JOB SATISFACTION AMONGST EMPLOYEE ASSISTANCE PROFESSIONALS IN THE JACARANDA BRANCH OF EMPLOYEE ASSISTANCE PROFESSIONALS ASSOCIATION OF SOUTH AFRICA

by

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ABSTRACT

JOB SATISFACTION AMONGST EMPLOYEE ASSISTANCE PROFESSIONALS IN THE JACARANDA BRANCH OF EAPA-SA

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The aim of the study was to explore the factors influencing the level of job satisfaction among the Employee Assistance professionals in the Jacaranda branch of EAPA-SA. The researcher was motivated to choose this subject as a result of the challenges she faced while she worked as an Occupational social worker for a motor vehicle manufacturer. Furthermore, the lack of literature concerning EAP professionals and job satisfaction motivated the researcher to conduct the study.

The qualitative approach was utilized in this study and interviews were used to gather data about the factors influencing the level of job satisfaction among the EAP professionals. Utilising an interview schedule, the researcher interviewed 10 respondents who were all registered members of the Jacaranda branch of EAPA-SA. A purposive sampling method was used to select the suitable respondents for the study. The type of research used was applied research, as the intention was to answer practical questions about the factors influencing the level of job satisfaction among the EAP professionals.

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The exploratory design was utilized in this study since there was limited information about job satisfaction of EAP professionals in existence. The purpose of using this design was thus to explore the factors influencing the level of job satisfaction among the EAP professionals in order to provide new information about the topic.

A discussion on the theoretical overview on job satisfaction focused on the importance of job satisfaction, theories of job satisfaction, cultural and demographic factors impacting on job satisfaction, antecedents of job satisfaction and the potential consequences of job satisfaction. In addition, a theoretical overview of Employee Assistance Programmes (EAP) and the Employee Assistance Professionals Association of South Africa (EAPA-SA) was also discussed. In this section, emphasis was placed on the historical development of EAPs and EAPA-SA, the rationale behind implementing EAPs, the core EAPs activities, EAP service models and the EAP professional.

The research findings indicated that most EAP professionals were very satisfied about their jobs. Most respondents expressed their feelings of happiness and love for their jobs, which may be linked to their high levels of job satisfaction. The research findings however also indicated that job satisfaction is influenced by different factors for instance, some respondents were not satisfied with their salary even though they were happy with their jobs as a result of training opportunities and recognition by management. The low level of job satisfaction because of the salary was attributed to the positioning of the EAP, which differs from one organisation to the other. The issue of positioning should thus be addressed to ensure that all the EAP professionals are rated in the same level in terms of remuneration.

In addition, the study also showed that management lack adequate information about the EAP, which may result in lack of support to the EAPs. In order to gain support for EAPs, the EAP professionals should ensure that management becomes educated and informed about what the EAP entails.

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KEY TERMS

Employee Assistance Programmes

EAPs

EAP Professional

EAPA

Employee Assistance Professionals Association

EAPA-SA

Employee Assistance Professionals Association of South Africa

Supervisors

Troubled employee

Job satisfaction

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CHAPTER 1

GENERAL INTRODUCTION

1.1   INTRODUCTION

In recent years the Employee Assistance Programmes (EAP's) have expanded a great deal in order to meet the demands of the changing workforce. The focus of the EAPs has grown to be much broader than it was a few years ago.   A shift away from the narrow focus on alcohol related problems to a broader approach to include several social, personal, work related and organisational problems facing organisations was experienced.

Through this growth, numerous responsibilities, duties and challenges resulted, thus increasing the workload of the EAP professionals who render such a service to organisations. These aspects may impact on the job satisfaction of the EAP professional as, for instance, the EAP staff are experiencing mounting pressure to assume new roles resulting in complaints of "burnout" becoming routine (Cunningham, 1992:15).

Sweeney, Hohenshill, & Fortune (2002: 50) also states that in recent years the EAP has grown to be much more than a referral service. Thus as the role and duties of the EAP professionals increase in complexity, so too does work related stress which raises concerns about job satisfaction among the practicing EAP professional.

The focus of this study is to determine the factors influencing the level of job satisfaction among the EAP professionals of the Jacaranda branch of the Employee Assistance Professionals Association of South Africa (EAPA-SA). This will enable the researcher to make recommendations in this regard to the

Board of the EAPA-SA, employing organisations and Universities that provide training to students in this field.

*1.2   MOTIVATION FOR THE CHOICE OF THE SUBJECT

The following served as motivation for the researcher to conduct a study on this topic:

❖ In reviewing the literature on EAPs in general, the researcher discovered that a lot of research was done on the employees and the programmes as such but very little on the professionals aiding the troubled employees.

❖ In the capacity as an occupational social worker for a motor vehicle manufacturer, the researcher realized that there are a lot of challenges in the workplace that could lead to job dissatisfaction of the EAP professional in the working environment. For instance, ever increasing workload, lack of recognition from management and unfavourable working conditions can impact on the job satisfaction of the professional in the helping field. Thus if the EAP professional is less satisfied with her/his job, it could impact on the quality of the service rendered to employees.

❖ Feedback from fellow students in the postgraduate classes who seemed very unhappy with their positions as EAP professionals, further led as a motivation to research this topic. The majority of these students experienced problems with their managers in that they failed to recognize them as professionals and thus did not bestow on them the respect they deserved. Not only did this leave them to feel very underrated but their work was not as valued as those of other professionals.

1.3   PROBLEM FORMULATION

In accordance with the opinion of Mason & Bramble (1989:77) problems are special kinds of questions that arise for which knowledge is needed. Thus in

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this study, the problem is about the factors influencing job satisfaction among the EAP professionals in the Jacaranda branch of EAPA-SA.

As stated in the introduction, the development of the EAP poses new challenges to the EAP professionals that may raise questions about their job satisfaction. According to Cunningham (1992:23), 31 percent of the EAP professionals who were involved in a study on the attitudes, knowledge and beliefs of the EAP counsellor indicated that they were either dissatisfied with their jobs, the field overall, or the direction it seems to be taking. In contrast, a national survey conducted by Sweeney et al (2002:54) to examine job satisfaction among EAP professionals found that only five percent of the respondents were dissatisfied with their job whilst 84 percent reported to be very satisfied. These two studies clearly indicate that EAP professionals may experience their jobs differently and it thus cannot be generalized that all professionals are either dissatisfied or satisfied with their jobs.

Sweeney et al (2002:55) further states that various issues can be important to overall job satisfaction and dissatisfaction. For instance, the main components of job satisfaction include the opportunity to help people, being an agent of change, having autonomy, receiving respect from superiors and peers, and dealing with a variety of daily tasks. The components leading to job dissatisfaction included spending time on paperwork, dealing with agency politics, the bottom-line mentality of management and the lack of funding for training.

Based on the above discussion, it is clear that EAP professionals in the workplace are faced with certain issues that raise the question of job satisfaction. Thus the lack of job satisfaction among the EAP professionals can impact on the quality of service rendered by the professionals to the organisations.

In this study the researcher will explore the factors impacting on the level of job satisfaction among the EAP professionals within a South African context. Not only will this benefit the potential EAP professionals, the EAPA-SA Board

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and the organisations in the sense that the issues that cause job dissatisfaction will be outlined but recommendations will be made to address them. Should the results indicate that EAP professionals experience job satisfaction, the study will encourage other professionals to enter the field of EAP and this will have positive implications for the growth of EAPs. Through the study, the researcher will be able to create a foundation for future research on this topic since there will be a need for more valuable information about EAP professionals.

1.4 GOAL AND OBJECTIVES

There seems to be a lot of confusion on the definition of the terms goal and objective. Mouton & Marais (1990:43-46) discuss research goals as being exploratory, descriptive, and explanatory. On the other hand, De Vos (1998:9) states that exploration, description and explanation are the objectives of social work research while basic and applied research are the broad goals of research. The goal(s) and objectives are as follows:

1.4.1 Goal(s)

❖ To explore the factors influencing the level of job satisfaction among the EAP professionals in the Jacaranda branch of EAPA-SA.

1.4.2 Objectives

❖ To explore and theoretically describe the factors that affects the job satisfaction of the EAP professionals in the workplace.
❖ To investigate the factors influencing the level of job satisfaction among the EAP professionals through an empirical study

❖ To formulate recommendations for the EAPA-SA Board, the employing organisations and universities with regard to the possible predictors of job satisfaction.

