of the University (question 3.1.2)

The vision of the institution reads as follows: “The University of the North strives to be a quality institution of higher learning and critical reflection, which is innovative, responsive to change, is rooted in the issues of the society it serves, and is recognised world- wide as the centre for relevant theory and practice of people centred development.”. Half of the respondents (50%) reported that they were comfortable with this mission whereas the same number of people (50%) said they were not. The latter group again did not know the vision of the institution or had joined the University after the strategic planning exercise had been completed.

This division within the sample may suggest a lack of unity of purpose within the administration of the University and this is not healthy for the organisation.

7.6.19.3 Goals of the University (question 3.1.3)

There is a strong link between the goals, vision and mission of an organisation in that the goals emanate from the vision and mission of the institution. So people who are positively inclined to the vision and mission of the organisation will be in favour of its organisational goals as well.

It is therefore not surprising that half of the respondents (50%) reported that they were clear with the goals of the institution while 50% were unclear about the goals of the University.

7.6.19.4 Promotion criteria (question 3.1.4)

Most members of the administrative staff (84%) were unclear about promotion criteria on campus while a minority (16%) were not. The mere fact that most staff members were unclear about criteria for promotion means that there is resentment with this aspect which does not augur well for employee productivity and achievement of organisational goals.

7.6.19.5 Conditions of employment (question 3.1.5)

The employment conditions of the University are contained in the Personnel Policies and Practices of the University. Every staff member is supposed to know these by heart. A large percentage of the staff (70%), however, were unclear about the conditions of employment because the University policy as contained in the Personnel Policies and Practices book was thrown in controversy since its inception. It had also been a subject of litigation and different vice-chancellors had applied it differently.

At some stage it was regarded as policy whereas on other occasions it was disregarded. The remaining 30% said they were clear about the conditions of service.

These findings indicate that the total number of people that are unclear is high, so something needs to be done about this.

7.6.19.6 Performance appraisal (question 3.2.1)

Most members of the administrative staff (84%) indicated that there was no performance appraisal within the administrative staff while 6% said it did take place and 10% did not respond to the question.

Since it seems that performance of staff is never measured nor appraised which means that one can never begin to talk about productivity when this area evades measurement. There is probably no vertical mobility for administrative staff because staff is never appraised and the majority do not know the promotion criteria.

7.6.19.7 Supervision (question 3.2.2)

Most members of the administration staff (50%) indicated that supervision did take place within the administrative section of the University. A significant number (47%) of respondents reported that supervision never took place. A small group of people (3%) withheld their opinions by not responding to the question.

One may assume that one of the goals of supervision is to increase worker growth which needs to be measured occasionally. One way of measuring employee development is by appraising performance. But in the case of these findings, the two processes are divergent.

7.6.19.8 Mentoring (question 3.2.3)

Almost all members of the administrative staff (97%) said mentoring did take place and 3% did not respond to the question. Supervision goes hand in hand with mentoring while supervision without mentoring equals policing.

7.6.19.9 Coaching (question 3.2.4)

Most of the administrative staff members (97%) said coaching did take place while only a smaller number (3%) did not respond to the question. Coaching, just like supervision is meant for the personal and professional growth of staff members.

7.6.20 Bringing change on campus (question 3.3)

The majority of the administrative staff members (56%) reported that bringing change on campus was tough whilst 44% said it was not difficult. This finding has been consistent throughout the sample. All samples are thus in agreement that bringing about change on campus is difficult (see pages 123, 176 and 211).

7.6.21 Trade union membership (question 3.3.1)

The sample was equally divided between those who belonged to a union (50%) and those who did not (50%). It has been suggested that union involvement in the establishment of an EAP results in greater acceptance of the programme since employees feel an increased sense of ownership, and the perception of the EAP as being rehabilitative rather than punitive (McDonald and Dooley 1990:97-105).

7.6.22 Names of trade unions

The majority (53%) of the staff members did not identify their trade union whilst 44% belonged to Nehawu and a minority (3%) reported that they belong to the Administration and Technical Services Union.

7.6.23 Communication patterns between administrative and academic staff (question 4.1.1)

Most of the administrative staff members (91%) reported that they always communicated with academic staff themselves, 6% were unsure and 3% said they never communicated with academic staff. Academic staff are central to the business of the University, that is why almost every sector of the workforce communicates with them on a more frequent basis.

7.6.24 Communication patterns among administrative staff (question 4.1.2)

Most of the administrative staff members (97%) reported that they always communicated among themselves whilst 3% mentioned that they were uncertain. It is quite logical that people who work together should communicate this frequently. The communication patterns by members of the administrative staff are favourable for the establishment of an EAP.

**7.6.25 Communication between administrative and support services staff
(question 4.1.3)**

Most of the administrative staff members (72%) also mentioned that they always communicated with members of the support services staff while 25% reported that they were uncertain about their communication and 3% said they never communicated with support services staff. These findings, together with the two previous ones prompt the researcher to conclude that communication patterns are more frequent on a hierarchical basis between administrative staff and, academic staff as well as support services.

7.6.26

Frequency of communication: Observations by administrative staff
Table 22: Frequency of communication: Observations by administration staff

ACADEMIC						ADMINISTRATION					SUPPORT				
Kind of communication	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total
face to face	75%	13%	6%	6%	100%	82%	9%	6%	3%	100%	57%	19%	21%	3%	100%
telephone	84%	10%	6%	-	100%	82%	9%	6%	3%	100%	46%	19%	32%	3%	100%
memo	56%	22%	12%	-	100%	44%	25%	28%	3%	100%	29%	15%	41%	15%	100%
circular	37%	20%	37%	-	100%	28%	22%	44%	6%	100%	15%	9%	61%	15%	100%
fax	12%	22%	53%	13%	100%	16%	16%	63%	5%	100%	9%	14%	68%	9%	100%
e-mail	18%	22%	47%	13%	100%	15%	15%	70%	-	100%	6%	13%	75%	6%	100%
meetings	48%	9%	40%	9%	100%	44%	28%	25%	3%	100%	19%	22%	56%	3%	100%

Most respondents from the administrative section of the University communicated on a face-to-face basis with academic staff. The same finding was obtained in the previous samples where members of the academic staff, heads of departments and deans reported that they always communicated on a person to person basis with members of the administrative staff.

Most staff members in administration also mentioned that there is more frequent telephone communication between academic staff. The good thing about this finding is that telephone communication does not replace face to face communication. Instead, the two modes of communication complement each other.

A memo is a popular means of communication from administration staff to academic staff. Most respondents in the administration reported that they always communicated by memo with administration staff.

This is an interesting finding in that the majority of academic staff, heads of departments and deans indicated that they never used a memo to communicate with administration staff. This finding therefore signifies that communication by memo is one-sided, always from the administration staff to other sections of the University community. What is interesting again is that at the University of the North, more people communicate on a personal level than by memos. An e-mail was also found to be less popular in use on campus. The reason why most people on campus never use an e-mail may be as a result of their offices not being equipped with computer facilities. The other reason could be that the existing computer facilities do not have Internet facilities or that the Internet facility on campus is virtually always down.

7.6.29 Behavioural problems of employees (question 5.1.1-5.3.8)

Table 23: Employee Behaviour and Problems - Observations by administrative staff.

ACADEMIC						ADMINISTRATION					SUPPORT				
Problem behaviour	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total	Always	Some times	Never	No response	Total
stress	31%	25%	25%	19%	100	25%	34%	29%	12%	100%	12%	34%	35%	19%	100%
financial	22%	31%	25%	22%	100	28%	34%	28%	10%	100%	34%	22%	22%	22%	100%
alcohol	-	-	-	-	100%	9%	16%	69%	6%	100%	19%	19%	40%	22%	100%
drugs	3%	19%	56%	22%	100%	-	16%	78%	6%	100%	3%	22%	57%	18%	100%
marital	6%	28%	44%	22%	100%	9%	28%	60%	-	100%	6%	34%	41%	19%	100%
health	6%	34%	41%	19%	100%	15%	34%	51%	-	100%	19%	30%	32%	-	100
absenteeism	15%	25%	41%	19%	100	19%	31%	47%	3%	100	22%	28%	31%	19%	100
tardiness	16%	31%	34%	19%	100%	13%	28%	53%	6%	100%	22%	19%	41%	18%	100%

The United Nations' International Labour Organization calls work stress "the disease of the modern workplace".

A quarter (25%) of the administrative staff observed that academic staff never experienced stress while 31% said academic staff always experienced stress. Another quarter (25%) of the respondents could not make a judgement on this aspect while 19% simply avoided it by not responding to the question. In a study on EAP service utilization among University academics and administrative staff, Sullivan and Poverny (1992: 7) found that more administrative staff reported that they sometimes worried about work when they were at home.

The important thing about this finding is not the number of people who have observed that academics experience stress but rather the reality that stress is part and parcel of academic life as Fisher (1994:68) observed. However, Universities are adopting EAPs with the hope of reducing stress, countering dwindling resources and retaining useful employees (Balgopal and Stollak, 1996:114). The EAP is one of the mediating structures for addressing workplace stress (Grosch et al, 1996:2) and increasing productivity (Balgopal and Stollak, 1992:112). In a needs assessment for an EAP, notations about financial concerns, family problems and fears were recorded (Berman et al, 1991:29)

It is encouraging to note, that despite being under severe stress, most participants mentioned that academic staff never experienced drug related problems.

The problem with drugs that was mentioned by respondents included smoking and drinking. In a study of factors associated with EAP usage, Grosch et al (1996:53) found that 18.9% of EAP cases in higher education were for alcohol related problems while 7,9% were for other types of drugs. In a study conducted by Baxter (1979:44-49) on the utilization of EAPs, the findings revealed that 22% of the respondents identified alcohol and drugs as their primary problem.

The majority of the respondents indicated that academic staff never experienced marital problems. The significance of this finding is not in the number of people who do or do not experience marital problems.

The essence of this finding lies in the fact that there are colleagues that experience some kind of marital discord and assistance is thus needed. Brunson (1988:23-30) found that 23% of the problems reported by clients were related to drugs and alcohol, while 19% were related to marriage and family.

The fact that academic staff work flexible hours means that it may be difficult to discern the rate of absenteeism amongst them. That is why a considerable number of respondents (34%) did not express an opinion on this matter either by saying that they were uncertain or by not responding at all. Academic staff work in an environment characterised by freedom from time demands (Thoreson, 1984:123; Sullivan and Poverny, 1992:3; Grosch et al, 1996:44).

Whether academic staff is slow may be a difficult decision to make because academic staff's performance is never appraised in the University of the North. Even if this performance had been measured, promptness would surely be one of the attributes to come under the microscope. Thoreson (1984:123; Sullivan and Poverny, 1992:3) agrees that academics work in an environment of low visibility of performance with vaguely defined and non-enforced standards of performance, a veritable Mecca for scholarship.

7.6.30 Employee services

7.6.30.1 On-off facility (mandatory referral) (question

More staff members (56%) would prefer to refer their colleagues to an on-site facility as opposed to those (38%) that prefer an off-site facility whilst a small number of only (6%) did not respond to the question. Grosch et al (1996:44) argues that EAPs in higher education should place greater emphasis on self and peer referrals as opposed to the more traditional supervising referral.

In a needs assessment for a city municipality EAP, Berman et al (1991:30) found that two thirds of the employees surveyed indicated that they might use the EAP service for a variety of different problems.

7.6.30.2 On-off facility (self referral)

Most of the respondents (59%) reported that they would prefer to use an on-site facility to deal with their personal problems rather than an off-site facility (34%) while a small number (7%) of employees did not respond to the question.

7.6.31 Can staff in your section benefit from the following information? (question

7.6.30.1 Managing personal problems (question

Three-quarters (75%) of the sample as opposed to 22% reported that staff members in their department would benefit from more information on how to manage personal problems. An insignificant number (3%) did not respond to the question. This finding suggests that the administrative staff may be one of the significant groups to support and benefit from an EAP. In a comparative analysis and evaluation of a University Employee Assistance Programme, Yamatani, Santangelo, Maue and Heath (1999:111) found that the utilization rate was 1,5% for academic staff and 5,4% among administrative staff, which therefore confirms that administrative staff would be the highest consumers of EAP services.

7.6.30.2 Marital problems

Another majority (72%) reported that their staff members would benefit from more information on how to handle marital problems while 25% said they would not benefit. Three percent (3%) did not respond to the question. Grosch et al (1996:51) in their study reported that a greater percentage of clients sought assistance for psychological problems, family/marriage problems, and career related problems.

7.6.30.3 Retirement

An overwhelming majority of administrative staff (84%) reported that staff members in their section would benefit from more information on retirement whilst 13% said they would not. Three (3%) percent did not answer the question.

7.6.30.4 Downsizing

Downsizing yielded the same response rate as retirement with a majority (84%) of the administrative staff responded by saying that staff members in their section would benefit from downsizing and 13% reporting that they will not benefit from such information. Three percent of the respondents did not respond to the question. Downsizing yields a mixed reaction of feelings from employees which can tend to harden towards the organization if left unattended. The other dimension to consider on downsizing is that as Universities rationalize services and programmes, it can be challenging to justify scarce funds to Employee Assistance Programmes (Yamatani, Santangelo, Maue and Heath, 1999:108).

7.6.31 Can you benefit from the following information? (question

7.6.31.1 Management of personal problems (question

The highest number of respondents (91%) reported that they would benefit from more information on how to manage personal problems as compared with 3% that said they would not. Six percent (6%) of the respondents did not respond to the question.

This finding is in contrast to that obtained from members of the executive management who (50%) maintained that they would not benefit from information on management of personal problems and the reason for this position according to Yamatani et al (1999:108) is that “highly educated

professors and researchers tend to deny that they need personal assistance, even when coping with serious personal problems”.

7.6.31.2 Marital problems

Another high number of respondents (72%) claimed that they would personally benefit from more information on how to handle marital problems, 22% said such information will not be useful to them and six percent (6%) of the respondents did not respond to the question.

Yamatani et al (1999:109) indicated that EAP services at Universities target the following problems:

- alcohol and substance abuse/ dependency;
- work related problems (stress, harassment and conflict);
- family problems (marital problems, child rearing and caring for aging parents);
- emotional/psychiatric problems; and
- physical health problems.

7.6.31.3 Retirement

Most of the staff members in the administrative section of the University of the North (85%) reported that they thought they would personally benefit from more information on retirement whilst 9% reported that they would not. Only six percent (6%) of the respondents did not respond to the question.

7.6.31.4 Downsizing

Most of the respondents (81%) reported that they would benefit from information on downsizing and 13% said they would not benefit from such information while (6%) did not respond to the question.

7.7 Executive management (E)

7.7.1 Age (question 1.1)

The ages of members of the executive management's ranged from 42-65. It is also important to note that most (50%) of the executive managers were in the age range 42-47; while 33% were in the age-range 48-53 and 17% in the group 60-65.

These findings suggest that members of the executive management were between the mid-life transition and late adulthood (Thoreson, 1984:129). The researcher is of the view that such a blend of energy and wisdom from executive management augurs well for the institution.

7.7.2 Gender (question 1.2)

In the current executive management structure there were males only. This structure of management need to be exemplary in terms of gender equity. It also has to comply with the stipulations of the Employment Equity Act. The researcher also finds solace from the fact that this structure may be temporary and that in the permanent one gender equity will be observed.

The Shape and Size Task Team Report (2000:19) mentions the following about lack of equity among Universities and Technikons: "All institutions have academic staff and senior administrative bodies that are dominated by males".

7.7.3 Population group (question 1.3)

The people who participated in the research were white (67%) and black (33%). This is a surprising finding seeing that the University is historically black but is managed by white people. This may also not be an anomaly since the South African government has as one of its primary missions to build a colour blind society. Equity in terms of gender and race is still a requirement in the executive management of the University.

The Shape and Size of Higher Education Task Team Report (2000:19) alludes to the fact that academic and administrative staff of universities display poor patterns of race and gender representation and distribution.

7.7.4 Marital status (question 1.4)

Majority of the executive management (83%) were married whilst 17% were divorced. In their study, Grosch et al (1996:51) reported that a greater percentage of clients sought assistance for psychological problems, family and marriage problems. This therefore means this group could benefit from employee assistance services since it provides counselling to individuals with marriage as well as psychological problems.