1.5   RESEARCH QUESTION

According to De Vos (1998: 115) the research questions are posed about the nature of real situations. Since the design of the study is exploratory in nature a research question instead of a hypothesis will be utilized. With this design, little is known about the topic since it is a beginning study. The research question for this study is as follows:

"What are the factors influencing the level of job satisfaction of EAP professionals from Jacaranda branch of EAPA-SA?"

1.6   RESEARCH APPROACH

There are two types of approaches in social research, i.e. qualitative research and quantitative research. Qualitative research is defined by Tutty, Rothery & Grinnell (1996:4) as the study of people in their natural environments as they go about their daily lives. The quantitative research is reviewed as dealing with data that are principally numerical (De Vos, 1998:15).

For this study the qualitative research approach was utilized in order to gather information about the factors influencing the level of job satisfaction of the EAP professionals. This approach was deemed appropriate, as it was the intention of the researcher to get an understanding of the meaning or nature of experiences of the EAP professionals about job satisfaction. Grinnell (1997:107) states that with qualitative research the aim is to strive to understand the meaning that people's words and behaviour have for them.

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1.7   TYPE OF RESEARCH

Various authors mention that there are two types of research, basic and applied research (Arkava & Lane, 1983:12; Mason & Bramble, 1989:18; and Bailey, 1994:25). According to Arkava & Lane (1983:12) basic (pure) research seeks empirical observation that can be used to formulate or refine theory. On the other hand, applied research is defined as type of research that addresses immediate problem facing the professional in practice. The major purpose of applied research according to Mason & Bramble (1989:18) is to answer practical and useful questions about policies, programmes, projects, procedures or organisations.

In this study, applied research was used to answer the question on the factors influencing the level of job satisfaction among the EAP professionals.

1.8   RESEARCH DESIGN

According to Yegidis & Weinbach (1996:89) research design is a plan for conducting research. The plan is implemented in an attempt to find answers to the researcher's focused question and/or to test the hypothesis that was formulated. This implies that the research design suggests to the researcher what specific research methods and strategies are best suited to conduct an inquiry.

Thyer (1993) in De Vos (1998:77) are of the opinion that a research design is a blue print or detailed plan on how a research study is to be conducted. In comparing the above two definitions of a research design, it is clear that it refers to a well-formulated plan that helps the researcher to conduct a research inquiry.

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Yegidis & Weinbach (1996:90-96) identified four types of research designs; exploratory, explanatory, descriptive and experimental. For the purpose of this study, the exploratory design will be applied. The exploratory design is conducted to explore a topic or to provide an initial familiarity with that topic (Babbie, 1998:90). This design is relevant when the researcher examines a new interest or when the subject of study itself is relatively new. An exploratory design was used in this study to explore the factors influencing the level of job satisfaction among the EAP professionals as current literature provided little information about the job satisfaction of the EAP professionals.

1.9   RESEARCH PROCEDURES AND STRATEGY

Mason & Bramble (1989:375) mention that the research procedure includes what is actually done in the research study. It focuses on data collection, design, and analysis of data along with any special concerns such as sources of materials, funding and the time frame for the completed research.

1.9.1   Data collection method

A semi-structured interview schedule was used as a qualitative data gathering method to collect data from EAP professionals in the Jacaranda branch of EAPA-SA. This data collection method was used as it provided the optional opportunity for follow up questions that may vary from participant to participant (Grinnell, 1997:119). The researcher maintained a balance between closed-ended and open-ended questions to ensure that adequate data was collected.

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1.9.2 Time frame

The research was conducted from 21 October to 29 November 2002 to ensure that adequate time was allowed to interview 10 respondents.

1.9.3 Letter of permission from Organisation

The written permission to conduct the research was provided by the EAPA-SA Board and verbal permission to conduct the study was given by the chairperson of the Jacaranda branch. The interviews were held at the workplace of each respondent.

1.9.4 Data analysis

The researcher kept field notes during the interview and an audiotape was used to record the responses. The data was analysed by making transcripts from the audiotape and identifying themes from the responses before coming to meaningful conclusions.

1.10 PILOT STUDY

The New Dictionary of Social Work (1995:450) defines the pilot study as the process whereby the research design for a prospective survey is tested. It consists of trying-out a measuring instrument on a small number of persons, having characteristics similar to those of the target group of respondents. The pilot study must take all the heterogeneous factors into consideration. The following are the components of a pilot study:

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1.10.1 Literature study

The purpose of the literature study is to orientate the researcher on the question, on whether literature on the specific subject actually exists, on what kind of literature it is and on whether it is freely available (De Vos, 1998:179-180). The researcher consulted literature collected from the Academic Information Service at the University of Pretoria and the Unisa library and included books, journals and articles from the Internet. The literature study focused on the areas of job satisfaction as a phenomenon and the background of the EAPs.

1.10.2 Consultation with experts

Consultation with experts can help to delineate the problem more sharply and to gain valuable information on the more technical and practical aspects of prospective research endeavours (De Vos, 1998:181). The following experts or key role players were consulted:

❖ Mr Pravesh Bhoodram – he is the EAP coordinator for the EAP professionals at the Department of Correctional services. He commented about the issues that affect the job satisfaction of EAP professionals.

❖ Mrs Hannelie van Niekerk – she is the chairperson of the EAPA-SA Jacaranda branch. A telephone conversation was held with Mrs. van Niekerk on the topic as she understands the challenges that may impact on job satisfaction faced by EAP professionals.

1.10.3 Feasibility of the study

According to Grinnell (1997:58) a problem is researchable if a solution can be found though the obtaining of knowledge by means of a research method (qualitative or quantitative). In simple terms, feasibility of the study implies

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how possible it is to conduct the chosen research subject. The feasibility of this study was based on the issues highlighted below:

❖ The fiscal costs – these include administrative costs such as typing, copying, and binding of dissertations. The majority of these costs could be saved as the researcher had access to a personal computer and printer.

❖ Ethical considerations – the information provided by the subjects was kept strictly confidential although the overall results will be made known to the EAPA-SA Board and the Jacaranda Executive committee. No respondent was identified on either the audiotape of the interview schedule and the respondents were made aware of that.

❖ Finances – extra expenses were incurred as the respondents were scattered throughout Pretoria and the researcher had to travel to reach them. The researcher also had to take time off work to conduct interviews. In terms of finances, the research was not very feasible.

❖ Permission – formal permission was granted by the president of EAPA-SA and is attached to the dissertation as Appendix B.

1.10.4   Pilot test of questionnaire/measuring instrument

This component involves testing the data collection method on a few people that have the same characteristics as the respondents (De Vos, 1998:179-180). In this study, the researcher conducted an interview with two EAP professionals who share the same characteristics as the respondents. The EAP professionals for the pilot study were registered with the Jacaranda branch of EAPA-SA and results obtained from them were not included in the empirical study.

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1.11　DESCRIPTION OF THE RESEARCH POPULATION, DELIMITATION/BOUNDARY OF SAMPLE AND SAMPLING METHOD

1.11.1　Research Population

Research population refers to the total set from which the individuals or units of the study are chosen (De Vos, 1998:190). According to Bless & Higson-Smith (1995:85) a population refers to the entire set of objects and events or group of people that is the object of research and about which the researcher wants to determine some characteristics. The research population for this study consisted of all the EAP professionals in the Jacaranda Branch of EAPA-SA and included 25 individuals.

1.11.2　Delimitation/Boundary of sample

Bless & Higson-Smith (1995:86) defines a sample as the subset of the whole population which is actually investigated by a researcher and whose characteristics will be generalized to the entire population. Thus the researcher defines a sample as a group of selected individuals/objects for research that will represent the total population. Since the researcher will be working according to the qualitative approach, few respondents will be involved in this study to be able to collect in-depth information about job satisfaction. Grinnell (1997:107) cites that sampling in qualitative research is focused on finding a few of the best respondents who match the characteristics of what should be studied implying that the personal qualities of the respondents and their suitability for the research are very important in qualitative research. Therefore, only 10 respondents were interviewed in this research.

1.11.3 Sampling method

In this study, purposive sampling was utilized to select the sample. According to De Vos (1998: 198) with this method there is no randomisation, which implies that the respondents are selected based on the judgement of the researcher. With purposive sampling, the respondents are selected based on certain characteristics and viability (Grinnell, 1997:107). The researcher chose 10 respondents from the Jacaranda branch's list and the respondents had to be registered members of Jacaranda branch of EAPA-SA. The 10 respondents were also chosen because they best met the purpose of the study.

1.12   ETHICAL ISSUES

The following ethical issues were taken into consideration when conducting the study.

1.12.1 Voluntary participation

Babbie (2001:18) is of the opinion that no one should be forced to participate. In this case, the EAP professionals were not coerced to participate in the research, instead they were made aware that their participation should be voluntary.

1.12.2 Informed consent

It implies that all possible or adequate information on the goal of the investigation, the procedures which will be followed during the investigation, possible advantages, disadvantages and dangers to which respondents may be exposed and the credibility of the researcher be rendered to the potential

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subjects or their legal representatives (De Vos, 1998:25). The EAP professionals who participated in this study were made aware that they have to give consent before they participate and also know that they can withdraw if they feel so.

1.12.3   No harm to participants

De Vos (1998:25) states that an ethical obligation rests with the researcher to protect subjects against any form of harm/discomfort that may emerge from the research project. Babbie (2001:439) shares the same view as De Vos in that social researchers should never injure the people being studied regardless of whether they volunteer for the study or not. The research conducted posed no threat of physical or emotional harm to the respondents.

1.12.4   Violation of privacy

Two important techniques under this ethical issue are to be considered carefully to ensure that the respondent's privacy is respected:

❖ **Anonymity** – It implies not being able to match a given response with a given respondent (Babbie, 2001:440). In this study, the names of the EAP professionals were not written on the interview schedule and were also not used during the recording of the interview on audiotape.

❖ **Confidentiality** – The researcher can identify a given person's responses but essentially promises not to do so publicly (Babbie, 2001:440). Respondents should be made aware of the fact that the information they provide during the interview will be kept strictly confidential. The consent form signed by the respondents did clarify that only the researcher and the supervisor will have access to data collected and it ill be kept confidential. In addition, it was also stated that the name of the organization where the EAP professional works will not be revealed in the dissertation in order to further guarantee confidentiality. Letter of consent – see Annexure C.

1.12.5   Deception of subjects and/or respondents

Doewenberg & Dolgoff (1988:70) in De Vos (1998:27) describe deception of subjects as deliberately misrepresenting facts in order to make another person believe what is not true, violating the respect to which every person is entitled. The researcher did not deceive the respondents and she clarified her identity and also the purpose of the research to the respondents verbally and also by means of the consent form.

1.12.6   Actions and competence of researchers

Researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation (De Vos, 1998:31). This is important since the researcher's incompetence will jeopardize the research project and can lead to harm not only to the respondents, but also to the professional image. The competence of the researcher was enhanced through her actions to conduct thorough literature research on the subject under question as well as on research methodology.

1.12.7   Release and publication of the findings

De Vos (1998:32) cites that the findings of the study must be introduced to the reading public in written form. Researchers should compile the report as accurately and objectively as possible. For the purpose of this study, the researcher will compile a mini-dissertation about the research and it will be accessible for the public to read.

1.13 DEFINITION OF KEY CONCEPTS

* **Employee Assistance Programmes (EAPs)** – It is a generic term denoting more or less structured programmes that utilize technical, administrative, and professional human services; and personnel people, on either a contractual or employment basis, to meet the needs of troubled employees (Myers, 1984:4). The researcher defines an EAP as a worksite based programme established to assist employees experiencing personal or social problems with the intention of improving job performance

* **EAP professional** – Is a professionally trained person performing EAP specific related tasks, i.e. therapy, counselling, marketing, evaluating (Standards Committee of EAPA-SA, 1999:6).

* **Job satisfaction** – According to French & Saward (1983:236) this concept refers to the gratification (in the sense of mental pleasure following from the satisfaction of needs, desires, or hopes) that a person derives from the job that he/she is employed to perform. Bennett (1992:110) defines the concept as the extent to which an employee perceives his/her work favourably. The researcher defines job satisfaction as fulfilment that the person employed receives from his/her job.

1.14 LIMITATIONS OF THE STUDY

The following are the limitations of the study:

* The researcher incurred financial constraints since she had to phone the respondents to make appointments and also had to travel extensively to get to the respondents.

* In section 5 of the interview schedule (question 5.4), the question about description of the relationship between EAP professional and the supervisors was not clear since the responses could not be correlated. It was not clear whether the question referred to the relationship with EAP supervisors or supervisors of employees in the workplace.

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❖ There was no balance between the open and close-ended questions (more close-ended questions than open) and as a result, in depth information about job satisfaction could not be gathered.

❖ Female respondents dominated the research, thus making it difficult to draw relations between gender and job satisfaction.

❖ Generalizations about the results of the study cannot be made, as the population of the study was very small. Further research with a larger population will be necessary.

1.15. CONTENTS OF RESEARCH REPORT

The research report is presented in the following manner:

Chapter 1 – General introduction

Chapter 2 – A theoretical overview on job satisfaction

Chapter 3 – A theoretical overview of the EAP and EAPA-SA

Chapter 4 – Empirical study

Chapter 5 – Conclusions and recommendations

In the next chapter, a theoretical overview on job satisfaction will be presented.

CHAPTER 2

A THEORETICAL OVERVIEW ON JOB SATISFACTION

2.1   INTRODUCTION

Through the review of literature in chapter 2, it was clear that the EAP has grown and shifted its focus away from strictly handling alcohol related problems to rendering of service for different problems that affect employees (Compare Cunningham, 1994:3 & Oher, 1999:59). In the current South African context a lot of problems, such as the HIV/AIDS pandemic has emerged and which call for the attention of the EAP professional. Harper (1999:1) states that a number of issues, such as violence, AIDS, political transformation, changing nature of the workforce, healthcare costs, and the call by government for business to contribute to the socio-economic development of the country have put the human factor high on the agendas of organisations.

With such an expansion in the EAP field, it is undoubtedly that the pressure on the EAP professionals to deal with such new challenges will increase. As a result, some of the challenges could be linked to the job satisfaction experienced by EAP professionals. For instance, providing therapy to employees who are infected with HIV can be emotionally taxing on the EAP professionals and as a result, will increase work stress and job dissatisfaction. In addition, due to constant changes in organisational needs, the EAP professionals may also experience dissatisfaction.

In this chapter, the researcher will define job satisfaction and discuss the importance of studying job satisfaction, cultural and demographic factors

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affecting job satisfaction, theories of job satisfaction, antecedents of job satisfaction and the consequences of job satisfaction.

2.2 DEFINITION OF CONCEPT

2.2.1 Job satisfaction

Bennett (1992:110) defines job satisfaction as the extent to which an employee perceives his/her work favourably. Specter (1997:2) defines job satisfaction as how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. According to the researcher, job satisfaction refers to how people experience their jobs.

George & Jones (2001:34) postulates that job satisfaction is the collection of feelings and beliefs that people have about their current jobs. People's levels or degree of job satisfaction can range from extreme satisfaction to extreme dissatisfaction.

2.3 IMPORTANCE OF JOB SATISFACTION

Williamson (1996:16-17) mentions the following factors as being important to studying job satisfaction:

❖ What humans do in their jobs defines a great deal of the human experience. Jobs take up a disproportionate amount of time and energy. Job satisfaction is significantly related to overall life satisfaction.

❖ Human sustenance – something that always has and always will command attention.

❖ Jobs not only define human experience, jobs act to define humans. Humans interact with their work and so are both creative and created.

❖ Change in aggregate job satisfaction may be an important indicator of other social, demographic and economic trends

Other reasons why be concerned with job satisfaction are mentioned by Specter (1997:2):

❖ Humanitarian perspective – people deserve to be treated fairly and with respect. Job satisfaction is a reflection of good treatment.

❖ Utilitarian perspective – job satisfaction can lead to behaviour by employees that affect organisational functioning.

❖ Job satisfaction can be a reflection of organisational functioning. Difference among organisational units in job satisfaction can be diagnostic of potential trouble spots.

From the above-mentioned discussion, it is clear that there is a need to be concerned about the job satisfaction of employees. Employers of EAP professionals and other relevant organisations such as EAPA-SA and training institutions need to be concerned about job satisfaction of EAP professional to ensure that they are happy about their jobs and as a result will render quality service to the organisations for which they work. EAP professionals deserve good treatment and their organisational functioning must be up to standard to help employees, as it will assist to meet the needs of the employers to enhance work performance of troubled employees.