7.7.5 Number of children (question 1.5)

Most members (50%) of the executive have two (2) children; 33% have 3 children and 17% have six (6) children. An almost similar finding was obtained among the academic staff, heads of departments and deans. The researcher is tempted to insinuate that employees of the University of the North with the exception of administrative staff and unskilled workers are inclined to have smaller families.

7.7.6 Qualifications (questions 1.6)

Members of the executive management possessed a variety of qualifications. The following qualifications were noted in descending order: doctorates (32%); masters (17%); LLB (17%); bachelors (17%) and diplomas (17%). Baldrige (1984:56) noted that the first characteristic of Universities is that they are highly professionalized client-serving systems.

The findings indicate a heavy presence of persons with higher qualifications in the management of the University. A fair representation of persons with a legal background is also available and the latter will assist the University with legal matters concerning downsizing as well as the establishment of an EAP of course.

7.7.7 Duration of employment for members of the executive management (question 1.7)

Table 24: Duration of employment for members of the executive management

Number of years	Count	Percent
4	1	17.6
10	1	17.6
30	1	17.6
33	1	17.6
3 months	1	17.6
2 months	1	17.6
Total	6	100

There was thus a variety of experience at the University of the North with about 34% of the respondents having been employed for less than a year. One can also read that members of the executive management were not stable in their positions. Such a situation would be difficult for plans to establish an EAP at the University in that the advocate must educate a large number people who are themselves very unstable.

7.7.8 Changes in higher education

7.7.8.1 Familiarity with modularisation (question 2.1)

Most members of the executive management (83%) of the University were familiar with the modularisation of programmes and curricula. There were however some members of the executive management (17%) who were not familiar with these developments.

7.7.8.2 Feelings about modularisation (question 2.2)

The majority of members of the executive management (50%) felt neutral about the modularisation of curricula; 33% were positive and 17% were somewhat positive.

One can therefore conclude that the management of the University was divided on their feelings about the modularisation process. Half were in favour while the rest were not in favour. This is a discordant finding in that one expects management to have unity of purpose as far as transformation is concerned. If management is divided on this how then do they expect to motivate academic staff to move the process of modularisation forward.

7.7.8.3 Familiarity with the Higher Education Act No.1 of 1997 (question 2.3)

Most members of the executive management (83%) reported that they were comfortable with the Act. It is, however surprising to note that there were members (17%) of this high body on campus who were not comfortable with the Act that provides guidelines for the transformation of higher education in this country.

The reason why the majority of the respondents with the Higher Education Act is that the latter ushers in a new dispensation that nullifies discrimination in higher education.

7.7.8.4 The task team report on shape and size of higher education (question 2.3.1.1)

The task team report presents a scenario of higher education marked by dissent, corruption and generally low morale among academic staff (Sunday Times 2001:23). Most members of the executive management (33%) did not respond to the question or they (33%) were comfortable with this report while the rest (17%) had mixed feelings about the report and some (17%) were uncomfortable with the report.

The task team report generated the same kind of reactions from academic staff, heads of departments, deans as well as administrative staff. The researcher also noted from discussions with colleagues from other institutions that the reactions were pretty much the same from other campuses as well.

7.7.8.5 Quality function of the Council on Higher Education (question 2.3.1.2)

Most members of the executive management (50%) were comfortable with the quality promotion function of the Council on Higher Education and 17% were not comfortable. The other 33% did not respond to the question. The latter group consisted of people who did not read the Higher Education Act No 1 of 1997.

7.7.8.6 Accreditation body for universities (question 2.3.1.3)

Most members (67%) of the executive management were comfortable with the body that would be established to accredit universities. The other group (33%) who did not probably read the Higher Education Act did not respond to the question.

SAQA has created the Education and Training Quality Assurance bodies (ETQAs) to ensure that learners who are awarded a registered NQF qualification or standard are able to demonstrate the learning outcomes of the qualification or standard in accordance with the described criteria and standards (The National Qualifications Framework Overview:13)

7.7.8.7 National Qualifications Framework (question 2.3.1.4)

Most respondents (50%) expressed satisfaction and comfort about the National Qualifications Framework whilst some (17%) did not and the other 33% did not respond to the question probably because they did not read the Higher Education Act No.1 of 1997 or rather they were not familiar with the National Qualifications Framework which is a set of guidelines by which records of a learner achievement are registered to enable national recognition of

acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning (The National Qualifications Framework Overview: 3).

7.7.8.8 Conditions of service for employees of the Universities (question 2.3.1.5)

The majority of respondents (50%) were comfortable with conditions of service of employees of the University while 17% were not comfortable. The conditions of service for University employees are contained in the Higher Education Act and those (33%) who had not read the Act could not respond.

7.7.8.9 Employment Equity Act (question 2.3.1.6)

Most of the members of the executive management (67%) indicated that they were comfortable with the provisions of the Employment Equity Act. Some respondents (33%), however, did not respond probably because they too did not read the Employment Equity Act.

The Employment Equity Act seeks redress in the workplace in terms of the employment of the historically disadvantaged and vulnerable groups in society such as women, disabled and black people. Institutions and organisations have to submit their equity plans to the Department of Labour. This function is supposed to be common knowledge to every one in the executive management of the University.

7.7.8.10 Funding formulae for universities (question 2.3.1.7)

Thirty- three percent (33%) of the executive management did not respond to the question. The other (33%) of the executive management were not comfortable with the funding formulae prescribed by the department of education whereas 17% were comfortable. The other 17% were uncertain about this.

It is important to note that at the time this study was undertaken funding was based on the Full time equivalents (FTEs) and at the time of writing this report the funding of the Universities was done in terms of the National Plan for Education.

Yamatani et al (1999:108) also warn that in this era of corporate downsizing and severe higher education resource constraints, University EAPs have become vulnerable to reduction and sometimes termination. They maintain that since 1996 only about 15% of Universities in the United States have EAPs that offer direct assistance to staff members.

7.7.9 University of the North as an employer

7.7.9.1 Mission (question 3.1.1)

The mission of the University is to achieve distinction in scholarship, professionalism, and community renewal amongst its staff and students in order to improve the quality of life of the community it serves.

Most members (67%) of the executive management of the University reported that they were comfortable with the mission of the University which reads: "To achieve distinction in scholarship, professionalism and community renewal". Some respondents (33%) however expressed mixed feelings about this mission.

7.7.9.2 Goals of the University (question 3.1.2)

While half of the members of the executive management (50%) were uncomfortable about the goals of the University and the other half (50%) were comfortable about the goals of the University of the North. The reason why management were divided about the goals of the University has to do with goal diffuseness as observed by Baldrige (1984:55) that "administrators have a hard time identifying what it is they are doing".

Baldrige (1984:55) goes on to say managing a large institution is tough enough when you know what you are doing, but when goals are unclear, the level of difficulty increases a hundred fold.

7.7.9.3 Objectives of the University (question 3.1.3)

Most members of the respondents (42%) said they were not clear about the objectives of the University and some (25%) said they were clear about these. Thirty- three percent (33%) of the respondents said they were uncertain about the objectives of the University.

This is a surprising finding in that it reveals that most members (58%) in the executive management of the University were not clear about the objectives of the University. In this sense one is tempted to ask the question where would these people lead the University to, if they do not know its specific goals. The finding lends itself to another interpretation, namely that since this is a transitory management who were not in favour of the University's former objectives, are they there fore as a new management going to formulate new ones.

7.7.9.4 Priorities of the University (question 3.1.4)

The majority of the members of the executive management (57%) reported that they were not clear about the priorities of the University while the other thirty- three (33%) were uncertain about the priorities of the University. Only 10% of the respondents indicated that they were clear about the priorities of the University.

In essence the findings here suggest that the majority of members of the executive management were not clear about the priorities of the University of the North.

7.7.9.5 Promotion criteria (question 3.1.5)

The majority of members of the executive (50%) of the respondents reported that they were not clear about criteria for promotion at the University and 33% said they were clear. Seventeen percent (17%) noted that they were uncertain about criteria for promotion.

This finding suggests that the majority of management (67%) were not clear about criteria for promotion. This may be interpreted in two ways, namely that management is new and therefore does not know the criteria for promotion or that they do not know promotion criteria just like the findings obtained in other samples such as among the academic staff, heads of departments and deans.. Only one sector, within the academic sector, namely deans reported that they were familiar with promotion criteria on campus.

Members of the executive management together with council have to develop a policy for the University and one expects them to be familiar with criteria for promotion of their employees.

7.7.9.6 Description of promotion criteria (question 3.3)

The majority of respondents (50%) were uncertain about the criteria for promotion while 33% said the criteria were easy and 17% did not answer the question. This finding confirms the previous finding that the majority of the respondents across did not know the promotion criteria and could therefore not express an opinion on these.

7.7.9.7 Conditions of employment (question 3.1.6)

Half of the members of the executive management (50%) reported that they were clear about conditions of employment at the University and 33% said they were not clear while 17% said they were uncertain.

The conditions of employment for the University of the North staff is contained in the Personnel Policy and Practices book and the researcher's impression is that the University policy is the most sensible one.

7.7.10. **Bringing about change on campus (question 3.2)**

All members of the executive management (100%) agreed that bringing change on campus would be difficult. The same finding was obtained from the academic staff, heads of departments, deans and administrative staff.

Baldrige (1984:51-64) identified the following factors that make bringing change on campuses difficult:

- an enormous resource crunch;
- management is politicalised;
- a strong attack on the human service arms of colleges and Universities and
- centralisation of authority;
- goal diffuseness; and
- vulnerability to outside pressure.

Schooling (1984:95) warns that the establishment of an Employee Assistance Programme is subject to the same initiatory and survival constraints as any other programme with perhaps a few other hurdles thrown in for good measure.

7.7.11 Professional association membership (question 3.4)

The majority of the respondents (67%) belonged to professional associations and 33% did not. This finding suggests the existence of dual allegiance as with the academic staff. It is not known what the effect of this is on management since it does not appear in literature. The effect of dual allegiance on University staff and vulnerability of the institution to external pressure combine to make universities to have unclear goals. This is the reason why members of the executive management did not know the goals and priorities of the University of the North.

7.7.12 Trade union membership (question 3.5)

The majority of members of the executive management (87%) reported that they did not belong to any union while 13% did. Since trade unions have a different ideological position from management the relationship between management and unions may be adversarial. It is interesting to note that within management there are people who belong to unions. This looks like another pattern of conflict of interests.

In a study by Grosch et al (1996:52) it was found that EAPs that had some degree of union involvement reported a slightly higher percentage of peer referrals (9,3% as opposed to 6,5% and slightly higher penetration rate (9,6% as opposed to 6,6%) than EAPs that were solely management sponsored, although neither of these differences were statistically significant.

7.7.13 Staff development processes

7.7.13.1 Supervision (question 3.5.1)

The majority of the members of the executive management (50%) mentioned that supervision always took place within their sections and 17% said supervision never take place. Some participants (33%) did not respond to the question. Administrators of Universities have a responsibility to assist in leadership development (Uehling, 1984:104) and this includes identification of potential leaders, placement in appropriate situations and constructive evaluation.

In the researcher's opinion, all these activities can take place when there is adequate supervision of junior staff members.

7.7.13.2 Performance appraisal (question 3.5.2)

Most of the respondents (50%) reported that performance appraisal never took place in their sections. However, other respondents (17%) were uncertain while 33% did not respond to the question. The researcher is of the view that performance appraisal has as one of its purposes as ensuring the vertical mobility and personal growth of staff members within the organization. It is indeed a response to the need for professional and personal growth of staff members, and Uehling (1984:102) noted that professional and personal growth is sought by both academic and administrative staff equally.

7.7.13.3 Disciplinary hearings (question 3.5.3)

Most of the members of the executive management (33%) reported that disciplinary hearings never took place at their place of employment and 17% indicated that these always took place. Some respondents (17%) reported that they were uncertain about the existence of disciplinary hearings whilst 33% did not respond to the question.

The fact that there are disciplinary hearings despite their frequency is indicative of the existence of personal and systemic problems that need to be dealt with.

7.7.13.4 Labour disputes (question 3.5.4)

The majority of the respondents (50%) reported that there were always labour disputes on campus while 17% denied this. Some respondents (33%) did not respond to the question. Labour disputes and disciplinary hearings may arise as a result of personal problems associated with finances, substance abuse and stress. A needs assessment for an EAP includes many dimensions of the organisation including the characteristics of the workforce, communication and decision making practises, record keeping systems, grievance and appeals procedures, disciplinary methods, management and labour relations, and the physical and financial resources of the organisation (Berman et al 1991:23).

7.7.14 Employee Behaviour and problems

Members of the executive management were asked on their observations about employee problems and behaviour in general and the following are their responses.

7.7.14.1 Stress (question 4.1.1)

Most members of the executive management (66%) reported that they always came across employees who experience stress; 17% denied this and the other 17% did not respond to the question.

Most respondents thus agree that the majority of employees at the University experience stress. The important thing is what the University does about this problem. The United Nations International Labour Organization calls work stress the disease of the modern workplace (Semenuk, 1996:20).

7.7.14.2 Financial problems (question 4.1.2)

Most respondents (50%) reported that they always came across employees who always experienced financial problems and 33% said they were uncertain about this. Some respondents (17%) decided to reserve their opinions by not answering the question. Financial problems undermine the need for an “improved quality of life” expected by anyone that is employed by the University (Uehling, 1984:103).

Financial counselling is also the core technology of Employee Assistance Programmes. Provision of this service on campus will result in the reduction of the problems that are experienced in this regard.

7.7.14.3 Alcohol related problems (question 4.1.3)

The responses were divided equally between those (33%) that said they always came across employees that always experienced alcohol related problems and those (33%) that said they never come across such employees. Some respondents (17%) expressed uncertainty and the same number (17%) did not respond to the question.

The number of instances where members of the executive came across employees with personal problems is cause for concern. Sullivan (1992:20) warns that when the manager of a work group is alcoholic, employees under him may experience tardiness, absenteeism, poor productivity and increased health care claims and costs.

7.7.14.4 Drug related problems (question 4.1.4)

A considerable number of respondents (34%) reported that they had never come across employees who were experiencing drug related problems at work and 33% said they were uncertain about the existence of this problem.

The other 33% did not respond to the question. The Business Times (2001:01), however, reports that substance abuse is a frequent reason for employees approaching EAP counsellors .

7.7.14.5 Marital problems (question 4.1.5)

There was a division as far as this variable was concerned. Thirty-four percent (34%) of the respondents claimed they had never come across employees who were experience marital problems and an equal number (34%) reported that they always came across employees who. Almost the same number (32%) did not respond to the question.

7.7.14.6 Health related problems (question 4.1.6)

The majority of the respondents (50%) reported that they had never come across employees that experiencing health related problems while 33% indicated that they had always come across employees who were experiencing health related problems. A minority (17%) did not respond to the question.

The reason why most of the respondents did not come across employees that were experiencing health related problems may be that health is a sensitive issue at work and most people prefer to keep such problems to themselves. In a needs assessment for a city municipality EAP, Berman et al (1991:23) mention that a significant number of employees reported physical and mental strains that were perceived to adversely affect their physical and mental health.

7.7.14.7 Absenteeism (question 4.1.7)

Most of the members of the executive management (50%) reported that they were uncertain about the existence of problems of absenteeism and 17% reported that they had never come across employees that had a problem with absenteeism whilst the other 17% reported that they always come across employees with such problems. A lesser number (16%) of employees did not respond to the question.

The Business Times (2001:01) reports that substance abuse is a frequent reason for employees approaching EAP counsellors. In the UK, up to 14 million days (3%to5%) of absenteeism-are lost each year as a result of “inappropriate” drinking, with problem drinkers taking two to eight times as much sick leave as other employees.

7.7.14.8 Slowness/Tardiness (question 4.1.8)

The majority of members of the executive management (50%) reported that they always came across employees who were tardy whilst (33%) said they never and 17% did not respond to the question.

Tardiness is responsible for reduced levels of productivity and performance and there could be a number of reasons for this. Tardiness can be corrected through training, and counselling if the employee is experiencing personal problems.

Apart from that, tardiness is listed among the less serious offences by the University (see page 98). Offences which fall in this category are those of a less serious nature, where informal disciplinary action is normally applied before formal disciplinary action, for example a written warning, demotion or dismissal, is taken.