2.4   THEORIES OF JOB SATISFACTION

There are as many theories of job satisfaction as there are authors. All these theories attempt to explain factors that should be considered in order to understand or increase job satisfaction (Compare Williamson, 1996:20-21; Specter, 1997:3, and George & Jones, 2000:36). According to George & Jones (2000:36) each of the theories takes one or more of the three main determinants of job satisfaction into account and specifies in more detail

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exactly what causes one worker to be satisfied with a job and another worker to be dissatisfied. These are:

- ❖ Personality
- ❖ Work situation
- ❖ Social influence

The three most influential theories are discussed below.

2.4.1   The Facet Model of Job Satisfaction

According to George & Jones (2000:37) this model for job satisfaction focuses primarily on the work situation. By breaking a job into its component elements, or job facets, it can be determined how satisfied workers are with each facet. Both Specter (1997:3) and George & Jones (2000:37) agree that a worker's overall job satisfaction is determined by summing his/her satisfaction with each facet of the job. The common job satisfaction facets includes the following:

Ability utilization	Compensation	Authority
Achievement	Co-workers	Organization policies
Activity	Creativity	Technical support
Advancement	Independence	Variety
Moral values	Responsibility	Human relation
Working conditions	Security	Supervision
Recognition	Social service	Social status

Specter (1997:3) adds other facets such as communication, fringe benefits, pay, promotion opportunities and personal growth. From the above, it is clear that various factors can determine the level of job satisfaction of the EAP professionals. This model is useful because it forces managers and researcher to recognize that jobs affect workers in multiple ways and that some job facets may be more important than others for any given worker. For

example, family friendly policies are important for workers with dependents, but they are clearly less important for workers who are single and intend to remain so.

The researcher can thus deduce from the above that various facets should be taken into account when determining the level of job satisfaction among EAP professionals. It is essential to be aware of the fact that a facet that might satisfy one EAP professional might cause dissatisfaction with another. For instance, one EAP professional may be dissatisfied because of insufficient fringe benefits because she/he is a contractual worker. The other professional might however not experience insufficient fringe benefits as a problem but might experience dissatisfaction due to a lack of recognition from management.

2.4.2 Herzberg's Motivator-Hygiene Theory of Job Satisfaction

According to this theory, every worker has two sets of needs or requirements: motivator needs and hygiene needs (Offut, 1990: 21 and George & Jones, 2000:37). These needs are described as one distinct group of factors that specifically lead to self-perceptions of satisfaction and a second separate group of factors that produce self-perceptions of dissatisfaction (Offut, 1990:21).

The motivator needs are associated with the actual work itself and how challenging it is. These motivator needs are regarded as the need for psychological growth. The hygiene needs are associated with the physical and psychological context in which work is performed. These hygiene needs are regarded as, for instance the need to avoid pain. Williamson (1996:21) and Offut (1990:22) are of the opinion the hygiene factors arise from the extrinsic nature of the job while the motivator factors arise from the intrinsic nature of the job. Job facets such as interesting work, autonomy on the job

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and responsibility satisfy motivator needs. On the other hand job facets such as the physical working conditions, nature of supervision, pay, and job security satisfy hygiene needs.

Herzberg (in George & Jones, 2000:37) proposed the following theoretical relationship between motivator needs, hygiene needs and job satisfaction:

- ❖ When motivator needs are met, workers will be satisfied, when these needs are not met, workers will not be satisfied.
- ❖ When hygiene needs are met, workers will not be dissatisfied, when these needs are not met, workers will be dissatisfied.

The above implies that a worker could experience job satisfaction and job dissatisfaction at the same time. Thus the EAP professional can be dissatisfied because of less income but be satisfied because his/her intrinsic need for autonomy is fulfilled by the employers of the work organization.

2.4.3   The Discrepancy Model of Job Satisfaction

George & Jones (2000:40) cite that in order to determine how satisfied employees are with their jobs, workers compare their job to the same "ideal job". The "ideal job" could be what one thinks the job should be like, what one expected the job to be like, what one wants from a job or what one's former job was like.

In terms of this model, when worker's expectations about their "ideal job" are high, and when these expectations are not met, workers will be dissatisfied. This theory is useful since it takes into account that people often take a comparative approach to evaluate their jobs. Managers need to recognize this and should ask workers what they want their jobs to be like. This implies that the EAP professionals should also state their expectations very clearly to the organization in order to ensure that their work fits their "ideal jobs". However, in some organisations with an autocratic management style such a theory

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would not be applicable, as management only will dictate the work content of the EAP professional. The EAP professional will thus not have an opportunity to state his/her expectations but will only have to perform as expected by management. In such a working environment there is a high probability that the level of job satisfaction of the EAP professional may be low.

Offut (1990:20-22) mentions other additional theories of job satisfaction, which are as follows:

❖ **Maslow's hierarchical needs theory** – according to this theory, the worker's needs are hierarchically ordered, beginning with the most basic and building-up to the need for self-actualisation. Job satisfaction is more likely when, what the individual perceives as getting from a job, matches with what he/she perceives as needing from the job. In simple terms this theory implies that if the EAP professional gets what he/she needs from the job then his/her job satisfaction will be high. If the basic needs in this hierarchy are satisfied then the employee will feel satisfied with the job and will be able to reach self-actualisation.

❖ **Expectancy Approach** – this theory assumes that people seek to maximize pleasure and minimize pain.

❖ **Reciprocal Causation approach** – it formulated a socio-ecological model in which satisfaction in one's job depends on the nature of the individual's values and needs as well as on the nature of the job.

As a result of the review of the literature, the researcher can deduce that each theory has its positive and negative factors and one theory may be applicable in one organization but not in the next. Furthermore, the researcher is of the opinion that to be able to determine the factors influencing the level of job satisfaction correctly/appropriately, a combination of the different theories will have to be considered. Since job satisfaction can be caused by multiple factors this approach will assist to fully comprehend job satisfaction.

2.5   CULTURAL AND DEMOGRAPHIC DIFFERENCES IN JOB SATISFACTION

Job satisfaction can be caused by personal and environmental factors. In this section, the discussion will focus on some of the individual factors that affect job satisfaction among employees. Specter (199:25-29) mentions the following cultural and demographic factors affecting job satisfaction:

2.5.1   Age

Research has shown that age and job satisfaction are related (Specter, 1997:25 and Sweeney et al, 2002:51). The nature of the relation is however not consistent since in some instances a curvilinear relation is present, whereas in others there is a linear relation. Zentz (1990) in Specter (1997:25) is of the opinion that a curvilinear relation is present where job satisfaction declines early in life, levels off in middle age and rebounds after approximately 45 years of age. In a linear relationship it implies that job satisfaction does not increase with age. Other studies have found a U-shaped relationship, with job satisfaction starting high, declining, and then beginning to improve again with age (Robbins, 1996:191). Generally it is reported that job satisfaction increases with age.

Specter (1997:25) mentions the following reasons why age relates to job satisfaction:

❖ Older workers are more satisfied with their jobs than younger workers because they are more accepting of authority and expect less from their jobs.

❖ Older workers have better jobs and more skill than their younger counterparts. People adapt to the job by adjusting their expectations to be more realistic, so that they are happier with less as they get older.

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Because of the inconsistency in the research concerning the relationship between age and job satisfaction, it will be difficult to make a conclusion regarding the influence of age on job satisfaction of EAP professionals.

2.5.2   Gender

Both Specter (1997:28) and Sweeney et al (2002:51) agree that research about gender and job satisfaction has been extremely inconsistent across studies. The findings of investigations on gender differences and job satisfaction have been somewhat contradictory and permit no neat and cogent statement of the relationship.

Specter (1997:28) mentions the following reasons why gender is linked to job satisfaction:

❖ Women expect less from work and so they are satisfied with less.
❖ Women and men have different values. Men and women sometimes view fairness in reward distribution differently. Women could perceive fewer rewards as being fairer than would men.

To cite an example, Sweeney et al (2002:51) states that from a study conducted by Black & Holden (1998) it was discovered that a group of female psychologists were less satisfied than their male counterparts with regard to salary, promotion opportunities and overall respect afforded to them as professionals. The above could be attributed to the gender stereotypes that are very common in the workplace and that lead to sex discrimination and inequality between men and women.

In an EAP context, the problem of gender could present itself especially if the workplace is male dominated and there is no recognition of female employees. In such instances an EAP professional could be faced with lack of respect and recognition from supervisors or managers. This will affect the image of the programme especially if management is not supportive of the

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EAP thus resulting in the situation where employees may be resistant to use the programme. As a result, lack of recognition by management may influence the job satisfaction of the EAP professionals.

2.5.3   Race

In a few studies, job satisfaction of blacks was found to be lower than that of whites (Compare Specter, 1997:28-29 and Sweeney et al, 2002:52). Black employees reported receiving lower performance appraisal ratings than their white counterparts. The above has also been observed in the US and it is not clear from the literature if a link was also discovered worldwide between race and job satisfaction. Brush, Moch & Pooyan (1987) in Sweeney et al (2002:52) contradict the above findings by stating that across 15 studies of job satisfaction, no evidence was found to support racial differences in job satisfaction.

The researcher can thus conclude that it is not clear from the literature whether race and job satisfaction are related. One can postulate that in South Africa there could be a situation whereby, as a result of politics, some of the four racial groups found here could be more or less dissatisfied with their jobs than the other groups. There is however no statistics or information to support the above since no research could be found relating to job satisfaction among EAP professionals in South Africa.

2.5.4   Country differences

According to Specter (1997:27) there are differences in job satisfaction and in patterns of facet satisfaction across countries. The reasons are as follows:
❖ Work conditions might be better in some countries than others.
❖ Expectations of people differ from country to country. In one country people may expect that they should advance at work. If they don't, they

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are likely to be dissatisfied with promotion opportunities. In another country on the other hand people might accept the fact that they are not likely to be promoted so they are not unhappy when promotions are not available.

Based on the above, the researcher believes that there maybe a link between job satisfaction and country differences in certain facets of job satisfaction such as salary. For instance, comparing the salary of the social workers in South Africa to those in the UK, it is clearly reflected that the social workers in the UK will be more satisfied with their jobs in terms of the salary as compared to South African social workers.

Linked to country's differences, Sweeney et al (2002:52) also cites that urban counsellors who have sufficient infrastructure in the areas where they work are more satisfied than rural counsellors where the infrastructure is less sufficient. The above implies that there is a link between job satisfaction and the geographic place where services is rendered. This implies that EAP professionals placed in very remote areas are more likely to experience job dissatisfaction because of lack of resources as compared to those in the urban areas.

2.6   ANTECEDENTS OF JOB SATISFACTION

According to Specter (1997:30) the antecedents of job satisfaction can be grouped into two major categories:

❖ The job environment itself and factors associated with the job. This category includes how people are treated, the nature of job tasks, the relationships with other people in the workplace and rewards.

❖ Personal factors that the person brings to the job and includes both personally and prior experiences.

These categories are discussed in detail below.

2.6.1   Environmental Antecedents of Job Satisfaction

2.6.1.1   JOB CHARACTERISTICS AND JOB CHARACTERISTICS THEORY

This aspect refers to the content and nature of job tasks themselves. According to Hackman & Oldham's Job Characteristics Theory, people can be motivated by the intrinsic satisfaction they find in doing job tasks. When they find their work to be enjoyable and meaningful, people will like their jobs and will be motivated to perform their jobs well (Specter, 1997:31).

Joseph & Schumacher (1995:2) supports Specter (1997) by stating that intrinsic rewards such as professional interest, job responsibilities, psychological recognition, career advancement, skill utilization and development, enjoyment of work and autonomy in decision making are important determinants of both job satisfaction and dissatisfaction. He further states that job satisfaction is determined by intrinsic factors.

Specter (1997:31-32) further mentions that the core characteristics of jobs induce psychological states that in turn lead to job performance, job satisfaction, motivation and turnover. The core characteristics include:
- ❖ Skill variety
- ❖ Task identity
- ❖ Task significance
- ❖ Autonomy
- ❖ Job feedback

The first three core characteristics lead to experience of meaningfulness of work, the fourth characteristic lead to feelings of responsibility and the final characteristic, which is job feedback, leads to knowledge of results about products of work. The above psychological states contribute to important outcomes of job satisfaction and motivation of employees. Thus, if core characteristics of the job are met, then the employee will feel satisfied with his/her job. From the above, it can be deduced that EAP professionals may

experience a high level of job satisfaction if the above stated core characteristics are met.

2.6.1.2 ORGANISATIONAL CONSTRAINTS

Organisational constraints can be defined as conditions of the job environment that interfere with the job performance of the employee (Specter, 1997:38). Organisational constraints can arise from different aspects and includes other people and the physical work environment. Employees who perceive high levels of constraints tend to be dissatisfied with their jobs. Thus, if the environment where the EAP professionals are placed is not favourable or conducive to effective service delivery, then there is a higher probability that the EAP professionals may be less satisfied with their jobs.

2.6.1.3 ROLE VARIABLES

A role is described as the required pattern of behaviour for an individual in the organization (Specter, 1997:39). In terms of the role theory, certain variables are developed which are hypothesized to be important influences on job satisfaction, namely:

❖ Role ambiguity – refers to the degree of certainty the employee has about what his/her functions and responsibilities are. If expectations of supervisors concerning subordinates' roles are not clearly delineated, role ambiguity will result. .

❖ Role conflict – it exists when people experience incompatible demands about their functions and responsibilities. Some EAP professionals can also experience this variable if expectations of management and those of the agency employing the EAP professionals are not the same.

Specter (1997:37) states that there is a correlation between role ambiguity, role conflict and job satisfaction. If EAP professionals experience more role conflict and/or role ambiguity, chances are high that they will be less satisfied with their jobs.

2.6.1.4   WORK-FAMILY CONFLICT

This aspect exists when demands of the family and demands of the job interfere with one another (Specter, 1997:40). Such conflict is likely to be a problem for two career couples with children and for single parents. Furthermore, work-family conflict affects men and women differently because women usually assume more of the child-rearing role than men. Compared to women, men will thus be less prone to experience job dissatisfaction because of work-family conflict.

The researcher however questions Specter's (1997) opinion in that nowadays both men and women can be affected in the same way by work-family conflict since role expectation of men and women has changed vastly. Currently the majority of women is becoming career oriented and is moving away from the traditional rearing role. In addition women are on par with men regarding the level and demands of positions occupied. Because of changing roles women as such are more prone to experiencing family-work conflict.

2.6.1.5   PAY

Level of pay correlates stronger with pay satisfaction than with the global concept of job satisfaction (Compare Specter, 1997:42 and Cooke, 2001:41). People are likely to compare their remuneration with those of others in similar positions and will be quite dissatisfied if they find discrepancies. With EAP professionals it might be more difficult to compare the level of pay since the salaries of internal and external EAPs might not be the same as a result of the time spent at the organization. This is linked to the fact that the EAP vendors have different salary structures for different EAP professionals.

In addition, the difference in the qualifications in terms of disciplines can also have an impact on the difference in the salary of EAP professionals. Whatever the challenge however, the relationship between salary and job satisfaction remains a valid relation.

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2.6.1.6   JOB STRESS

Specter (1997:42) defines a job stressor as a condition or event at work that requires an adequate response by a person, such as being yelled at or having to complete a difficult assignment by a particular deadline. Different jobs can expose an employee to different job stressors. For instance Walsh (1991:115) states that the EAP professional may be prone to a large degree of job-related stress because they work with clients who have varying degrees of turmoil in their lives. As a result such EAP professionals can experience burnout unless they start recognizing the fact that they are not immune to life's struggles. Specter (1997:43-49) mentions the following job stressors:

2.6.1.6.1 Workload

Workload refers to the demands placed on the employee by the job and has been found to correlate with job satisfaction (Specter, 1997:43). With a high caseload, the EAP professionals will be unable to pursue some of their job activities and as a result their level of job satisfaction may deteriorate.

2.6.1.6.2 Control

Control is defined as the freedom that employees are given to make decisions about their work. Autonomy is regarded as a form of control limited to the employee's own job tasks (Specter, 1997:44). If employees are allowed control, their job performance are likely to increase since they will feel their decisions are being valued. For EAP professionals control will involve the opportunity to be part of the decision-making process concerning employee related issues. Depending on the leadership style of management, the EAP professionals may get control if management is more democratic than autocratic and believes in a flat decision making structure compared to a hierarchically structure.

2.6.1.6.3 The Demand/Control model

This model hypothesizes that control and job stressors interact in their effects on job strains, including job dissatisfaction. Demands, as with stressors such as workload, have the potential to induce strain in people. Control acts as a

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buffer to reduce the effects of the demands. This model implies that increasing control can reduce the negative effects of demands.