7.7.15 Employee behaviour and problems (4.2)

Members of the executive management were requested to record their observations about specific categories of University employees and the following are their findings:

Table 25: Employee behaviour and problems -Observations by members of the executive management

ACADEMIC						ADMINISTRATION				DEAN					
Problem behaviour	Always	Sometimes	Never	No response	Total	Always	Sometimes	Never	No response	Total	Always	Sometimes	Never	No response	Total
stress	-	83%	-	13%	100	-	83%	-	17%	100%	50%	17%	-	33%	100%
financial	-	50%	-	50%	100	17%	33%	-	50%	100%	50%	-	17%	33%	100%
alcohol	-	50%	-	50%	100%	-	50%	-	50%	100%	-	50%	-	50%	100%
drugs	-	-	-	-	100%	-	-	-	-	100%	-	-	-	-	100%
marital	-	-	-	-	100%	-	50%	-	50%	100%	-	67%	-	33%	100%
health	-	77%	-	33%	100%	-	50%	-	50%	100%	-	50%	-	50%	100%
absenteeism	-	50%	-	50%	100	-	50%	-	50%	100	17%	50%	-	33%	100
tardiness	-	-	-	-	100%	17%	50%	-	33%	100%	33%	34%	-	33%	100%

Members of the executive management scarcely observed problematic behaviour amongst employees of the University of the North. The reason for this could be that these respondents have very limited interaction with members of the University workforce.

Incidents of financial problems and tardiness were, however, recorded amongst staff members in the administrative section of the University. That these problems exist is cause for concern and the University may want to place an Employee Assistance Programme at the disposal of those employees who experience problems. Sullivan and Poverny (1992:7), in a study on EAP service utilization among University academics and administration staff, note that more administrative staff reported that they sometimes worried about work when they were at home.

The findings also record stress, financial problems, absenteeism and tardiness among deans. This state of affairs suggests that there will be more consumers of EAP services at the University of the North should a service point be established.

Most respondents decided not to respond to the question on absenteeism of administrative staff. The explanation to the division in sentiment may be attributed to the fact that executive management are not in a direct overseeing position of administrative staff and would therefore not be familiar with patterns of absenteeism in this area, hence majority did not respond to the question. The other reason could be that executive management are administrative staff and saying that administration staff are always absent would be like the proverbial shooting oneself in the foot.

In a study of job stress and stress claims among the ten big Universities in the USA, the three most frequent categories of job related concerns were:

- interpersonal difficulty with a supervisor;
- absenteeism; and
- interpersonal difficulty with a co-worker (Semenuk, 1996:20).

7.7.16 Communication patterns

Table 26: Weekly communication patterns- Observations by members of the executive management

Dean/ deputy vice chancellor	Head of department (academic)	Head of department (non-academic)
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Kind of communication	Always	Uncertain	Never	No response	Total	Always	Uncertain	Never	No response	Total	Always	Sometimes	Never	No response	Total
face to face	50%	17%	-	33%	100%	50%	17%	-	33%	100%	67%	-	17%	16%	100%
telephone	50%	-	17%	33%	100%	34%	33%	-	33%	100%	67%	-	17%	16%	100%
memo	50%	17%	-	33%	100%	-	50%	17%	33%	100%	34%	33%	17%	16%	100%
circular	17%	50%	-	33%	100%	17%	50%	-	33%	100%	34%	33%	17%	16%	100%
fax	50%	-	17%	33%	100%	-	17%	50%	33%	100%	33%	17%	33%	17%	100%
e-mail	17%	33%	17%	33%	100%	-	17%	50%	33%	100%	17%	33%	33%	17%	100%
meetings	67%	-	-	33%	100%	67%	-	17%	16%	100%	67%	17%	-	16%	100%

Table 26 indicates that there is a frequent communication between members of the executive management and the vice-chancellors as well as the deans. All means of communication are popular and used frequently except circulars and e-mail which are used to a lesser extent. The findings also communicate the fact that meetings are very popular in the governance structure of the University. This kind of scenario suggests that this kind of face to face meetings can be used to educate members of the University governance structures about the need to address employee problems and further educate them on the significance of an EAP at a University campus.

A consistent number of members of the executive did not respond to the questions and this , a fact which the researcher ascribed to a lack of at the experience of the University.

7.7.19 Employee Services

7.7.19.1 Mandatory referral - On/off campus facility (question 6.1)

There was a split decision as far as this question was concerned. Half the respondents (50%) said they would refer deans and heads of sections to an off-campus facility whereas the other group (50%) preferred an on-site facility. Regardless of the outcome of this response, it is encouraging to learn that management will use and support an EAP on campus. Whether the University establishes an on-site, contractual or consultancy EAP model will of course depend on factors such as costs, staff and other logistics.

7.7.19.2 Self-referral- On/off campus facility (question 6.2)

The same finding that was obtained in the previous question was obtained here. Half the respondents (50%) said they would use an on-campus facility when they experienced personal problems and the other half (50%) said they preferred an off-campus facility. In a needs assessment for a University based EAP, Roberts-DeGennaro (1989:16) found that 97% of the respondents indicated that they would encourage a troubled employee to use a University-based EAP. The percentage breakdown by position was as follows: dean or academic administrator (100%), manager (100%), supervisor (100%), other (100%), department chair/ director (97%), teaching assistant (97%) and faculty (95%).

7.7.20 Would you like more information on the following aspects (question 6.3)

7.7.20.1 Management of personal problems (question 6.3.1)

Half of the members of the executive management (50%) reported that they would not benefit from more information on how to manage personal problems while (50%) said they would benefit from such information.

There is a prevalent myth that an advanced academic degree automatically confers upon the holder an ability to effectively manage all areas of his or her life. That myth, as it applies to academia, makes it difficult for persons in that field to open up and to share their vulnerabilities and problems (Grosch et al 1996:35).

Most educated people believe that they do not need assistance with their personal problems. That is why half of members of the executive management maintained that they did not think they would benefit from information on how to handle their personal problems.

7.7.20.2 Marital problems (question 6.3.2)

The majority of members of the executive management (67%) said they would not benefit from more information on how to manage marital problems whereas 33% said they will benefit from such information. In a study by Grosch et al (1996: 51) it was found that a University based EAPs reported a greater percentage of clients who sought assistance for marriage problems as well as career related problems.

7.7.20.3 Retirement (question 6.3.3)

Fifty (50%) of the respondents maintained that they would benefit from more information on retirement while the same number (50%) said they would not benefit from such information. This response is significant in that it confirms that employees need information on what to do once they exit the University. Counselling sessions can actually be organized from an EAP office.

7.7.20.4 Downsizing (question 6.3.4)

Majority of respondents (83%) reported that they will benefit from more information on downsizing and the other 17% said they will not benefit from such information.

The University management is currently involved in the downsizing of the institution and the researcher can insinuate that they do not know how to handle employees' personal reactions to mass lay-offs as envisaged for the University of the North. An EAP would therefore be an ideal vehicle to deal with this.

7.7.20.5 How the University deals with employees who experience personal problems

A variety of responses were yielded from this question ranging from members of the executive management who said that they did not have any idea how the University deals with such employees. Some respondents reported that such employees required counselling but who and how this should be done was kept unclear. Other responses were that there was no system on campus to deal with such employees. Probably the latter is the most genuine response because indeed such a facility does not exist on campus.

In a needs assessment for a University based EAP, Roberts-DeGennaro (1989:15) found that 80% of the respondents suggested that the University did not have adequate policies or procedures to reach and help employees whose personal and family problems interfered with their work.

7.8 Workers on campus

7.8.1 Focus group 1

7.8.1.1 Background to focus groups

A needs assessment should incorporate several methods of data gathering rather than depending on a single method alone (Berman, Sulsky, Pargament, Balzer and Kausch 1991:21; Rubin and Babbie 1997:573). That is why the researcher, over and above the questionnaire that was distributed among the literate members of the University community, also used focus group interviews to establish the feelings of the non-literate employees of the University.

7.8.1.2 Procedures for establishing focus groups

Focus groups were structured by identifying leaders such as foremen and supervisors among the non literate employees of the University. These persons were asked to identify and invite to group meetings colleagues and friends who would be interested in discussing psycho-social services to employees of the University.

In a focus group, a small group of people (some recommend 12-15; others recommend no more than 8) are brought together in a room to engage in a guided discussion of a specified topic. When used for a needs assessment, the discussants may be key informants, referral sources, service consumers, or community residents. They will be selected for the focus group on the basis of their relevancy to the topic being discussed (Rubin and Babbie 1997:573).

Typically, focus group participants are chosen without using probability sampling methods since purposive sampling or reliance on available subjects is much more common. It is also common to convene more than one focus group as relying on only one group is considered too risky, since any one group may be atypical (Rubin and Babbie, 1997:573).

7.8.1.3

Findings

7.8.1.3.1

Demographic details

Table 27: Demographic characteristics of the first focus group

Respondents	Sex	Age	Marital status	Children	Years employed by University	Standard passed	Trade union membership
A	f	45	widow	4	19	standard 6	yes
B	f	45	widow	7	17	standard 1	yes
C	f	54	married	5	19	standard 6	yes
D	f	59	married	9	21	standard 6	yes
E	f	55	widow	5	19	standard 6	yes
F	f	51	married	8	19	standard 5	yes
G	f	58	married	9	21	standard 3	yes

Unlike in the previous samples, the workers at the University of the North had been employed for a period of 19-21 years. This means that they understand the institution quite well. The majority in the sample had passed standard 6 and had more than 4 children.

This finding also contrasts with the findings from the previous samples which means that the unskilled workers at the University are a group *sui generis*. They were all members of trade unions and Grosch et al (1996:52) found that EAPs that had some degree of union involvement reported a slightly higher percentage of peer referrals and a slightly higher

penetration rate than EAPs that were solely management sponsored, although none of these differences were statistically significant.

7.8.1.3.2 Existence of personal problems

The workers' main problem was that their children wanted to go to school and they could get jobs after completing their studies. They also informed the researcher that problems are political at work. Their explanation was as follows:

- **scope of work** - some employees had smaller and some have bigger areas to work on;
- **unnecessary transfers** - the workers were moved from one area of work to another. People who were not performing should be given training instead of moving employees from one station to another. The workers mentioned that when these transfers occurred they complained to their supervisor. If a response was not satisfactory, they sought guidance from their trade union
- When issues were not properly handled, they reported the matter to the Labour Relations Section.
- The workers also needed a creche facility on campus instead of running around in the mornings. They regarded this as an extremely important facility for all.
- The workers also expressed the need for an adult education facility. They said the majority of them could not understand circulars that were issued by the University to the entire community. It was also difficult for them to understand the University policy as this was written in a language unknown to them.
- The workers also indicated that problems of absenteeism, alcoholism and drug abuse were handled by their supervisor who

documented them and submitted to the Human Resources Department on campus.

One member of the group had this to say during the meeting: “I have a child who is different from others, he is a slow learner, he feels discriminated, he is frustrated, and he feels isolated when other children go to school”. This does confirm that workers indeed experience personal problems of such a magnitude that they interfere with productivity.

7.8.1.3.3 EAP OFFICE (would you make use of it?)

The workers were asked whether the establishment of a service point on campus would be supported and their response was in the affirmative. They would also be prepared to pay something only if the service was good. They reported that they would be willing to bring their personal problems to this office and that such a service point would be convenient if it was to be located on campus.

7.8.1.3.4 Location (where should the office be located?)

The responses were that the EAP office should be located;

- at a place where there would be less traffic of students;
- where there would be only a few staff members and employees;
- the dining halls which are under utilised. They are ideal for such a service.
- the EAP office should not be located at the Administration;

The responses of the workers somehow confirmed the ideal location of employee assistance service points, especially that anonymity and confidentiality should be ensured.

7.8.1.3.5 External/Internal model

Myers (1984:69) defines the concept model in EAP as “the structure that an organisation uses to plan, implement and serve the needs of the troubled employees”. There are two types of service models, namely internal and external models. The workers in the first focus group had the following to say about the model of EAP that has to be adopted by the University:

- the service should be provided internally;
- if the staff members do not deliver they can be held accountable;
- it will be easy to make appointments and for self-referral;
- it will create jobs for redundant staff that are facing retrenchment and redeployment;
- the University does not have money to employ outsiders;
and
- external people will take other people’s jobs.

University of the North’s unskilled staff are very opinionated and from their discussions in the group, the researcher gathered the impression that they definitely have the interest of the University at heart.

7.8.1.3.6 Availability of the service

Availability of this service will be extremely helpful particularly for those who drink excessively. One member actually said “the problem of excessive drinking is more pronounced among male workers. Some of them drink during working hours. This is a serious problem for the trade union as well”. Nehawu is forever discouraging people from abusing alcohol.

This finding seems to confirm McDonald and Dooley’s (1990:97-105) observation that union involvement in the establishment of an EAP results in greater acceptance of the programme since employees feel an increased sense of ownership, and the perception of the EAP as being more rehabilitative and less punitive.

7.8.1.3.7 Alcohol abuse

The workers mentioned that some people become aggressive when they are told about alcohol abuse. “People will hate you”, was one comment from the group members. It was reported that alcohol abuse was a big problem amongst male workers. If the service to help workers deal with alcohol problems were to be initiated, this would be of assistance to Nehawu, because the latter was forever advising workers on the dangers of substance abuse. A number of people had lost their jobs because of alcohol use on duty. They were tested and found to be drunk.

This finding suggest that the University EAP should have a strong alcohol focus particularly among workers. The other alternative would be to conduct alcohol awareness programmes for the University community even before the establishment of an EAP service point.

7.8.1.3.8 Dismissal

The members had the following to say about an incident of drinking at work which subsequently led to dismissal:

- there was a man in 1997 who was working as a driver;
- he was called and was warned several times about his drinking problem;
- he was called and counseled about his drinking patterns.
- entries were made in the day book and he was made to sign;
- all offences were recorded;
- this was done four times;
- he was warned but he continued drinking because he regarded it as “nice”;
- he was caught and forced to blow into the breathalyser;
- he was found to be drunk and driving a University car; and
- the next thing I found him outside campus asking for money.

Drinking at work, though a less serious offence in terms of University policy, can be a dismissable action (see page 92). Over and above that drinking problems fall within the core technologies of Employee Assistance Programme (Roman and Blum, 1995:3-8; 17-22). The researcher also suggests that the University consider re-classification of this offence because it is indeed serious. Workers who drink at work run the risk of making impaired judgements which can result in serious accidents which will cost the University community dearly.

7.8.1.3.9 Needs

Workers were asked to mention all the needs that they had, and the following lines capture what was said:

- more knowledge on retirement;
- retrenchments;
- benefits;
- personal problems, problems children experience and finances;
- the difference between retirement, retrenchment package-differences as far as the finances are concerned;
- what happens to your children when you die on duty, will the employer take care of them;
- after retirement “we have to wait too long for an old age pension, how can we expedite receipt of our old age pension”;
- “we take a long time to receive our old age pension, some of us die before we get our old age pension”;
- “give us feedback on your research”;
- “we want to know whether the University will respond positively to your research”;
- “we need feedback whether management is stable or unstable”

It does seem from the findings that the needs expressed by the University workers are similar to those mentioned by other employees.

The significant part, however, is that these needs which include benefits, retirement, finances as well as other personal problems can be addressed comprehensively by an Employee Assistance Programme.

7.8.1.3.10 Do you get permission to get out to address our problems

The workers were also asked whether they were given permission to address personal problems when these were serious. The response was positive. This positive attitude by the University as an employer signals that an EAP will be supported once it is started. This attitude is consistent with the University philosophy which states: "The University believes that its employees are of primary importance in achieving its overall mission objectives.

The University is, therefore, prepared to devote adequate time and resources to ensure that employees are developed to their full potential, used effectively and adequately rewarded for their contributions towards meeting these objectives.

It is expected that employees will, on their own part, carry out their responsibilities conscientiously and enthusiastically and thereby contribute towards the achievement of the objectives of the University and towards maintaining a favourable image of the University amongst employees, clients and the general public" (Personnel Policy and Procedures, 1996:1).

The University policy is quite favourable to the initiation of progressive programmes such as an EAP on campus. This would go a long way in fulfilling the University's social responsibility obligations.