2.6.1.6.4 Work schedules

The standard work shift for most people is approximately eight hours per day for five days each week. Increasingly organisations are operating for more than eight hours per day and are offering more flexibility in scheduling to accommodate individuals with families and other non-work obligations. The types of non-standard schedules include:

* Flexible work schedules
* Long shifts
* Night shifts
* Part-time work

Considering the work context of the EAP professionals, most of them are working according to a non-standard work schedule such as flexible work and part time work because of different models of EAPs. Especially since the internal EAPs are employed by the organization itself, very few of them work a standard schedule. As such opportunities in terms of work schedules do exist, EAP professionals might be more satisfied with their jobs as compared to other professionals. Specter (1997:46-49) also emphasize that flexible work schedules and part-time work have positive effects on job satisfaction. This can be attributed to the fact that these types of work schedules allows the employee to take care of their personal business on their own time.

2.6.2   Personal Antecedents of Job Satisfaction

2.6.2.1   LOCUS OF CONTROL

Locus of control is defined as the belief that a person has regarding where the social reinforcements originate from – whether they are internal to the person or external (Sutherland, 1995:284). It can also be defined as a cognitive variable that represents an individual's generalized belief in his/her ability to

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control positive and negative reinforcements (Specter, 1997:51). An internal locus of control is present whenever an individual perceives that reinforcements (either negative or positive) are the result of his/her own behaviour, efforts or relatively permanent characteristic. An external locus of control involves perceptions that reinforcements occur as the result of luck, chance, fate, or the interventions of powerful others (Corsin, 1987:670-671).

An external believes in control by outside forces or people while an internal believes that he/she is able to influence reinforcements. Internals tend to perform their jobs better than externals and if job performance is associated with rewards, satisfaction with such a job might result. It can thus be concluded that internals have a higher level of job satisfaction because they benefit from the reward of their better job performance. In this case, it means that the EAP professional who believes in his/her own competence and capabilities in effective service rendering, may experience a high level of job satisfaction as compared to the EAP professional whose reinforcement is influenced by external factors.

2.6.2.2   NEGATIVE AFFECTIVITY

Negative affectivity refers to a personality variable that reflects a person's tendency to experience negative emotions, such as anxiety or depression, across a wide variety of situations (Specter, 1997:52). People who are high in negative affectivity tend to be low in job satisfaction and vice versa. Employees who are negative about their jobs will be likely to experience a low level of job satisfaction.

The discussion on antecedents of job satisfaction has clearly shown that job satisfaction cannot only be determined by environmental factors but by personal factors as well. It thus implies that to determine job satisfaction among employees, several factors will have to be taken into consideration and a systematic approach will yield better result than a single-focused approach.

2.7 POTENTIAL CONSEQUENCES OF JOB SATISFACTION

Should employees not be happy in their jobs, their performance will be affected one way or the other. The effects of lack of job satisfaction will differ from one worker to the next since individuals are unique and they do not respond the same way to problems. George & Jones (2001:40-46) and Specter (1997:56-67) mentions the following consequences of job satisfaction:

2.7.1 Job performance

According to Specter (1997:56) there seem to be a correlation between job performance and job satisfaction even though to a moderate extent. People who are happy with their jobs might be more motivated, work harder, and therefore perform better. In contrast, George & Jones (2001:41) state that based on the studies undertaken to measure the relation between job performance and job satisfaction, it can be concluded that job satisfaction is not meaningfully associated with job performance. Said authors are of the opinion that work attitudes (such as job satisfaction) affect work behaviour only when workers are free to vary their behaviours and when a worker's attitude is relevant to the behaviour in question. Besides the differences between Specter (1997) and George and Jones (2001), the authors still agree that people who perform better, like their jobs better because of the rewards that are often associated with good performance. Performance thus only increases when it is linked to a certain reward.

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2.7.2   Withdrawal behaviour

Specter (1997:58) cites that people who dislike their jobs will either avoid them permanently by quitting or temporarily by being absent or coming in late.

* ❖ **Absence** – This aspect can reduce organisational effectiveness and efficiency by increasing labour costs (compare Specter, 1997:59 and George & Jones, 2001:42). Research has shown that workers who are satisfied with their jobs are less likely to be absent.

* ❖ **Turnover** – Turnover refers to the permanent withdrawal of a worker from the employing organization (George & Jones, 2001:43). High job satisfaction leads to low turnover. If the job satisfaction level is sufficiently low, the person will develop a behavioural intention to quit the job (compare Specter, 1997:63 and George & Jones, 2001:43).

2.7.3   Organisational Citizenship Behaviour

Organisational citizenship behaviour can be defined as behaviour by an employee intended to help co-workers or the organization. It consists of those voluntary things employees do to help their co-workers and employers such as being punctual, helping others, not wasting time at work and making suggestions to improve things (Specter, 1997:57). Another definition is provided by George & Jones (2001:45) as *"behaviour that is above and beyond the call of duty – that is, behaviour that is not required of organisational members but is nonetheless necessary for organisational survival and effectiveness"*. Other examples include protecting the organization from fire, theft, vandalism and the spreading of goodwill in the larger community.

Both Specter (1997:57) and George & Jones (2001:45) share the same viewpoint in that people who are happy with their jobs might be willing to go beyond what is required of them. Satisfied workers may be likely to perform these behaviours because they seek to give something back to an organization that has treated them well. This can be viewed as a positive

influence of job satisfaction since it implies that if employees are happy with their work, then they will be motivated to do more than what is expected.

2.7.4   Burnout

Specter (1997:65) defines this concept as referring to a distressed/emotional/psychological state experienced on the job. There are three components of burnout, namely:

❖ De-personalisation

❖ Emotional exhaustion

❖ Reduced personal accomplishment

A correlation between job satisfaction and burnout has been found in that dissatisfied employees are likely to report high levels of burnout. Thus, employees who are not happy with their jobs will experience either one or all of the above components depending on the intensity of the causal factors of burnout.

2.7.5   Physical Health and Psychological well-being

Individuals who dislike their jobs could experience adverse health outcomes, physical symptoms and psychological problems resulting in, *inter alia* headaches and upset stomach. Job satisfaction has also been found to be associated with emotional states of anxiety (Specter, 1997:66). The above implies that due to low levels of job satisfaction, the employee can be prone to experience physical and psychological problems.

2.7.6   Counterproductive behaviour

Counterproductive behaviour consists of acts committed by an employee that either intentionally or unintentionally hurt the organization. Such acts include aggression against co-workers, employer, sabotage and theft and are associated with job dissatisfaction or frustrations at work (Specter, 1997:66). The researcher is of the opinion that the employee will behave in this way to try to get back at the organization for lack of good treatment. This shows that each individual employee will respond to job dissatisfaction in a different manner. Each case should thus be assessed individually.

2.8   CONCLUSION

Based on the discussion above, the researcher can conclude by stating that job satisfaction has to do with how the employees feel about their work. The feelings about their work can originate either from themselves as individuals or from the environment. This reflects the interaction that exists between the employee as an individual and his/her surrounding environment. To fully gain insight in the topic of job satisfaction, it will help to view job satisfaction comprehensively, meaning to assess it as a feeling caused by multiple factors and that different individuals will react differently to it. Therefore, different EAP professionals will have different reasons for their job satisfaction and they will experience the consequences of job satisfaction differently.

In the next chapter, a theoretical overview of the Employee Assistance Programmes (EAP) and the Employee Assistance Professionals Association of South Africa (EAPA-SA) will be presented.

CHAPTER 3

A THEORETICAL OVERVIEW OF THE EMPLOYEE ASSISTANCE PROGRAMMES AND EMPLOYEE ASSISTANCE PROFESSIONALS ASSOCIATION OF SOUTH AFRICA (EAPA-SA)

3.1   INTRODUCTION

The workforce plays a major role in contributing to the development of the country's economy. For the organisations to achieve that goal, they need to have healthy functioning employees who will be able to perform up to the required standard. However, because the employees are human they are prone to experiencing problems that can affect their performance. Organisations are thus faced with the challenge to implement strategies that can help address the problems of the employees thereby ensuring maximum performance. South Africa as a country has been faced with a number of issues like violence, crime and HIV/AIDS that had an impact on their workforce. The organisations could not ignore the impact of the issues on employees' performance since their productivity was being affected slowly. As a result, the EAPs came as a good option to help with the enhancement of the employee's job performance

To support the above discussion, Harper (1999:1) states that a number of issues have put the human factor high on organisations' agendas. Included in these issues are violence, AIDS, political transformation, the changing nature of the workforce, healthcare costs and the call by the government for business to contribute to the socio-economic development of the country. She adds that

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since 1980s many South African organisations have recognized the potential, of EAPs to play a role in improving employees' performance through improving their physical health, mental health and life management knowledge and skills whilst others have considered it a form of "internal social responsibility". In the latter case, it implies that due to an increase in social problems, most organisations in South Africa had to consider the development and implementation of EAPs to help enhance job performance. Currently, EAPs have been implemented in a large number of organisations and these programmes have made a difference in the organisations in terms of job performance.