7.8.13.11 General comments

In conclusion, members of the group were asked to make any comment and this is what was said by one of the participants. “The problem on campus is that good initiatives are never finalised. Maybe the problem is this unstable management. We have a new team of managers almost every three months and every manager does not build on initiatives started by the predecessor”.

7.8.2 Second Group - Findings

The second focus group was convened on the advice of Rubin and Babbie (1997:573) that “it is also common to convene more than one focus group; relying on only one group is generally considered too risky, since any one particular group may be atypical”.

7.8.2.1 Demographic profile of the group

Table 28: Demographic characteristics of the second focus group

Respondents	Sex	Age	Marital status	Children	Years employed by University	Standard passed	Trade union membership
A	m	49	married	5	4	standard 8	no
B	m	51	married	7	14	standard 4	yes
C	m	47	married	4	4	standard 6	yes
D	m	36	married	2	12	standard 5	yes
E	m	42	married	3	12	standard 3	yes
F	f	59	married	7	15	standard 6	yes
G	f	48	married	7	30	standard 8	yes

The second group was slightly more educated than the first consisting mainly of men. But the demographic patterns were pretty similar except for gender and level of education.

7.8.2.2 **Do you need a place where you can share your personal problems ?**

The members of the group were asked the question above and their responses were poignant:

- “We definitely need a place like that”;
- “there are many problems that we experience as workers”
- “we make complaints but it does seem we are not getting anywhere”;
- “there is no feedback”;
- “we need a uniform”;
- “every section of the helping staff has a uniform”;
- “we as drivers do not have a uniform”; and
- “ we have made complaints in the past four years and nothing is happening”;

Some of the responses of the workers can not be dealt with within the context of an EAP, but again the researcher discerned a lot of support for the EAP. The focus groups also provided an environment where the workers could vent their frustrations and actually educated them about the fact that their problems are not necessarily insurmountable.

7.8.2.3 **Did you complain to the union about a uniform**

Some of the problems that employees do not belong to the scope of EAP, but the researcher listened to the members uninterruptedly and gave vital information where necessary. The following lines capture the essence of the discussion during the meeting::

- “we have discussed and nothing is happening”;
- “nothing is happening.”;

- “we drive lecturers to the Giyani Teaching Centre and we were not paid”;
- “lecturers are getting paid”;
- “Giyani Teaching Centre is closed now, and we have not received our monies”;
- “we need that money because we are working hard”;

These findings reveal that University workers have genuine problems and seemingly their trade unions are not representing them well in addressing these. Some of the issues fall within the realm of Labour Relations, but workers cannot distinguish the nature of the problem and where it is supposed to be handled. This is in spite of their literacy level.

7.8.2.4 Our wages arrive late in the bank

Workers generally complained about the fact that they got their money too late to go to the bank whereupon the researcher commented and asked the following question: “Did you inform your union about this?” The response from the workers was that they did complain to the union on several occasions, but the situation hardly improved. Most of the problems raised by this group should actually be directed to management or the union. The following complaints were expressed:

- “when the month ends on a Friday, we do not get our money until Monday”;
- “we experience the same problem”;
- “our pay-slips come a week after month end”;
- “it means we should not budget”;
- “we do not work for money”;

- “we work to accumulate more days so that we can have a day off”;
- “our problems are too many on this campus”;
- “I do not believe that the problem of uniforms has been taken to the union”;
- “our leaders are short changing us”; and
- “we have a lot of problems we do not know what to do?”

The researcher’s impression about these problems in particular is that workers, over and above systemic problems that they complained about, also experience cash flow problems. It means, by the end of the month, their bank accounts are already empty and their functioning is seriously impaired when their pay cheques are not deposited into the bank on time. This also confirms that workers can benefit from an Employee Assistance Programme because the latter has as one of its core-technologies, financial planning.

7.8.2.5 When did this problem of money occur?

The response to the question was that the problem had been going on for almost a year. This was said to be a general problem at the University. The researcher challenged group members in that he did not experience the same problem. His explanation was that perhaps this state of affairs was bank specific.

Other University employees received their salaries before the actual pay day. The problem could probably be with a specific bank.

The researcher expressed utter dismay at these allegations made by the worker, because as an employee of the University, he had never experienced this kind of problem.

7.8.2.6 Redundancy

On the question of redundancy, the workers said: “We are employed as drivers, but some lecturers want to drive themselves. The University claims that they are concerned about cutting costs, yet their colleagues in the same department would come in and want to be driven. Where is cost cutting? These people want to make us redundant.”

“Lecturers are earning as academics, why do they want to drive themselves. They are taking our work. Why do they do this: What do people in Finance say?” These questions do prove that the drivers on campus indeed have genuine fears and anxieties, and EAPs reduce staff uncertainty and boost staff morale (Cannon, 1996: 18-19). These, however, need to be addressed by the University management or trade union. The best an Employee Assistance Programme can achieve under these circumstances is to provide employees with information that they can use to their benefit.

This aspect concerns the ease with which the employees can make use of the EAP. Access is usually constrained by encumbering procedures and choosing a remote EAP site location. Where the EAP is located will determine its effectiveness to its potential users. Terblanche (1988:132) concurred with this observation when he said that the Programme and its personnel should be physically located in a way that it is visible and accessible, but with due regard to the requirements for confidentiality. Members of this focus group had the following to say about the location of the EAP office . “It must be located within the administration building.”. All members of the group were unanimous on this one about this.

The researcher is of the opinion that the location of an EAP office will seriously compromise confidentiality and access of the Programme. A very neutral location is therefore suggested.

7.8.2.8**External/ internal model**

The findings from this group contrast the first group in that members of the second focus group had the following to say about the location of the office:

- it must be externally based because there are lot of unscrupulous people on campus;
- it must be a programme established and run by people from campus and the group was divided on this aspect.

There was some convergence of ideas as to who should run the service. Just like the first group, this group strongly advocated that employees of the University should run the programme, although there was no unanimity on the issue.

7.8.2.9 Personal Problems

The researcher asked the members what people who had problems were doing about these problems. The members said: “Such problems we do have, we keep them to ourselves. We have problems with our wives because we are working and at the end of the month I go home empty handed, that is a cause of problems in the family. We keep these problems to ourselves What can we do?”

“The University is doing nothing about these problems. There are a lot of problems and they are personal and we are also not so free to talk about them in a meeting such as this. Every time I have a personal problem I am referred to Administration, and the latter has different sections which have nothing to do with our personal problems.

It would be very helpful if a specific service point was available so that we can take them to the office”. “We are suffering, the University takes more care of its cars than ourselves”.

“They fit in tracking devices in University vehicles, they insure them than ourselves”

“We transport people to funerals with University cars, but we are not allowed to use these cars for our relatives” funerals”

“We even collect non University employees with these cars, but we can’t use them”.

“When I return from Johannesburg, I pass my home and travel another 10 km to deliver the car even if it is midnight staff members use University cars for personal use”.

The nature of the personal problems expressed by members of the focus group need the attention of the University management, trade unions as well as the Employee Assistance Programme. Some of these problems can be sorted out by improving communication between the University management and the workers. One noticed that some of these problems are as a result of inadequate information on the part of the workers.

7.8.2.10 Will you be prepared to pay for the service ?

When asked whether employees would be prepared to pay for the service, their response was as follows:

“Sometimes you have to pay for a poor quality service which is not good. That person must be paid by the University. He will be employed to help us. We do not have to pay for the service.”

The issue of service payment is a thorny one that needs an agreement between management, the unions and the workers. However, what could be done is that the University could subsidise the service and deduct workers’ contribution in the same way it does with health benefits or medical aid schemes.

7.8.2.11 Do you know anyone who has been fired because of personal problems?

The members of the group were asked whether they were aware of colleagues who were dismissed on the basis of personal problems. Their response was: "Personal problems of staff are kept in a register. There are people who have been fired because of drinking problems".

An Employee Assistance Programme once established will give employees who are to be fired a second chance. Some persons get dismissed from work because of problems beyond their control.

7.8.2.12 Were these people given a warning/ have these people been referred first for assistance?

The members of the group responded in this way: "People who drink are reprimanded in our presence but when they are fired we never come to know of it as they are given confidential letters. You will meet this person off campus saying that he has been fired".

The guidelines for EAP suggest that use of the service by an employee is no substitute for disciplinary action. In spite of this, the researcher maintains that employees who have drinking problems should be assisted to overcome their addiction, be given a chance before they can be dismissed. Such is a contribution that can be made by an EAP.

8.2.13 Are these people not referred for counseling when personal problems are observed?

The participants in the group had the following to say about an employee who manifests personal problems that ultimately lead to his or her dismissal:

- “the manager observes and records any incident from the employee;
- these incidents are taken to the Human Resources Division;
- they accumulate, and a person continues drinking; and
- ultimately he will be called to administration, and that will be his last day on campus”.

The above explanation seems to be in line with the “principle of progressive disciplinary actions as contained within the University policy (see page 96). Members of the group were also asked what the role of the Labour Relations Division on campus is on these kinds of cases. The respondents answered in this way:

- “Labour relations on campus are looking on issues such as these;
- but they do not address the issues adequately;
- people are fired for drinking at work, after several warnings”.
- “sometimes people with drinking problems are referred to doctors for physical examination”

- after this the Human Resources would call and tell you that your main problem is alcohol;
- “You’d be advised to stop drinking”.

The responses from the workers genuinely call for an Employee Assistance Programme. Problems of substance abuse have been recorded. An EAP has as one of its technologies dealing with workers who experience substance abuse.

7.8.2.14 **Retrenchment/ Retirement**

The researcher started by explaining the two processes to the group and tried to distinguish between them;

- “we are informed about our benefits a few months before we terminate our service;
- during our work, we are not informed;
- when you are about to retire you will be sent a letter;
- then you will be called by the Human Resource Division to be informed about your benefits;
- when the day of retirement is around, you find that all your benefits have not been taken care of , you have to come always to campus to look for your money and that costs you money and time, by the time your benefits arrive, you have lost half of your benefits;
- all I want is to be given everything on the day I terminate my services;
- I must get all my benefits, like blue card, pension and my leave gratuity on the same day and off I go”.

As far as the benefits and their processing was concerned, the manager of the section made this input:

- “most of the workers are ignorant about their benefits and entitlements;
- they should know that as a worker, you need to make your own plans and preparations above those of your employer;
- pensions are not processed on campus and that is the reason why there are delayed payments;
- by the time your pension is been worked out, you should be surviving on your leave gratuity, so what it means is that people; should treat their leave days with a lot of respect;
- they should not just encash them for fun, they should remember rainy days;
- people should not absent themselves unnecessarily from work because that affects your benefits in a negative way;
- people need to make preparations;
- our Human Resources must educate the workers;
- workers must be educated on these”.

7.8.2.15 Would workers benefit from this kind of information ?

The workers were asked whether they would benefit from more information on marital , financial as well as personal problems. They were further asked whether they would benefit from more information on retirement and retrenchment. The following are the responses:

- “these workshops and information sessions are important;
- workers are taking things for granted”.

7.8.2.16

Any general question

When the members were asked to make any comment, each one of them had something to say. The following observations were made:

- “the University is supposed to pay for our children, but we are expected to pay in advance and the University will refund”;
- “it would seem this problem is experienced by black people only”;
- “the queues at administration are only black”;
- “whites are not in the queues for education benefits”;
- “the unions need to address this issue”;
- “black people are asked a lot of funny questions”;
- “whites are not asked anything, the University simply pays”;
- they do not have sound interpersonal relationships and
- they must treat us equally”.

The responses here indicate that there are a large number of problems among the University workers. The EAP cannot handle all these concerns and problems single-handedly. A partnership needs to be struck between management, the unions and the workers to deal with these problems.

Apart from that, University workers are quite suspicious probably because they operate on inadequate knowledge and information.

Will your union support this programme?

- “yes we are members of a union and we support this”;
- “I do not know what the leadership of the union will agree”;
- “some of the issues raised by Mr Sithole are supposed to be driven by the union”; and
- “the union should not only be concerned with disputes between employees and employer”.

This last sentiment seems to reflect Googins and Godfrey’s (1987:119) viewpoint that “unions have the ability to implement self-development programmes for their troubled members, because they are well staffed and have a constituency”.

There is support of the programme by workers who are also members of a union as well. This seems to augur well for the establishment of an EAP in that “union involvement in the establishment of an EAP results in greater acceptance of the programme since employees feel an increased sense of ownership, and the perception of the EAP as being more rehabilitative and less punitive (McDonald and Dooley, 1990:97-105).

7.8.2.18 Do you get time off to address your personal problems?

The response to this question was in the affirmative and this shows that the University is ready in terms of policy and attitude to develop an Employee Assistance Programme.

7.9 Conclusion

Whereas this chapter presented, analysed and interpreted the findings from the empirical study, the next chapter will focus on the summary of the study, conclusions and recommendations.

Chapter 8

Summary, Conclusions and Recommendations

8.1 Introduction

Employee Assistance Programmes are common place within the world of business and industry in South Africa, same cannot be said about these services within schools, technikons and Universities despite a host of research that points to a myriad of personal problems experienced by people who regard the institutions of learning as places of employment as well.

The purpose of this study, which in no way claims to be pioneer work, was to scratch the same surface that was investigated by Roman (1984:13-17; Moagi, 1994:17 and Molebatis, 1997) about the existence of personal problems among educators and the support services arm of learning institutions.

8.2 Outline of the thesis

The thesis has been structured in this way:

8.2.1 Chapter 1

The thesis has been structured in such a way that the first chapter is a general orientation to the study and an introduction to the study that is punctuated by the purpose of the study, motivation and the explication of the research problem. Also included within this chapter are issues of methodology such as the population, samples and sampling procedures as well as the data collection instruments of the study. Limitations of the study are highlighted in this chapter.

8.2.2 Chapter 2

The focus of this chapter whose title “Higher Education in South Africa: The state of the art” is on the various fundamental changes that are sweeping through the higher education sector in South Africa. Current literature reveals salient features of the educational policy that are fundamentally divergent to the situation prior to 1994. This chapter was included to establish the extent to which change affect individuals and groups either in a positive and negative way. Of special importance for this study of course is what do institutions of higher learning do when employees experience personal problems that impact negatively on productivity as a result of these changes.

8.2.2.1 Summary of the findings from literature

The following are salient features of higher education in South Africa:

- Higher education in South Africa recently underwent drastic and fundamental change. The extent to which this change affects people and the direction and effectiveness of the changes implemented have not been quantified and measured. Some of the negative aspects of this change is that new problems are emerging in that institutions are restructuring and this means downsizing and the host of negative emotions that accompany job loss.

One should also not lose sight of the fact that the changes that are brought about are meant for the better. Some of the reasons things are happening as they do is that resources have to be used sparingly and some scarce resource have to be shared equitably amongst the stakeholders.

- The functions of a University are teaching, research and community service. These are noble goals. Fact of the matter is can these ideals

be attained by physically and emotionally exhausted personnel. Regardless of the rhetoric that is bandied about in other circles, society still needs Universities to produce highly qualified human resources for the country.

- The new national policy on education has been in operation since 1996 while the Higher Education Act has been governing higher education since 1997 and Higher Education Act has established the Council on Higher Education which has among its sub committees the Quality Assurance Committee.
- Quality assurance has to be promoted within higher education especially in South Africa the need to address quality through quality assurance is a pressing issue. In a rapidly changing society, characterised by the growth in the numbers of high-risk students and severe cuts in state subsidies, the impoverishment of universities in terms of their teaching and research tasks has become a reality. In order to manage higher education in a more rational way, and to achieve new purposes, governments in many countries have set up national quality assurance systems in which universities have been compelled to demonstrate their accountability to external stakeholders
- A new constitution for the country has been in effect since 1996. The principles enshrined in the Higher Education Act mirror the basic tenets and values of the South African constitution. For example, the new policy discourages any kind of discrimination and upholds access to institutions of higher learning.

- There is a National Qualifications Framework in University education. It sets boundaries- a set of principles and guidelines which provide a vision, a philosophical base and an organisational structure- for construction, in this case, of a qualification system. Detailed development and implementation is carried out within these boundaries.

In short, the NQF is the set of principles and guidelines by which records of learner's achievements are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning (The National Qualifications Framework: An Overview undated)

- Employment equity is in place to implement affirmative action. A designated employer must conduct an analysis of employment policies, practices, procedures, and the working environment so as to identify employment barriers that adversely affect members of designated groups. The analysis must also include the development of a workforce profile to determine to what extent designated groups are under-represented in the workplace.
- University education is largely funded by the state. Economic trends are not the only factors that affect higher education financing. As a result of lean budgets, state policy makers have been forced to make difficult spending decisions and, in the process, clear policy choices. In South Africa the situation is slightly different. South African government's spending on education has been increasing since 1994. For example, government spending in the 1999/ 2000 on education

was R 47.8 billion and in the 2000/2001 is R50.7 billion. In the arena of Higher education, there is a massive pumping in of finances to the National Student Financial Aid Scheme. It has seen a growth of 13% from R390 million to R443,5 million. Since 1994 almost R1,7 billion has been allocated to students.

- Students' enrolment at historically black institutions is dropping.
- Universities are places of employment and therefore need to comply with the Occupational Health and Safety Act.

8.2.2.2 Conclusions

Education in South Africa is undergoing rapid change. Employees in educational institutions are affected by these changes. The effect may bring about the emergence of personal problems which may seriously undermine productivity.

8.2.2.3 Recommendation

Now that Universities are regarded as places of employment, it would only be logical for them to be regarded as such for all intents and purposes. Changes will continue to be there and they will continue to yield a mixture and myriad of reactions. Universities need to find a mechanism to harness these reactions in a way that ensures the smooth functioning of employees and the organization as a whole.

8.3 Chapter 3

8.3.1 Summary

The focus of this chapter has been on a University as an employing organization. An explication of the University's key functions of teaching, research and community service has been made. The highlight of this chapter is on the character of the University and typical nature of its structure that impacts negatively on its employees, particularly the academic staff. An attempt has been made to sketch the difficulties that assail academics in particular from the mid-life stage.

The characteristics of academics were also highlighted, particularly those that predispose academic staff to personal problems.

8.3.2 Conclusion

A University is a learning institution as well as a place of employment. It is susceptible to all the vicissitudes of industrial life such as bureaucracy and labour disputes. It is an industry concerned mainly with the development of highly skilled human resources for the country. Employees that carry out these functions are not immune from personal problems and University management needs to recognise this.

8.3.3 Recommendation

On the basis of the findings from literature, it is recommended that more research be conducted in the area of personal problems that are experienced by academics in South Africa. A bulk of literature in this area is from overseas and even this concentrates almost entirely on problems of academics. Very little information is available about other employees of the University such as administrators and support services staff.

8.4 Chapter 4

8.4.1 Summary

A detailed exposition of the University of the North as an employer is provided. The physical location of the University, the geography of the campus, governance structures as well as faculties are described while the different committees as well as their functions are outlined.

The important focus of this chapter is on the staff composition of the University. Various staffing trends within academia, management and support services have been highlighted. Student enrollment at the main campus as well as at satellite campuses has been indicated from 1960-1999.

Another salient feature of this chapter is the University policy which is contained in the document called Personnel Policies and Procedures. In this chapter the philosophy of the policy, industrial relations, appointment conditions, leave conditions, and disciplinary procedures for employees are outlined.

The other finding is that notwithstanding the provisions of the Employment Equity Act, -there were more white senior professors than blacks;

- of the 32 professors, thirteen were African and 14 white and one is of Indian descent;
- of these professors, only two were women and
- out of 73 senior lecturers, only 8 were women;

8.4.2 Conclusion

The University of the North exists as a legal persona and has a policy, norms, values and principles that govern its operations. Governing structures are also in place. It is indeed an organization that employs thousands of individuals who are susceptible to the University's labour relations. The only weakness that was identified by the researcher is that the organization did not have any policy on dealing with employees that experience personal problems. The other challenge that faces the University is the racial and gender discrimination of the past.

8.4.3 Recommendation

On the basis of the findings and the conclusion reached, the University:

- needs to adopt a policy regarding employees' personal problems;
- has to redress the historical racial and gender discrimination in its employment and promotion areas. This means people that have been historically disadvantaged need to be reflected in areas of power. These are women and disabled people of African descent.

8.5 Chapter 5

The emphasis in this chapter is the nature of Employee Assistance Programmes. The chapter details the services provided by EAP in industries. Different models of EAPs are provided as well as marketing of the programme after implementation.

8.6 Chapter 6

8.6.1 Summary

The focus in this chapter is on the role of an Employee Assistance Programme in the University. EAPs started in industries and that is the reason why a section on the role of such services in the world of business and commerce is outlined.

The crux of this chapter is on the core technology of an Employee Assistance Programme. In this section focus is on what EAPs can achieve and do for the Universities such as:

- identification of employees who experience personal problems;
- identification of employees' behavioural problems based on job performance issues;
- the provision of expert consultation to supervisors, managers, and union stewards on how;
- to take the appropriate steps in utilizing employee assistance policy and procedures;
- the availability and appropriate use of constructive confrontation;
- micro linkages with counseling, treatment, and other community resources are developed;
- the creation of macro linkages between the work organization and counseling, treatment and other community resources; and
- the centrality of the employee's alcohol problems as the programme focus with the most significant promise for producing recovery and genuine cost savings for the organization in terms of future performance and reduced benefit usage.

There are also reasons why Universities should feel motivated to adopt EAPs. Some of those reasons are the following:

- the belief that EAPs will improve productivity, and in the long run, be cost-effective (Balgopal and Stollak, 1992:112; Bingaman, 1998:16- 17);
- employers believe that intervention is good business and exemplifies corporate social responsibility (Balgopal and Stollak, 1992:112;
- they reduce staff uncertainty and boost staff morale (Cannon, 1996: 18-19);
- they reduce interpersonal conflict (Remington, 1996:22-25);
- they encourage emotional literacy (Katsekas, 1998:22-23); and
- they reduce anger at the workplace (Puig, 1996:30 -31).

8.6.2 Conclusion

Universities in South Africa in general and the University of the North in particular, have not taken Employees Assistance Programmes earnestly even if these are popular in industries. The successes and achievements as well as the advantages of establishing EAPs have been well documented in overseas literature.

8.6.3 Recommendation

On the basis of the findings, the researcher recommends that awareness campaigns need to be undertaken in various campuses and in particular the University of the North to educate employees and management about the effect of personal problems on productivity. Perhaps at the beginning of such campaigns, the use of community resources can be highlighted.

8.7 Chapter 7

8.7.1 Summary

Chapter 7 is the presentation, analysis and interpretation of empirical findings. Six samples were given a questionnaire to complete. The following is a summary of the findings per sample:

8.7.1.1 Academic staff

Some of the major findings emanating from this sample are that:

- academic staff was comfortable with some of the changes taking place in education such as the accreditation of programmes;
- respondents were generally happy with the quality promotion function of the Council on Higher Education;
- a significant number of participants were not entirely comfortable with the task team report on higher education;
- less than half of the respondents were comfortable with the National Qualifications Framework;
- most were uncomfortable with the conditions of service of employees as found in the Higher Education Act;
- most were comfortable with the Employment Equity Act;
- the majority were unclear about the mission, vision and goals of the University;
- promotion criteria as well as conditions of employment were also not clear to the academic staff;
- staff development exercises such as performance appraisal, supervision, coaching and mentoring never took place at the University;
- most academics did agree that bringing about change on campus would be difficult;

- the majority of academics had a problem of dual allegiance;
- the majority of academics communicated quite frequently with one another;
- the same cannot be said about communication between academic staff as well as support services staff and administrative staff;
- face to face as well as telephone communication were the most popular means of communication;
- less than fifty percent of the sample reported that academic staff always experienced stress and financial problems;
- the majority of the respondents indicated that administrative staff never experienced the personal problems such as absenteeism and alcoholism;
- a great number of the respondents also reported that support services staff never experienced personal problems;
- most respondents said they would refer a colleague with a personal problem to an on-site facility;
- the majority said they would benefit from more information on how to handle personal problems, marital problems, financial as well as other related problems;
- they also mentioned that staff members could benefit significantly from information on financial planning, retirement, downsizing and retrenchment.

8.7.1.2 Conclusion

Academic staff was generally content with the changes taking place in higher education. Dissatisfaction was however expressed in the lack of staff development programmes for staff members in this area. They have mentioned that they would benefit from more information on how to manage personal problems, retirement and downsizing related issues.

8.7.1.3 Recommendations

On the basis of the findings, staff development programmes for academic staff at the University of the North were recommended.

8.8 Heads of departments

8.8.1. Summary

The following is a summary of findings from the sample:

- headship was a male dominated position at Unin;
- most heads of departments were comfortable with changes taking place in higher education such as modularisation of courses, accreditation of programmes and quality control;
- most heads of departments reported that they were not comfortable with the task team report on shape and size of higher education;
- more respondents were not in favour of conditions of employment of academics as contained in the Higher Education Act;
- most respondents reported that they were clear about the vision, mission and goals of the University;
- responses about staff development programmes such as supervision were not there whereas heads also reported that they were not certain about exercises such as coaching and mentoring;
- the problem of dual allegiance was highly pronounced among heads of departments;
- heads of departments always communicated on a weekly basis with academic, administrative and support services staff;
- the preferred means of communication is face to face and telephonic;

- most respondents were uncertain about stress and financial problems experienced by academic staff;
- there were, however, certain academic staff who did not experience problems such as alcoholism, drug abuse and marital disputes;
- the same findings were obtained from administrative and support services staff;
- most respondents indicated that they would prefer referring a colleague with a problem to an on-site facility and that;
- they would prefer using an off-site facility if they had referred themselves;
- respondents also reported that their colleagues would benefit a great deal from more information on management of personal and marital problems, retirement and downsizing as well as financial management;
- respondents also reported that they believe that they can benefit from more information on management of personal problems, retirement and downsizing;
- most heads of departments were not sure about how to handle colleagues who experienced personal problems.

8.2 Conclusion

Heads of departments were generally in agreement with the changes taking place in higher education and believed that bringing about innovative change on the campus would be a difficult task. They mostly agreed that there was no staff development programmes and processes in the University and believed that they could benefit from more information on dealing with personal and marital problems as well as from more information on retirement and downsizing. Should there be a facility on campus, heads of departments reported that they would feel free to refer people to such services whereas they would prefer an off site facility. The only set-back was that heads of departments are not sure how to deal with personal problems at this stage.

8.8.3 Recommendations

On the basis of the above findings the researcher would urge the University management to take advantage of the heads of departments' positive attitude to change and establish a center to deal with the personal problems of the employees.

Such a center will enjoy support since heads of departments indicated that they will be prepared to refer people to such a service point. Because heads of departments do not know how to deal with employees who experience personal problems, it would be advisable for the University to initiate educational awareness campaigns and training programmes that will culminate in the University policy on Employee Assistance Programmes.

8.9 Deans of faculties

8.9.1 Summary

The following trends were discerned from the deans' sample:

- just like headship, deanship was a male dominated position on campus;
- most deans, just like academic staff and heads of departments, reported that they were aware and comfortable with the changes taking place in higher education;
- unlike the academic and heads of departments' samples, the deans were divided as far as the task team report on higher education was concerned;
- just like the heads of departments (and unlike academic staff) most deans were clear about the University's vision, mission and goals;
- most deans just like the heads of departments as well as academic staff maintain that staff development never took place in the University;
- the problem of dual allegiance was more pronounced among deans just as it was reported among heads of departments and academic staff;

- communication was frequent among deans and academic staff as well as administrative staff but less so with support services staff;
- the most popular means of communication between deans and other colleagues is face to face and telephonic;
- most deans reported that academic staff experienced stress and financial problems;
- administration staff sometimes experienced financial problems;
- the respondents also reported that the majority of support services staff experienced marital as well as health related problems;
- just like heads of departments, the majority of deans reported that they would prefer referring colleagues to an on-site facility whilst they would voluntarily use an off-site facility;
- all respondents reported that their colleagues would benefit from more information on dealing with personal problems, retirement as well as downsizing;
- all deans also reported that they would personally benefit from more information on managing personal problems, retirement and downsizing;
- the majority of the respondents intimated that there was no facility on campus to deal with personal problems of employees.

8.9.2 Conclusion

The deans have observed through their interaction with academic staff that the latter experienced stress as well as financial problems. There may be a relationship between stress and financial problems or the stress may be as a result of the working environment. Health problems as well as marital problems were also observed among the support services as well as the administrative staff. It was fairly easy to make such observations because communication between deans and other members of the working staff were most of the time personal or per telephone. Every one who participated in this study did agree that he would benefit from more information on managing personal problems, retirement and downsizing.

8.9.3 Recommendations

For the simple reason that the majority of the respondents noted the existence of personal problems among a significant number of the University employees and that the University had no policy and strategy to deal with these mean that the time is opportune for something concrete to be done about this.

The observations were made outside and beyond other face to face encounters such as supervision and mentoring. If these processes were unfolding on campus, much would have been reported about these problems. It is about time that the University management invests in its employees through provision of counseling services.

8.10 Administrative staff

8.10.1 Summary

The following is a summary of the findings from the administrative staff:

- most staff members reported that they were comfortable with changes in higher education;
- this is the only sample that was positive about the task team report on shape and size of higher education in South Africa;
- half and slightly more than half of the respondents reported that they were comfortable and clear about the University vision, mission and goals;
- the respondents also reported that they were not clear about promotion criteria on campus;
- staff development did seem to be taking place within the administrative section of the University;

- weekly communication between administration staff and other workers was reported to be frequent and face to face;
- administration staff reported that they scarcely observed personal problems among themselves, within the academic sector as well as the support services sector;
- members of the academic staff also reported that their colleagues in various sections could benefit from more information on how to manage personal, marital, retirement and downsizing related problems;
- respondents too reported that they would personally benefit from more information on how to manage personal, marital, retirement, and downsizing related problems;

8.10.2 Conclusion

The sample from the administrative staff differed from the rest in more than one way even though some similarities were discerned. This was the only sample where staff development processes unfolded. This was also the only sample that was positive about the task team report on shape and size of higher education. Respondents in this sample did not observe personal problems of themselves and their colleagues to the same extent as the other respondents in the other samples. In this regard it differs from the rest of the samples.

However, the respondents are agreed that they thought their colleagues as well as themselves could benefit from more information on how to deal with personal as well as work related problems.

8.10.3 Recommendations

On the basis of the findings the researcher recommends that the University should consider establishing an EAP service that serves all the employees of the University.

8.11 Executive management

8.11.1 Summary

The following summary reflects the views of the decision makers at the University of the North. Here follows the summary:

- at the time of the investigation executive management of the University was exclusively male;
- qualifications of members of this team are from bachelors to doctoral degrees;
- none of the executive members had more than twelve months in office;
- most members of the executive management were familiar and comfortable with changes taking place in higher education;
- respondents reported that they were clear about the goals and mission of the University;
- half the respondents reported that they were not clear about the promotion criteria on campus;
- all the respondents reported that bringing change on campus would be difficult;
- members of the executive management were experiencing problems of dual allegiance as well;
- the respondents indicated that staff development programmes did take place and also that there were labour disputes;

- the respondents reported that they always came across employees who were always stressed and experiencing financial problems;
- face to face communication with colleagues was regular;
- half of the respondents reported that they would use an on-site facility whenever they experienced personal problems while the other half reported that they prefer an off-site facility;
- most of the respondents said that they would benefit from information on retirement and downsizing;
- management agreed that there was no system in place to deal with the personal problems of employees.

8.11.2 Conclusion

It can thus be concluded that executive management was aware of the existence of personal as well as labour problems on campus. They were also aware that information supplied to the workforce on aspects such as retirement and downsizing was inadequate. The respondents also agreed that there was no system of dealing with the personal problems of employees.

8.11.3 Recommendations

All findings and facts from this study point to a dire need of the University to establish a service point to deal with the problems that employees of the University experience. Only management can provide the necessary concrete support that is so desired to bring about meaningful innovation in this area.

8.12 Service workers on campus

8.12.1 Summary

The voice of the illiterate working class was also heard through focus groups in this study. The following are some of the salient facts that were obtained in the study:

- workers agreed that they did experience problems such as alcohol abuse, marital problems as well as financial problems and they did not have an avenue to channel their personal concerns;
- workers promised to support the EAP office should it be established on campus;
- they preferred an on-site facility;
- they also mentioned that such an office would be of great assistance to the trade unions as the latter were always educating and discouraging workers from abusing substances;
- the workers expressed the need for more knowledge in areas such as retirement, retrenchment, adult education, benefits and estate planning.