In this chapter, the following will be discussed: Definition of concepts, historical development of EAPs and EAPA-SA, rationale of the EAP, core EAP activities, models of EAPs and the EAP professional.

3.2 DEFINITION OF CONCEPTS

3.2.1 Employee Assistance Programmes (EAPs)

Myers (1984:4) defines an EAP as a generic term denoting more or less structured programmes that utilize technical, administrative, and professional human services; and personnel people, on either a contractual or employment basis to meet the needs of troubled employees. According to Cunningham (1994:5) an EAP refers to a programme that provides direct services to an organization's workers who are experiencing many different types of problems in their personal or work lives.

The Standards for EAPs in South Africa (1999:5) defines EAP as *"a work-site based programme designed to assist in the identification and resolution of productivity problems associated with employees impaired by personal concerns, but not limited to: health, marital, family, financial, alcohol, drugs, legal, emotional, stress, or other personal concerns which may adversely*

affect employee job performance". Based on the above definitions, the researcher can define EAP as a work-based programme established to assist troubled employees to improve their job performance.

3.2.2   Troubled employee

Myers (1984:12) defines a troubled employee as an employee who is suffering from any or a combination of problems that may or may not result in performance deficiencies on the job. It refers to an employee suffering any personal or work related problems, resulting in a lack of optimal economic and social functioning (Standards for EAP in South Africa, 1999:7). The researcher defines a troubled employee as an employee whose work performance is affected negatively by personal or work related problems.

3.2.3   EAP professional

According to the Standards for EAPs in South Africa (1999:6) an EAP professional is a professionally trained person, performing EAP specific related tasks, i.e. therapy, counselling, marketing and/or evaluating.

3.3   HISTORICAL DEVELOPMENT OF EAPs

3.3.1   Development of EAPs in the USA

From review of literature, it is clear that EAP is a very new field and that it developed out of occupational alcoholism programmes (Googins & Godfrey, 1987:23). According to Klarreich, Francek, & Moore (1985:146) and Googins & Godfrey (1987:23) the development of EAPs is a young endeavour that has its roots in the occupational alcoholism field first initiated in the workplace in the 1940s. The primary goal of these programmes was to assist alcohol

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dependent employees by identifying the alcoholism and getting them into treatment and self-help groups such as Alcoholics Anonymous. Cunningham (1994:3) also states that EAPs developed in the 1940s and were at first concerned exclusively with problems of alcohol abuse. At the onset indigenous non-professional or recovering counsellors primarily staffed the programmes.

In terms of Klarreich et al (1985: 146) alcoholism was seen as a problem that affected a person's ability to perform. Supervisors were trained to identify employees with these problems and employees were either referred to a relevant few treatment programmes that existed or to Alcohol Anonymous. The above implies that in the 1940s, alcohol was perceived to be the major problem that was affecting the employee's performance and other problems were not taken into account.

As the years progressed, the counsellors were successful in demonstrating their effectiveness in both human and economic terms, so much so that they promoted the spread of the EAP programme throughout US businesses and helped to generate funding for additional research and demonstration projects (Cunningham, 1994: 3). Since the 1970s the focus of the EAP expanded to include other personal and mental health problems (compare (Cunningham, 1994:3 and Oher, 1999:59). The focus of EAP broadened to include many other types of employee problems and organisational concerns.

Googins & Godfrey (1987:23) also add that the emergence of the EAP in the 1970s represented a new strategy and an expanded version of Occupational Alcoholism Programmes (OAPs). The EAP introduced the so-called broad brush or expanded scope, which re-conceptualised the OAP into a programme in which criteria for job performance legitimated other emotional, personal, and behavioural-medical problems as part of staff responsibility. The researcher is of the opinion that due to development of new problems and demands, the EAP had to expand their scope to be able to address all problems that were affecting employee's performance. In essence, the

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organisations started to realize that not only alcohol but other problems as well, had an impact on the employee's job performance.

Cunningham (1994: 34) states the reasons why the EAP had to expand its scope:

❖ It became clear to managers and line staff that EAP personnel had significant expertise in handling people problems, not just drinking problems.

❖ With increasing frequency, counsellors were asked to deal with a wider scope of concerns.

❖ Success of the EAPs in securing both private and governmental funding attracted professionals from many different helping disciplines including social workers and psychologists who hoped to find new career opportunities at a time when other avenues of client service were drying up.

The preceding discussion has reflected the origin of the EAP internationally and the discussion to follow will focus on development of EAPs in South Africa.

3.3.2   Development of EAPs in South Africa

Harper (1999:12) states that many corporations implemented EAPs during the 1980s mainly as a means of demonstrating internal social responsibility towards their employees, especially with respect to the disadvantaged employees whose community psychosocial resources were almost non-existent. In comparing development of EAPs in the US and in South Africa, it shows that the EAP in this country did not develop out of the occupational alcoholism programmes but because of social responsibility. Harper (1999:12) cites that there is no history of OAPs in South Africa since research conducted with 42 organisations that had implemented an EAP none addressed alcohol issues only.

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Unlike the USA, the EAP in South Africa evolved from changing social and legislative condition within the workplace environment (Terblanche, 1992:18 and Masi, 2000:317). The Chamber of Mines of SA noted the start of structured occupational counselling services within an industrial setting. These services were predominantly concerned with soldiers returning from WWII during the mid 1940s to work in the mines. A Hospital known as Springkell Sanatorium was built to provide various health care services, including substance abuse related services and mental health care to miners. A social worker was appointed to oversee the treatment of the miners (Terblanche, 1992:18).

In 1943 the South African Railways contributed to the training of welfare officers. In 1958 Iscor introduced social work services and by 1969 Iscor had 10 social workers. In 1960 SASOL initiated social work services with the appointment of its first social worker and the SANDF started its first social work services in 1967. According to Maiden (1992:2) and Masi (2000:318) the EAP began to emerge in South Africa in the early 1980s. The driving force behind implementation was more that of an internal social responsibility and services were directed towards the disadvantaged employees. These programmes mainly focused on the black and coloured workers who were disadvantaged as a result of apartheid.

In 1983, Chamber of Mines hired a consultant to research the feasibility of externally provided EAPs for the mining industry (Terblanche, 1992:19). In the same year, a working group of EAP professionals was created under the auspices of UNISA. In 1985, the working group was incorporated under the auspices of the Institute for Personnel Management of South Africa (IPM). Then, in 1986, this concept was accepted and introduced into two of the main mining areas through the Chamber of Mines.

Even though there is a difference between the development of EAPs in the US and in South Africa in terms of its origin, it appears as if the world-wide emergence of the EAP happened between the 1970s and 1980s. To date, a

large number of South-African organisations have implemented EAPs and this figure is growing mainly because of the role of the EAP in the enhancing of job performance of the employees through the improvement of productivity.

The development of EAPs in South Africa also brought about the establishment of an EAPA-SA Board, which would act like the umbrella body of all the EAP professionals in South Africa. In the section below, the history of EAPA-SA will be briefly discussed.

3.4   HISTORY OF EAPA-SA

Before the history of EAPA-SA can be presented, the concept of EAPA will be described as it is found in the Standards for Employee Assistance Programmes in South Africa (1999:6). EAPA is described as the Employee Assistance Professionals Association and EAPA -SA Board is described as a duly elected Board of the South African Chapter. Due to a lack of substantiated information about EAPA-SA, the information below is based on the researcher's common knowledge about the EAPA-SA Board and taken from the Standards document compiled in 1999 by the Standards Committee of South Africa and the EAPA-SA Constitution.

The EAPA-SA is one of the chapters of the US-based EAPA. The South African Chapter of EAPA was established in March 1996 and the first national Board was elected at that time (Standards for Employee Assistance Programmes in South Africa, 1999:4).

3.4.1   EAPA-SA vision

The vision of EAPA-SA is to be: "*The South African trendsetter of the Employee Assistance profession*".