8.12.2 Conclusion

It does appear that personal problems cut across the entire University workforce and that they are more pronounced among the unskilled employees. The problems that are experienced by this group of people are exacerbated by their lack of literacy and numeracy skills.

8.12.3

Recommendations

The need for an Employee Assistance service was more pronounced in this sector than anywhere else. Based on this, the investigator urges the University management to place the issue of introducing an EAP on its priority list.

8.13

Areas for further research

This study revealed that further research is necessary in the following areas:

- All the respondents were unhappy with their conditions of employment. An investigation in this area will shed knowledge on the causes, issues and the reasons for this unhappiness;
- There were some respondents in the study who were not comfortable with the Employment Equity Act. It would be helpful to identify these respondents' source of dissatisfaction with the Act and what could be done to modify the circumstances that make the Employment Equity Act an object of discontent.
- Alcohol abuse has been reported among University workers. Further research should focus on what makes this group more vulnerable to alcohol abuse and what the costs of this problem are to the University in terms of loss of hours and tardiness.
- The majority of the respondents from academic to administrative staff were not familiar with the criteria for promotion. An investigation is essential into why are things as they are. The University Policy is also silent about these.

- Staff development processes such as supervision, coaching, mentoring and performance appraisal range from inadequate to non-existent. Research is needed to find out how these processes that are widely used in the industries to be adapted to an academic institution.
- The findings of this study also revealed that workers turnover at the University of the North is lesser than that among the skilled employees such as academics and administrative staff. The studies need to indicate why workers are more stable than the other groups on campus.

8.13 Conclusion

The contribution by this study to the entire employee assistance field is that a University as a place of employment also requires an Employee Assistance Programme because “it is a place where personal troubles and problems can induce productivity loss (Yamatani et al, 1999:108). It has also shown that the processes of quality assurance, equity and accreditation of programmes may be hollow if academics’ performance cannot be measured.

The study has also shown that developing an initiative for the University is one thing, and putting the initiative in operation is yet another challenging task due to the decision-making patterns within the University and the fact that implementation of programmes is more a political move than academic. Programmes are also subjected to the rigorous scrutiny by administrators because of budget cuts and privatisation.

8.14 Recommendations

On the basis of the findings of this study, the researcher would like to make the following recommendations:

- that the University of the North consider establishing an Employee Assistance Programme that operates on a contractual basis; and
- that a committee consisting of management, unions, staff associations and other significant members of the University community be set up to spearhead the process;

8.15 Closing Statement

This study highlighted some of the drastic changes taking place within higher education to date. The rationale for investigating these changes was to establish whether they have any impact on the personal and working life of the University employees. The findings do, however, indicate that in general University employees are favourably disposed to changes taking place in higher education.

Various samples were investigated and analysed to find out amongst others their communication patterns. The purpose for this was to establish whether employees of the University communicated regularly on a face to face basis to a point where they are in a position to observe the existence of personal problems. In all the samples that were analyzed it was found that the communication patterns of University employees were positive.

The other cardinal issue that was looked at is whether employees of the University were experiencing personal problems and whether such problems necessitated the establishment of a service point. The response has undeniably revealed that the University employees that were experiencing personal problems that warranted the establishment of an a service point.

When members of the University community were asked whether, should the service be made available, they would support it, the answer was yes. A range of issues that have to be addressed by this service were also outlined.

Employees of the University community were asked, from executive management to the workers, whether they were aware of any service that is available to deal with employee's personal problems. The answer from all the samples that were analysed was a resounding no. However employees reported that they would definitely benefit from such a service.

The message to the University authorities is therefore loud and clear. Employee Assistance Programme should be established as soon as possible.

8.16 Chapter 9

In this chapter, an implementation strategy for an EAP at the University of the North is presented.

Chapter 9

Guidelines for the implementation of an EAP at the University of the North

9.1 Introduction

The findings from the literature and the empirical study do indicate that bringing about a change or innovation in a university can be a mammoth of a task (Googins and Godfrey, 1987:157; Baldrige, 1984:51-64). Chapter 5 of this thesis as well as the empirical findings do confirm that the University of the North is a unique work environment and that this idiosyncrasy needs to be considered in the implementation of the Employee Assistance Programme.

9.2 Strategy for implementation

Wrich (1977) in Thoreson and Hosokawa (1984:171) identified four models that constitute a major thrust of EAPs in higher education and have been used over the years by industry to address problems of chemical dependency and alcoholism of employees:

- concealment, which is not really a formal programme at all;
- alcoholic identification, which involves finding alcoholics in the work setting;
- job performance, which is broader based but still focuses on alcohol and drugs; and
- the EAP model, which focuses exclusively on job performance.

The model of service delivery in universities and colleges appear to fit rather exclusively under the third and fourth model (Thoreson and Hosokawa, 1984:171) with a preponderance of universities and colleges using the fourth model. The researcher would suggest the fourth model to be adopted by the University of the North. This suggestion however implies that performance appraisal systems and supervisor training should be in place.

A combination of the EAP and the job performance model constitute, in the researcher's opinion the broad brush approach. According to Googins and Godfrey (1987:23) this approach offers assistance with any problem that affects the whole performance of employees of all ranks. Such problems may be work-related such as interpersonal conflict, stress, job dissatisfaction, discriminating practices, unfair labour practice and job misplacement.

It is also important to note that the academic environment offers a new set of dimensions to EAPs in higher education and these dimensions invoke adaptations which involve the application of internal university and college resources to resolve problems, an educational-preventive focus and systems level intervention.

The following is a list of elements in higher education that are common to all EAPs across universities, industry and governmental agencies (Dickman et al, 1985:39-51; Thoreson, 1977:56-72; Googins and Godfrey, 1987:124-130) . The elements include:

- an emphasis of job performance returned to normal functioning;
- a formal orientation programme for supervisors;
- a method for measuring the cost-effectiveness of the EAP;
- a method for developing linkages with appropriate referral agencies, both within the university and the community;
- the development of a system that will ensure support of upper level administration; and
- the development of an advisory structure that will provide direction and support for the EAP constituency and upper-level administration.

Thoreson (1977:56-72) also identified unique elements to the implementation of EAPs in higher education. They include:

- a dual emphasis on the clinical-remedial and developmental components of a health care system;
- an emphasis on early intervention as a component of secondary prevention;
- the likelihood of needing a longer start-up time in the development of an effective EAP;
- the need to establish an EAP that is sensitive to the characteristics of a particular university community;
- the need to adapt orientation training to the particular sector of the university in which the training is being conducted and to be based upon considerations of all components in prevention-primary, secondary and tertiary.

The following guidelines for the implementation of an EAP at UNIN are therefore provided:

9.2.1 Establishment of an advisory committee

Putting together a broad based, representative committee is an important step in the implementation of the EAP (Masi, 1977:19-27; Hosokawa, 1990:127; Googins and Godfrey, 1987:164; Minelli et al, 2001:31) point to several of the issues that are of special significance. Firstly, she notes the need for EAPs in higher education to invoke collegiality or “ownership” through the appointing of an advisory committee composed of constituencies who constitute the programme users. Constituencies whose participation in the planning process should be considered include academic administration, faculty unions, personnel, the institution’s legal counsel, the campus health officer, the grievance officer and the faculty council or senate representatives.

For the University of the North, the researcher would recommend that every interest group/ structure/ union/staff association should be represented in the advisory committee. These structures should themselves elect people to serve in the advisory committee. Otherwise the committee may face political bottlenecks which may eventually stifle its operation. Management should also be represented on this committee. The committee should however be made of persons of various expertise, particularly with a financial background since the establishment of an EAP would inevitably result in “costs” for the institution.

9.2.2 Policy formulation

The advisory group should canvas very widely and specifically from their constituency on issues of EAP policy. The policy formulation process should involve every one from all members of the university community. It is advisable that the policy formulation process be decentralised to faculties and schools and the latter should forward their inputs to the advisory committee.

9.2.3 Winning the favour of the vice-chancellor

Winning the favour of the vice-chancellor or the chief executive officer of the institution as well as other stake holders is vital if the programme is to succeed and “top management must be interested and supportive if the programme is to succeed (Schooling, 1984:101). Schooling (1984:94) scrutinised all successful programmes in universities and they were found to have the following elements:

- they were all established to meet a presumed need;
- there was an initiating individual or group;
- support and approval of the appropriate authority or authorities was obtained, either tacitly or overtly;
- budgetary resources, if required, were allocated or committed;

- survival of the programme is attributable to either administrative indifference or conscious administrative direction.

The advisory committee needs to ensure that all these elements are in place.

9.2.4 Conducting a cost-benefit analysis

In this period of shrinking resources, closure of non-performing units and outsourcing of non-core activities of the university, administrators are not likely to put money where the returns cannot be guaranteed. Now a well prepared cost-benefit analysis can ensure that money leaves the firm grip of university administrators.

Cost/benefit assessment calls for comparison between the cost of programme operation and estimated amount of benefits (or saving) it can generate (Dickman et al, 1985:39-51; Thoreson, 1977:56-72; Googins and Godfrey, 1987:124-130)

The total direct costs incurred by the programme can be categorized into two major groups: fixed costs and variable costs (Anderson, Sweeney and Williams 1982). The fixed costs are items that are unlikely to change annually during the operation of the operation of the programme (for example the administrator's salary, malpractice insurance and overheads). The variable costs are more than likely to change according to the number of EAP clients as well as other factors (for example, staff salaries, supplies and materials).

The total benefits attributable to EAPs can be divided into two major categories- tangible and intangible benefits (Dunn, 1981). The tangible benefit is represented by measurable positive effects of the EAP that are directly related to its programme objectives for example, improved work performance, reduced absenteeism and reduced accidents. The intangible benefits include employee's psychological and attitudinal changes and they are difficult to translate into Rand figures.

The following questions reflect the major intent of a cost-benefit analysis (Dickman et al, 1985:39-51; Thoreson, 1977:56-72; Googins and Godfrey, 1987:124-130):

- what are the total costs of EAP operations in reference to fixed and variable costs?
- what is the total amount of savings (benefit) as a result of EAP effects in the areas of work performance, absenteeism, paid health insurance claims, workmen's compensation payments as well as sickness and accident payments?
- what is the ratio between the cost and the benefit? In other words, on average, for each one rand investment to the EAP operation, how much is returned to the company as a saving or benefit?

9.2.5 Funding

The committee may also have to find financial resources to kick start the programme. Various strategies could be implemented in getting funding, such as:

- establish if there is some money lying somewhere for an obsolete programme;
- fund raising through a conference on an EAP related theme;
- prepare funding proposals to outside sponsors;
- channel funds from a weak programme/service into EAP.

Even if the afore mentioned techniques can be considered creative ways of funding the EAP, providing rendering assistance to troubled employees makes business sense. This investment in employees is a concrete manifestation of the company's social responsibility.

9.2.6 Programme model selection

Hosokawa (1990:131-135) maintains that factors to be considered constitute a sizable checklist: the primary academic mission of the university, size of the institution, institutional history and current issues, availability of social service resources on and off campus, degree of health insurance coverage for chemical abuse and mental health needs, degree of unionization, eligibility requirements for programme services, administrative structure of the institution, physical layout, and policies and procedures that currently impede or facilitate personal problem identification or resolution.

9.2.7 Nature of the Programme

For the University of the North a combination of the external and the internal model seems to be appropriate. This is the kind of result from the empirical findings where there was no unanimity as to the model of the programme. Majority of the respondents preferred an on-site facility for their colleagues and subordinates and an off-site facility for themselves.

As far as the researcher is concerned, however, the external model would be ideal. The reason for choice of this model is that the University is currently engaged in restructuring which has resulted in the outsourcing of the non core activities of the institution. Provision of EAP is also not a core activity of the University and can be externally provided. The second reason is that of ensuring maximum confidentiality of the service. Besides, the empirical findings as well as the literature indicates that externally provided EAP services have a higher number of self-referral than internal programmes (Blum and Roman, 1989:259-312), and are less costly (Spitzer and Favorini, 1993:350-370).

9.2.8 Types of services to be provided

The University of the North is in a rural environment, situated 30 km East of Polokwane. Polokwane is a capital of the Northern Province and has a variety of resources in terms of alcohol centres, Alcohol Anonymous, mental health services, social work services, Aids services, and financial as well as legal services. These services are also found in Mankweng (though in limited extent) which is the township where the University of the North is situated. These services are provided by state departments, non governmental organizations and the private sector. Hosokawa (1990:129) had this kind of community in mind when she said: "If community resources for a variety of personal problems are available, a screening and referral mode may provide the most flexibility in meeting diverse and changing needs". The researcher would therefore also recommend a screening and referral mode kind of model for the University of the North.

9.2.9 EAP staffing decisions

Throughout the history of Employee Assistance Programmes, a variety of professions provided direction and leadership for the operation and expansion of programmes (Trice and Schonbrunn, 1981:171-198). From the early days of social secretaries (women trained as nurses and teachers), other professions including company physicians, recovering alcoholics, occupational social workers, occupational health nurses, personnel officers and psychologists have comprised the staff of EAP (Sonnenstuhl and Trice, 1990).

The researcher would however agree with McKibbon (1993:60) that holding a master's degree and having received training in psychology and social work would be ideal for personnel in the EAP service. Tanner (1991: 71-83; Kurzman, 1993:32) however said social work is the profession of choice for EAPs.

9.2.10 Administrative location

Geographical location and physical site factors can exercise influences relevant to programme design in several ways. For example, concerns related to confidentiality may be more frequently voiced on the closely knit campus in a small community, while the larger commuter campus will require considerably more attention to faculty outreach efforts (Vigilante, 1993:191; Hosokawa, 1990:128).

EAP services are sometimes seen as a form of personnel services by administrators, to be placed under human resource personnel (Hosokawa, 1990:130; Balgopal and Stollak, 1992:94). The researcher would agree with Hosokawa, Balgopal and Stollak about the administrative location of the programme, but then suggest that the physical location of the programme be detached from the administration building for purposes of confidentiality and impartiality in the eyes of the consumers of the service.

9.2.11 Management-union model

The model advocated for the University of the North is the management sponsored model since the unions have been weakened by restructuring and their membership have diminished to such an extent that they cannot finance an Employee Assistance Programme. The reason why an off-site facility is advocated is that the findings of this study indicate that off-site facilities facilitate a high rate of self-referral (Compare Grosch et al 1996:44).

9.2.102 Training of academic administrators in referral procedure

People in managerial positions such as heads of departments, executive deans, directors, heads of sections in the administrative section of the university as well as the support services need to be trained in identification of impaired performance and referral to the service.

Contrary to what literature says, supervisor confrontation can be utilised effectively in academic environments as long as performance or appraisal instruments such as a peer review system are in place.

The empirical findings from this study also confirm that contrary to what literature alleges, academics at the University of the North do not spend their time in isolation as evidenced by the face to face communication that exists. This kind of communication pattern can be utilized to identify employees with personal problems and suggest a self-referral or mandatory referral.

9.2.14 Performance appraisal system (academic staff)

Performance appraisal system is a yardstick used to measure performance of employees. In an academic environment, the findings from this system can be used to measure whether employees are doing well in which case some incentives have to be provided. If it is found that employees are not doing well training can be recommended. If it is found that poor performance is as a result of personal problems a referral to the EAP can be ideal.

9.2.15 Marketing the programme

Quite a number of avenues can be utilised to market the existence of the EAP. The University of the North has the following instruments at its disposal, that could be utilised effectively to market the programme:

9.2.15.1 Masa

This newspaper is published once a month basis/ weekly. It is read by academics, managers as well as other members of the University community. The only group that does not read this is the service workers. An advert on the availability of the service could be placed in this newspaper in English and Northern Sotho to be available to the service workers.

9.2.15.2 Turf Update

Turf Update is a weekly newsletter of the University that can be used to advertise the programme.

9.2.15.2 Radio Turf

This is a community radio station with approximately 48 000 listeners. It covers a 100 km radius. It is mainly concerned with local issues. It is a dual medium radio station (English and Northern Sotho) It cost R660.00 for 66 ads for 20 working days to place an advert on this station. It gets so much subsidy from the University and could therefore afford an advert on this campus.

9.2.15.3 A public lecture

An open public lecture could be utilised for marketing the programme. My experiences with public lectures at this institution, however is that they do not attract a lot of academic staff. So, utilisation of this marketing strategy should be in addition to other such strategies.

9.2.15.4 Workshops

Workshops could be conducted with various structures within the university such as schools, faculties and other interest groups such as trade unions and staff associations. These can filter through to service workers.

9.2.15.5 Conferences

Academic meetings and conferences can also be utilized to spread the message about the existence of Employee Assistance Services.

9.2.15.6 Brochure

A brochure could be distributed and placed at strategic places such as the University library, administration, restaurants, University Hall. This brochure should be written in both English and Northern Sotho.

9.2.15.7 The Internet

Information about the University EAP could also be placed on the university web site..

9.3 Evaluation of the programme

The programme needs to be closely monitored to ensure that it attains the goals and objectives that were set out at initiation. Of importance in the assessment of the programme is to pay particular attention to the following operational issues:

- penetration rate;
- utilization rate;
- impact of the programme on absenteeism and productivity as well as
- the return on investment of the programme.

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Appendix B

A Study On An Employee Assistance Program For The University Of The North

You are cordially invited to participate in this study whose purpose is to assess the need for an Employee Assistance Program at the University of the North. An Employee Assistance Program is composed of work-based social services provided to employees who experience personal problems such as marital dysfunction, absenteeism, alcoholism, tardiness and many other such problems.

The researcher is a lecturer in the department of Social Work at the University of the North. This study is conducted in fulfillment of the requirements for a D- Phil in the department of Social Work - University of Pretoria.

You are requested to respond to the questions in this accompanying instrument with honesty. Your responses will provide information as to whether the University of the North needs an Employee Assistance Program or not.

The questionnaire is completed anonymously. Neither you nor your department/section/division can in any way be identified. This questionnaire was designed in a way to enable you to indicate your choice of answer in the majority of cases, by merely using an "X" in the applicable box/number. Some questions, however, need you to explain or motivate your answer. Space has been provided for this.

Thank you for your willingness to participate in this project and your valuable contribution to development of scientific knowledge. God bless you.

Appendix C

Questionnaire to Academic Staff

1. Biographical Information

1.1 How old are you?

18 - 23	24 - 29	30 - 34	35 - 39	40 - 45	46 - 51	52 - 57	58 - 63	64 and above
1	2	3	4	5	6	7	8	9

1.2 State your gender

1.3 State your rank

1.4 Number of years employed by the University

1.5 What is your marital status?

1.6 How many children do you have?

1.7 What is your highest qualification?

1.8 To which population group do you belong?

2. Changes in higher education

2.1 Are you familiar with the current changes in higher education?

Yes	No
1	2

2.2 If yes, indicate, on a scale of 1 – 5 whether you are comfortable with the following changes in higher education. (NB. 1= very uncomfortable; 2= somewhat uncomfortable; 3 = uncomfortable; 4= somewhat comfortable and 5= very comfortable)

		Very Uncomfortable		Very Comfortable		
2.2.1	Modularization of courses	1	2	3	4	5
2.2.2	Higher Education No. 1/ 1997 Act	1	2	3	4	5
2.2.3	Council on higher education	1	2	3	4	5
2.2.4	Accreditation of programs in higher education	1	2	3	4	5

2.2.5	Quality promotion in higher education	1	2	3	4	5
2.2.6	Report on size and shape in higher education	1	2	3	4	5
2.2.7	National Qualifications Framework	1	2	3		4
2.2.8	Conditions of service for employees in higher Education	1	2	3	4	5
2.2.9	Employment Equity Act	1	2	3	4	5

3. University of the North as an employing organisation

3.1 How clear are you about the following processes in your university? (Use the following scale, where 1= Very unclear; 2 = somewhat unclear; 3 = unclear; 4 = somewhat clear and 5= very clear)

		Very Unclear			Very clear	
3.1.1	Mission of the university	1	2	3	4	5
3.1.2	Vision of the university	1	2	3	4	5
3.1.3	Goals of the university	1	2	3	4	5
3.1.4	Promotion criteria	1	2	3	4	5
3.1.5	Conditions of your employment	1	2	3	4	5

3.2 How frequently do the following processes unfold in your department?

		Never			Always	
3.2.1	Performance appraisal?	1	2	3	4	5
3.2.2	Supervision	1	2	3	4	5
3.2.3	Mentoring	1	2	3	4	5
3.2.4	Coaching	1	2	3	4	5

3.3 How easy / difficult is it to bring about change in your campus?

Somewhat easy	Very easy	Uncertain	Somewhat difficult	Very difficult
1	2	3	4	5

3.4 Are you a member of any professional association/s?

YES	1	No	2
-----	---	----	---

3.4.1 If yes, name the professional association/s

.....

.....

3.5 Are you a member of a trade union/s?

Yes	No
1	2

3.5.1. If yes, name the trade union/s

.....

.....

4. Communication Patterns

4.1 On average, how frequently do you communicate with each of these staff members per week?

		Never				Always
4.4.1	Academic staff	1	2	3	4	5
4.4.2	Administration staff	1	2	3	4	5
4.4.3	Support services staff	1	2	3	4	5

4.2 How frequently do you communicate with academic staff members?

		Never				Always
4.2.1	Face to face	1	2	3	4	5
4.2.2	Telephone	1	2	3	4	5
4.2.3	Memo	1	2	3	4	5
4.2.4	Circular	1	2	3	4	5
4.2.5	Fax	1	2	3	4	5
4.2.6	e-mail	1	2	3	4	5

4.2.7	Meeting	1	2	3	4	5
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4.3 How frequently do you communicate with administration staff?

		Never			Always	
4.3.1	Face to face	1	2	3	4	5
4.3.2	Telephone	1	2	3	4	5
4.3.3	Memo	1	2	3	4	5
4.3.4	Circular	1	2	3	4	5
4.3.5	Fax	1	2	3	4	5
4.3.6	e-mail	1	2	3	4	5
4.3.7	Meeting	1	2	3	4	5

4.4 How frequently do you communicate with support services staff?

		Never			Always	
4.4.1	Face to face	1	2	3	4	5
4.4.2	Telephone	1	2	3	4	5
4.4.3	Memo		1	2	3	4
4.4.4	Circular	1	2	3	4	5
4.4.5	Fax	1	2	3	4	5
4.4.6	e-mail	1	2	3	4	5
4.4.7	Meeting	1	2	3	4	5

5. Employee Behaviour

5.1 How often does academic staff in your department/ faculty experience the following problems?

		Never			Always	
5.1.1	Stress	1	2	3	4	5
5.1.2	Finances	1	2	3	4	5
5.1.4	Drugs	1	2	3	4	5
5.1.5	Marital	1	2	3	4	5
5.1.6	Health	1	2	3	4	5

51.7	Absenteeism	1	2	3	4	5
5.1.8	Slowness	1	2	3	4	5

5.2. How often does administration staff in your department/ faculty experience the following problems?

		Never			Always	
5.2.1	Stress	1	2	3	4	5
5.2.2	Finances	1	2	3	4	5
5.2.3.	Alcohol	1	2	3	4	5
5.2.4	Drugs	1	2	3	4	5
5.2.5	Marital	1	2	3	4	5
5.2.6	Health	1	2	3	4	5
5.2.7	Absenteeism	1	2	3	4	5
5.2.8	Slowness	1	2	3	4	5

5.3 How often does support services staff in your faculty experience the following problems?

		Never			Always	
5.3.1	Stress	1	2	3	4	5
5.3.2	Finances	1	2	3	4	5
5.3.3	Alcohol	1	2	3	4	5
5.3.4	Drugs	1	2	3	4	5
5.3.5	Marital	1	2	3	4	5
5.3.6	Health	1	2	3	4	5
5.3.7	Absenteeism	1	2	3	4	5
5.3.8	Slowness	1	2	3	4	5

6. Employee Services

- 6.1 If your colleague experienced any of the problems in 5.3, and the university had a facility on campus to address the problem, which facility would you refer your subordinate to?

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

- 6.2 If you had any of the problems in 5, and you had a choice between an on campus facility and an off campus facility, which would you utilise?

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

- 6.3 Do you think members of staff in your department/ faculty will benefit from more information on the following?

		Yes	No
6.3.1	how to manage personal problems?	1	2
6.3.2	how to manage marital problems?	1	2
6.3.3	how to prepare for retirement?	1	2
6.3.4	how to deal with personal reactions to downsizing?	1	2

- 6.4 Can you benefit from more information on the following?

		Yes	No
6.4.1	How to manage personal problems?	1	2
6.4.2	How to manage marital problems?	1	2
6.4.3	How to prepare for retirement?	1	2
6.4.4	How to deal with reactions to downsizing?	1	2

Thank you for your time

Appendix D

Questionnaire to deans and heads of academic departments

1. Biographical information

- 1.1. State your rank / position
- 1.2. State the number of months / years you have been in this position.....
- 1.3. How old are you?

18 – 23	24- 29	30- 35	36- 41	42- 47	48 – 53	54- 59	60- 65
1	2	3	4	5	6	7	8

- 1.4. What is your gender?

Female	Male
--------	------
- 1.5. To which population group do you belong?
- 1.6. What is your marital status?
- 1.7. How many children do you have?
- 1.8. What is your highest qualification?

2. Changes in higher education

- 2.1 Are you familiar with the Higher Education Act 101 of 1997?

Yes	No
1	2

- 2.2 If yes, indicate, on a scale of 1 – 5 whether you are comfortable with the following provisions and outcomes of the Act? **NB. 1= very uncomfortable; 2= somewhat uncomfortable; 3 = uncomfortable; 4= somewhat comfortable and 5= very comfortable)**

		Very Uncomfortable			Very Comfortable	
2.2.1	Modularization of courses	1	2	3	4	5
2.2.2	South African Qualifications Authority	1	2	3	4	5
2.2.3	Council on higher education	1	2	3	4	5

2.2.4	Accreditation of programs in higher education	1	2	3	4	5
2.2.5	Quality promotion in higher education	1	2	3	4	5
2.2.6	Report on size and shape in higher education	1	2	3	4	5
2.2.7	National Qualifications Framework	1	2	3	4	5
2.2.8	Conditions of service for employees in higher education	1	2	3	4	5
2.2.10	Employment Equity Act	1	2	3	4	5

3. University of the North as an employing organisation

3.1 How clear are you about the following processes in your university? (Use the following scale, where 1= Very unclear; 2 = somewhat unclear; 3 = unclear; 4 = somewhat clear and 5= very clear)

		Very unclear			Very clear	
3.1.1	Mission of the university	1	2	3	4	5
3.1.2	Vision of the university	1	2	3	4	5
3.1.3	Goals of the university	1	2	3	4	5
3.1.4	Promotion criteria	1	2	3	4	5
3.1.5	Conditions of your employment	1	2	3	4	5

3.2 How frequently do the following processes unfold in your department/ faculty?

		Never			Always	
3.2.1	Performance appraisal?	1	2	3	4	5
3.2.2	Supervision	1	2	3	4	5
3.2.3	Mentoring	1	2	3	4	5
3.2.4	Coaching	1	2	3	4	5

3.3 How easy / difficult is it to bring about change in your campus?

Somewhat easy	Very easy	Uncertain	Somewhat difficult	Very difficult
1	2	3	4	5

3.4 Are you a member of any professional association/s?

YES 1	No 2
----------	---------

3.5 Are you a member of a trade union?

Yes 1	No 2
----------	---------

4. Communication Patterns

4.1 On average, how frequently do you communicate with each of these staff members per week?

		Never			Always	
		1	2	3	4	5
4.1.1	Academic staff	1	2	3	4	5
4.1.2	Administration staff	1	2	3	4	5
4.1.3	Support services staff	1	2	3	4	5

4.2 How frequently do you communicate with academic staff in your department/ faculty, in the following ways?

		Never			Always	
		1	2	3	4	5
4.2.1	Face to face	1	2	3	4	5
4.2.3	Telephone	1	2	3	4	5
4.2.4	Memo	1	2	3	4	5
4.2.4	Circular	1	2	3	4	5
4.2.5	Fax	1	2	3	4	5
4.2.6	e-mail	1	2	3	4	5
4.2.7	meetings	1	2	3	4	5

4.3 How frequently do you communicate with administrative staff in the following ways?

		Never			Always	
		1	2	3	4	5
4.3.1	Face to face	1	2	3	4	5
4.3.2	Telephone	1	2	3	4	5
4.3.3	Memo	1	2	3	4	5
4.3.4	Circular	1	2	3	4	5
4.3.5	Fax	1	2	3	4	5
4.3.6	e-mail	1	2	3	4	5
4.3.7	meetings	1	2	3	4	5

4.4 How frequently do you communicate with support services staff in your faculty/department in the following ways?

		Never			Always	
		1	2	3	4	5
4.4.1	Face to face	1	2	3	4	5
4.4.2	Telephone	1	2	3	4	5
4.4.3	Memo	1	2	3	4	5
4.4.4	Circular	1	2	3	4	5
4.4.5	Fax	1	2	3	4	5
4.4.6	e-mail	1	2	3	4	5
4.4.7	meetings	1	2	3	4	5

5. Employee Behaviour

5.1 How often does academic staff in your department/ faculty experience the following problems?

		Never			Always	
		1	2	3	4	5
5.1.1	Stress	1	2	3	4	5
5.1.2	Finances	1	2	3	4	5
5.1.3	Alcohol	1	2	3	4	5
5.1.4	Drugs	1	2	3	4	5
5.1.5	Marital	1	2	3	4	5

5.1.6	Health	1	2	3	4	5
5.1.7	Absenteeism	1	2	3	4	5
5.1.8	Slowness	1	2	3	4	5

5.2 How often does administration staff in your faculty/ department experience the following problems?

		Never			Always	
5.2.1	Stress	1	2	3	4	5
5.2.2	Finances	1	2	3	4	5
5.2.3	Alcohol	1	2	3	4	5
5.2.4	Drugs	1	2	3	4	5
5.2.5	Marital	1	2	3	4	5
5.2.6	Health	1	2	3	4	5
5.2.7	Absenteeism	1	2	3	4	5
5.2.8	Slowness	1	2	3	4	5

5.3 How often does support services staff in your faculty experience the following problems?

		Never			Always	
5.3.1	Stress	1	2	3	4	5
5.3.2	Finances	1	2	3	4	5
5.3.3	Alcohol	1	2	3	4	5
5.3.4	Drugs	1	2	3	4	5
5.3.5	Marital	1	2	3	4	5
5.3.6	Health	1	2	3	4	5
5.3.7	Absenteeism	1	2	3	4	5
5.3.8	Slowness	1	2	3	4	5

6. Employee Services

- 6.1 If your subordinate experienced any of the problems in 5, and the university had an on site facility, which facility would you refer your subordinate to?

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

- 6.2 If you had any of the problems in 5, and you had a choice between an on campus facility and an off campus facility, which would you utilise?

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

- 6.3 Do you think members of staff in your department/ faculty will benefit from more information on the following?

		Yes	No
6.3.1	How to manage personal problems?	1	2
6.3.2	How to deal with marital problems?	1	2
6.3.3	How to prepare for retirement?	1	2
6.3.4	How to deal with reactions to downsizing?	1	2

- 6.4 Can you benefit from more information on the following?

		Yes	No
6.4.1	How to manage personal problems?	1	2
6.4.2	How to manage marital problems?	1	2
6.4.3	How to prepare for retirement?	1	2
6.4.4	How to deal with personal reactions to downsizing?	1	2

6.5 How does your university deal with employees who experience personal problems?

.....

.....

.....

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Appendix E

Questionnaire to top management

1. Biographical information

1.1 How old are you?

18 - 23	24 - 29	30 - 35	36 - 41	42 - 47	48 - 53	54 - - 59	60 - 65
1	2	3	4	5	6	7	8

1.2 What is your gender?

Male	Female
1	2

1.3 To which population group do you belong?

Black	White	Coloured	Asian
1	2	3	4

1.4 What is your marital status?

Never married	Married	Divorced	Widowed	Separated
1	2	3	4	5

1.5 How many children do you have?

1.6 What is your highest qualification?.....

1.7 Number of years employed by the university?

2. Changes in higher education

2.1 Are you familiar with the modularisation process in higher education?

Yes 1	No 2	Uncertain 3
----------	---------	----------------

2.2 If yes, how do you feel about this process?

Very positive 1	Somewhat positive 2	Neutral 3	Somewhat negative	Very negative 5
--------------------	------------------------	--------------	-------------------	--------------------

2.3 Have you read the Higher Education Act No 1 of 1997?

Yes 1	No 2
----------	---------

2.3.1 If yes, how comfortable are you with the following provisions and outcomes from the Act?: **Cross the number that is closest to your answer (1 = very uncomfortable; 2 = somewhat uncomfortable; 3 = neutral; 4 = somewhat comfortable; 5 = very comfortable)**

		Very Uncomfortable			Very comfortable	
2.3.1.1	Report on shape and size of higher education institutions	1	2	3	4	5
2.3.1.2	Quality function of the council on higher education	1	2	3	4	5
2.3.1.3	Accreditation body for universities	1	2	3	4	5
2.3.1.4	National qualifications framework	1	2	3	4	5
2.3.1.5	Service conditions of employees of universities	1	2	3	4	5
2.3.1.6	Employment equity	1	2	3	4	5
2.3.1.7	Funding formulae	1	2	3	4	5

3. University of the North as an employer

3.1 How clear are you about the following issues concerning the university? **(Cross the number that is closest to your answer. 1 = Very unclear; 2 = somewhat unclear; 3 = Clear; 4 = somewhat clear and 5 = Very clear)**

		Very unclear			Very clear	
		1	2	3	4	5
3.1.1	University mission					
3.1.2	University goals.					
3.1.3	University objectives					
3.1.4	University priorities					
3.1.5	Promotion criteria					
3.1.6	Your conditions of employment					

3.2 How easy / difficult is it to bring about change on campus?

Very easy 1	Somewhat easy 2	Uncertain 3	Somewhat difficult 4	Very difficult 5
----------------	--------------------	----------------	-------------------------	---------------------

3.3 How would you describe promotion criteria on campus?

Very fair 1	Somewhat fair 2	Uncertain 3	Somewhat unfair 4	Very unfair 5
----------------	--------------------	----------------	----------------------	------------------

3.4 Are you a member of a professional association/s?

Yes 1	No 2
----------	---------

3.5 Are you a member of a trade union?

Yes 1	No 2
----------	---------

3.6 How often do the following processes take place in your organisation/ division/ section/ department? (1= Never; 2= rarely; 3= sometimes; 4= seldom and 5= Always)

		Never			Always	
		1	2	3	4	5
3.5.1	Supervision	1	2	3	4	5
3.5.2	Performance appraisal	1	2	3	4	5
3.5.3	Disciplinary hearings	1	2	3	4	5
3.5.4	Labour disputes	1	2	3	4	5

4. Employee Behaviour

4.1 How frequently do you come across employees with the following problems. (1=Never; 2= Rarely; 3= Sometimes; 4= Seldom and 5= Always)

		Never			Always	
		1	2	3	4	5
4.1.1	Stress	1	2	3	4	5
4.1.2	Finances	1	2	3	4	5
4.1.3	Alcohol	1	2	3	4	5
4.1.4	Drugs	1	2	3	4	5
4.1.5	Marital	1	2	3	4	5
4.1.6	Health	1	2	3	4	5
4.1.7	Absenteeism	1	2	3	4	5
4.1.8	Slowness	1	2	3	4	5

4.2 Who shows signs of stress amongst each of the following categories of employees? (1= Never; 2= Rarely; 3 = Sometimes; 4= Seldom and 5= Always).

		Never			Always	
		1	2	3	4	5
4.2.1	Academic staff	1	2	3	4	5
4.2.2	Administration staff	1	2	3	4	5
4.2.3	Support services staff	1	2	3	4	5

4.3 How often does each of the following categories of staff members experience financial problems?

		Never			Always	
4.3.1	Academic staff	1	2	3	4	5
4.3.2	Administration staff	1	2	3	4	5
4.3.3	Support services staff	1	2	3	4	5

4.4 How often does each of the following categories of staff members experience alcohol related problems?

		Never			Always	
4.4.1	Academic staff	1	2	3	4	5
4.4.2	Administration staff	1	2	3	4	5
4.4.3	Support services staff	1	2	3	4	5

4.5 How often does each of the following categories of staff members experience marital problems?

		Never			Always	
4.5.1	Academic staff	1	2	3	4	5
4.5.2	Administration staff	1	2	3	4	5
4.5.3	Support services staff	1	2	3	4	5

4.6 How often does each of the following categories of staff members experience health problems?

		Never			Always	
4.6.1	Academic staff	1	2	3	4	5
4.6.2	Administration staff	1	2	3	4	5
4.6.3	Support services staff	1	2	3	4	5

4.7 How often does each of the following categories of staff members experience absenteeism problems?

		Never			Always	
		1	2	3	4	5
4.7.1	Academic staff	1	2	3	4	5
4.7.2	Administration staff	1	2	3	4	5
4.7.3	Support services staff	1	2	3	4	5

4.8 How often does each of the following categories of staff members experience slowness?

		Never			Always	
		1	2	3	4	5
4.8.1	Academic staff	1	2	3	4	5
4.8.2	Administration staff	1	2	3	4	5
4.8.3	Support services staff	1	2	3	4	5

5. Communication Patterns

5.1 How frequently do you communicate with your deans per week in one of the following ways: (1- never; 2 – rarely; 3= sometimes; 4 = seldom; 5= always)

		Never			Always	
5.1.1	Face to face	1	2	3	4	5
5.1.2	Telephone	1	2	3	4	5
5.1.3	Memo	1	2	3	4	5
5.1.4	Circular	1	2	3	4	5
5.1.5	Fax	1	2	3	4	5
5.1.6	e-mail	1	2	3	4	5
5.1.7	Meetings	1	2	3	4	5

5.2 How frequently do you communicate with your departmental heads (academic) per week in one of the following ways: (1- never; 2 – rarely; 3= sometimes; 4 = seldom; 5= always)

		Never			Always	
5.2.1	Face to face	1	2	3	4	5
5.2.2	Telephone	1	2	3	4	5
5.2.3	Memo	1	2	3	4	5
5.2.4	Circular	1	2	3	4	5
5.2.5	Fax	1	2	3	4	5
5.2.6	e-mail		1	2	3	4
5.2.7	meetings	1	2	3	4	5

5.3 How frequently do you communicate with your departmental heads (non-academic) per week in one of the following ways: (1- never; 2 – rarely; 3= sometimes; 4 = seldom; 5= always)

		Never			Always	
		1	2	3	4	5
5.3.1	Face to face	1	2	3	4	5
5.3.2	Telephone	1	2	3	4	5
5.3.3	Memo	1	2	3	4	5
5.3.4	Circular	1	2	3	4	5
5.3.5	Fax	1	2	3	4	5
5.3.6	e-mail	1	2	3	4	5
5.3.7	meetings	1	2	3	4	5

6. Employee Services

6.1 If your dean had a personal problem, (and the university had an on campus facility to deal with such a problem), which of the following facilities would you refer him to:

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

6.2 If you had a personal problem, (and the university had an on campus facility to deal with such a problem), which of the following facilities would you utilize?

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

6.3 Would you like to have more information on the following:(1= Yes; 2= No)

		Yes	No
6.3.1	How to manage personal problems?	1	2
6.3.2	How to manage marital problems?	1	2
6.3.3	How to prepare for retirement?	1	2
6.3.4	How to deal with personal reactions to downsizing?	1	2

6.4 How does the university deal with employees who experience personal

problems?.....

.....

6.5

.....

.....

Appendix F

Questionnaire to Administration Staff

1. Biographical Information

1.1 How old are you?

18 - 23	24 - 29	30 - 34	35 - 39	40 - 45	46 - 51	52 - 57	58 - 63	64 and above
1	2	3	4	5	6	7	8	

1.2 State your gender

1.3 State your rank

1.4 Number of years employed by the University...

1.5 What is your marital status? ...

1.6 How many children do you have? ...

1.7 What is your highest qualification? ...

1.8 To which population group do you belong? ...

2. Changes in higher education

2.1 Are you familiar with the current changes in higher education?

Yes 1	No 2
----------	---------

2.2 If yes, indicate, on a scale of 1 – 5 whether you are comfortable with the following changes in higher education. (NB. 1= very uncomfortable; 2= somewhat uncomfortable; 3 = uncomfortable; 4= somewhat comfortable and 5= very comfortable)

		Very Uncomfortable		Very Comfortable		
2.2.1	Modularization of courses	1	2	3	4	5
2.2.2	Higher Education No. 1/ 1997 Act	1	2	3	4	5
2.2.3	Council on higher education	1	2	3	4	5
2.2.4	Accreditation of programs in higher education	1	2	3	4	5
2.2.5	Quality promotion in higher education	1	2	3	4	5
2.2.6	Report on size and shape in higher education	1	2	3	4	5
2.2.7	National Qualifications Framework	1	2	3		4
2.2.8	Conditions of service for employees in higher Education	1	2	3	4	5
2.2.9	Employment Equity Act	1	2	3	4	5

3. University of the North as an employing organisation

3.1 How clear are you about the following processes in your university? (Use the following scale, where 1= Very unclear; 2 = somewhat unclear; 3 = unclear; 4 = somewhat clear and 5= very clear)

		Very Unclear		Very clear		
3.1.1	Mission of the university	1	2	3	4	5
3.1.2	Vision of the university	1	2	3	4	5
3.1.3	Goals of the university	1	2	3	4	5
3.1.4	Promotion criteria	1	2	3	4	5
3.1.5	Conditions of your employment	1	2	3	4	5

3.2 How frequently do the following processes unfold in your section?

		Never			Always	
3.2.1	Performance appraisal?	1	2	3	4	5
3.2.2	Supervision	1	2	3	4	5
3.2.3	Mentoring	1	2	3	4	5
3.2.4	Coaching	1	2	3	4	5

3.3 How easy / difficult is it to bring about change in your campus?

Somewhat easy	Very easy	Uncertain	Somewhat difficult	Very difficult
1	2	3	4	5

3.4 Are you a member of a trade union?

Yes	No
1	2

3.5.1. If yes, name the trade union

...

4. Communication Patterns

4.1 On average, how frequently do you communicate with each of these staff members per week?

		Never			Always	
4.4.1	Academic staff	1	2	3	4	5
4.4.2	Administration staff	1	2	3	4	5
4.4.3	Support services staff	1	2	3	4	5

4.2 How frequently do you communicate with academic staff members in your section/ department/ faculty?

		Never			Always	
		1	2	3	4	5
4.2.1	Face to face	1	2	3	4	5
4.2.2	Telephone	1	2	3	4	5
4.2.3	Memo	1	2	3	4	5
4.2.4	Circular	1	2	3	4	5
4.2.5	Fax	1	2	3	4	5
4.2.6	e-mail	1	2	3	4	5
4.2.7	Meeting	1	2	3	4	5

4.3 How frequently do you communicate with administration staff in your section / department/ faculty?

		Never			Always	
		1	2	3	4	5
4.3.1	Face to face	1	2	3	4	5
4.3.2	Telephone	1	2	3	4	5
4.3.3	Memo	1	2	3	4	5
4.3.4	Circular	1	2	3	4	5
4.3.5	Fax	1	2	3	4	5
4.3.6	e-mail	1	2	3	4	5
4.3.7	Meeting	1	2	3	4	5

4.4 How frequently do you communicate with support services staff in your section / department/ faculty?

		Never			Always	
		1	2	3	4	5
4.4.1	Face to face	1	2	3	4	5
4.4.2	Telephone	1	2	3	4	5
4.4.3	Memo		1	2	3	4
4.4.4	Circular	1	2	3	4	5
4.4.5	Fax	1	2	3	4	5
4.4.6	e-mail	1	2	3	4	5

4.4.7 Meeting 1 2 3 4 5

5. Employee Behaviour

5.1 How often does academic staff in your department/ faculty experience the following problems?

		Never			Always	
		1	2	3	4	5
5.1.1	Stress	1	2	3	4	5
5.1.2	Finances	1	2	3	4	5
5.1.4	Drugs	1	2	3	4	5
5.1.5	Marital	1	2	3	4	5
5.1.6	Health	1	2	3	4	5
5.1.7	Absenteeism	1	2	3	4	5
5.1.8	Slowness	1	2	3	4	5

5.2. How often does administration staff in your section/ faculty experience the following problems?

		Never			Always	
		1	2	3	4	5
5.2.1	Stress	1	2	3	4	5
5.2.2	Finances	1	2	3	4	5
5.2.3.	Alcohol	1	2	3	4	5
5.2.4	Drugs	1	2	3	4	5
5.2.5	Marital	1	2	3	4	5
5.2.6	Health	1	2	3	4	5
5.2.7	Absenteeism	1	2	3	4	5
5.2.8	Slowness	1	2	3	4	5

5.3 How often does support services staff in your section experiences the following problems?

		Never			Always	
		1	2	3	4	5
5.3.1	Stress	1	2	3	4	5
5.3.2	Finances	1	2	3	4	5
5.3.3	Alcohol	1	2	3	4	5
5.3.4	Drugs	1	2	3	4	5
5.3.5	Marital	1	2	3	4	5
5.3.6	Health	1	2	3	4	5
5.3.7	Absenteeism	1	2	3	4	5
5.3.8	Slowness	1	2	3	4	5

6. Employee Services

6.1 If your colleague experienced any of the problems in 5, and the university had a facility on campus to address the problem, which facility would you refer your colleague to?

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

6.2 If you had any of the problems in 5, and you had a choice between an on campus facility and an off campus facility, which would you utilise?

On campus facility 1	Off campus facility 2
-------------------------	--------------------------

6.3 Do you think members of staff in your department/ faculty/ section will benefit from more information on the following?

		Yes	No
6.3.1	How to manage personal problems?	1	2
6.3.2	How to manage marital problems?	1	2
6.3.3	How to prepare for retirement?	1	2

6.3.4	How to deal with personal reactions to downsizing?	1	2
6.4	Can you benefit from more information on the following?		
		Yes	No
6.4.1	How to manage personal problems?	1	2
6.4.2	How to manage marital problems?	1	2
6.4.3	How to prepare for retirement?	1	2
6.4.4	How to deal with downsizing?	1	2

Thank you for your time

Appendix G - Data collection instrument for the focus groups

Mengwaga 1	Naa o nyetswe/ o hladile/ o tlogetse ke molekani/o hlokofaletswe ke molekani	Bana 2	O na le mengwaga e kae o somela university? 3	O fihlile kae ka dithuto 4	Naa o leloko la union?	
					Eng 5	Aowa 6

1. Do you experience personal problems as employees
Naa, le na le mathata bjale ka basomi?
2. What kind of personal problems do you experience as workers on this campus?
Ke mathata a mohuta ofe?
3. How do you deal with such personal problems?
Mathata a le dira eng ka ona goba le a fenyha bjang?
4. Do you think a work site service will be helpful in addressing your problems?
Ge go ka be go na le lefelo mo khamphaseng mo re be go re ka isa mathata a gona, naa o be ka somisa lefelo leo?
5. Do you think such a service will be supported by your trade union.
Naa thuso ya mohuta woo/ lefelo leo le be le ka thekgwa ke union?
6. Should that service exist, who should drive the delivery machinery?
Naa ge lefelo le ka ba gona, le swanetse go laolwa ke mong mosomo goba union goba mong mosomo le union ba hlakane?
7. Where should the service be housed?
Naa, o bona nka lefelo la swanetse go bewa kae mo khamphaseng?
8. Will you be prepared to contribute financially for the provision of this service?
Naa, o ka rata go lefa setseka go humana thuso go tswa lefelong le?
9. Do you think this service will address all kinds of problems that employees encounter?



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TO WHOM IT MAY CONCERN

The bearer, Mr. **S.L. Sithole**, has been given permission to do research on the need for an employee assistance programme in our institution for his doctoral studies.

As the results of the research are likely to benefit the University, you are humbly requested to assist him.

Thanking you in anticipation for your cooperation.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Machethe'.

PROF. C.L. MACHETHE
ACTING VICE-CHANCELLOR & PRINCIPAL
14 November 2000