3.4.2   EAPA-SA mission statement

The mission of EAPA-SA is to be: "*The national voice of the EAP field, by promoting the highest professional standard and ethics of practice and the continuing development of the employee assistance professionals*".

3.4.3   Structure of EAPA-SA

The EAPA-SA Board has six branches in South Africa including KwaZulu Natal, Jacaranda, Egoli, Mpumalanga, Eastern Cape and Western Cape. The study was focused on Jacaranda branch of EAPA-SA, which is based in Pretoria. The Jacaranda branch of EAPA-SA has approximately 60 registered members of which only around 25 members are working as EAP professionals. All the members have to pay an annual fee to be registered and they gain access to training with regard to EAP. An executive committee consisting of a chairperson, secretary, treasurer and other committee members manage EAPA Jacaranda branch and hold an Annual General meeting.

The EAPA-SA Board meets four times a year and they have one EAPA-SA Annual General Meeting, which takes place during their Annual Conference. All branches have representatives on the executive committee of the EAPA-SA Board and their role is to give feedback about activities in the branches and to give the members feedback from the EAPA-SA Board.

3.4.4   Documents developed by EAPA-SA Board

The EAPA-SA Board has developed the following documents since its inception:

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❖ Standards for Employee Assistance Programmes in South Africa - The purpose of this document is to promote quality Employee Assistance programmes, to describe the scope of EAP services and to provide programme standards and guidelines for the operations.

❖ Ethics for Employee Assistance Programmes in South Africa – the purpose of this document is to promote the highest ethical practices among Employee Assistance Professionals and the South African Employee Assistance Professionals Association members.

❖ EAPA-SA Constitution – which serves as the major legislation for the EAPA-SA Board and its members.

3.5 RATIONALE OF THE EAP

There are five reasons why EAP is implemented (Dickman, Challenger, Emener, & Hutchison, 1988:7):

❖ **Reduction of costs** – with the implementation of the EAP the health care costs is contained through early identification and treatment prior to a crisis. The EAP helps in the prevention of potential problems through training and education to all. Thus, if the above is achieved, the productivity of the workers will increase and there will be good profit for the organization.

❖ **Rehabilitation Rate** – the EAP helps to retain a lot of troubled employees through family coverage and utilization of improved and sound economical treatment modalities. Employees who seek help from the EAPs receive help that enhance their social functioning and as a result enhance their job performance.

❖ **Enhancement of Labour and/or Management of relations** – Implementation of the EAP gives management and labour the opportunity to jointly tackle a problem that will benefit all concerned. It is true that the EAP does not only benefit the employees but the organization as a whole since having a healthy functioning employee will lead to increased

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productivity of the organization. Thus each and every role player in the work organization benefits from the implementation of the EAP.

❖ **No-lose situation** – The implementation of the EAP provides a benefit to employees and families with returns that are more than what it costs.

❖ **Humane aspects** – It implies the capability of projecting a caring image internally and externally. Some organisations implement an EAP because of social responsibility reasons or because they want to show their employees that they care about them. It is however important for the employers to be genuine about their reason for implementing an EAP so that they can offer it their full support and contribute to its success.

The EAPs plays a very significant role in the workplace since it assists the troubled employees to deal with their problems and as a result improve their job performance. Having an EAP in the workplace assist the organisations in increasing their productivity by reducing absenteeism and prevent the abuse of sick leave, which may be costly for the organization. An EAP may thus be viewed as a very cost-effective service that not only benefits the employees, but also their families and the employers themselves.

3.6 CORE ACTIVITIES OF EAPs

The specific core activities of EAPs include the following (compare Standards for EAP in SA, 1999:5 and Sonnenstuhl & Trice, 1986:12-13):

❖ Providing of consultation and training to appropriate persons in the identification and resolution of job performance issues related to employees' personal concerns and difficulties.

❖ Confidential, appropriate, relevant and timely problem assessment services.

❖ Appropriate and relevant referrals for diagnosis, treatment and assistance.

❖ The formation of linkages between the work-site EAP, community resources and individual practitioners who provide such services.

❖ Follow up services for employees who utilize the services.

Oher (1999:60) adds the following core EAP functions that were not mentioned above:

❖ Use of constructive confrontation, motivation, and short-term intervention with employee clients to address problems that affect job performance.

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

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

The researcher is of the opinion that the above mentioned core EAP activities should be used as focus points or guiding principles in service rendering by EAP professionals in the workplace. However, it is also important to take into account the work context of the work organization in deciding which EAP activities are relevant in meeting the needs of a particular organization. From the above core activities, the EAP target groups can be easily identified to include the organization as a whole, supervisors, employees, work organization representatives, employees and their families.

3.7   SERVICE MODELS OF EAP

There are various ways in which EAP services can be rendered. For the organization to decide on a certain design of an EAP, they will need to consider the size of the organization, the nature of the work and the needs of the employees. Various authors mention that EAP designs can be internal, external, union based and a combined model (Compare Sonnenstuhl & Trice, 1986:18-20; Googins & Godfrey, 1987:118-123, Cunningham 1994:15-22 and Oher, 1999:64-68). These EAP designs are discussed in detail below:

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3.7.1 Internal (In-house) EAP

In this model, the EAP staff themselves are employees of the organization they serve (Compare Googins & Godfrey, 1987:118 and Cunningham, 1994:15). In-house services consist of a wide variety of activities, ranging from simple diagnosis and referral to extensive psychotherapeutic treatment of employees. Most counselling requiring more specialized treatment are referred to outside agencies, particularly if there is a need for long term intensive rehabilitation programmes (Sonnenstuhl & Trice, 1986:19).

Reasons why organisations develop in-house services (Sonnenstuhl & Trice, 1986:19):

❖ Top executives are unfamiliar with mental health treatment generally and to insure expertise in this area, hire clinicians to develop the programmes.

❖ Employers believe this is the most tangible way to express their humanitarian concerns to employees.

❖ They believe it is cost-effective.

Both Sonnenstuhl & Trice (1986:15) and Cunningham (1994:19) agree that the in-house model is more common in settings with large and geographically centralized employee populations, in which cases it is often more cost-effective to operate an internal programme than to contract for these services.

3.7.1.1 ADVANTAGES OF AN IN-HOUSE EAP

Various authors mention the following advantages of using an internal EAP design (Googins & Godfrey, 1987:119; Cunningham, 1994:15-16 and Oher, 1999:64):

❖ Internal EAPs can be better integrated with the employer organization than an external worker because of its location and the fact that the staff is employed by the organization itself.

❖ It allows for closer management of EAP professionals. Clinical supervision and quality assurance functions are routinely performed.

* When EAP staff is bona fide members of a work organization, they automatically align themselves symbolically and functionally as insiders and can more easily build relationships based on common organisational traditions norms and respect. This provides an invaluable source of influence and information for EAP managers
* With the in-house model, the EAP is better positioned to link problems and resolutions.
* Internal EAPs can respond to problems/crises immediately, with none of the delays caused by scheduled hours or site distance.

The researcher is of the opinion that the internal EAP is more accessible to the employees as it is inside the organisation and they do not have to travel to consult a therapist.

3.7.1.2 DISADVANTAGES OF AN IN-HOUSE EAP

The following are the disadvantages of an in-house model according to Cunningham, 1994:16 and Oher, 1999:65):

* The internal design is expensive for the organization.
* It is difficult to protect confidentiality and/or privacy of employees.
* In-house staff may be more subjective in their counselling because they share the same work environment as the employees.
* If employees view management negatively, the EAPs identification with management can undermine the programme's credibility and its acceptance by employees.
* It may cause conflict between treatment and management issues.
* It tends to replicate a community service agency, thereby limiting other roles and activities.

Though the in-house model is accessible, it may be problematic for the employees concerning the issue of anonymity and privacy, as the employees will have to consult the EAP professional inside the organization. Some employees are not very open about their status of being troubled employees and they may not feel comfortable being seen by other employees or their supervisors when they consult the EAP professional inside the organization.

3.7.2   Union based EAP

It is also known as Member Assistance Programmes (Cunningham, 1994:17 and Oher, 1999:65). These programmes deliver EAP services to union members and their families. They offer a range of services including day care centre, on-site medical, dental, and prescription services, legal services, social services and a flourishing retirement centre. Any employee who is not a member of the union will not be allowed to use this design.

3.7.2.1   ADVANTAGES OF UNION BASED EAPs

Oher (1999:65) mentions the following advantages of using a union based model:

❖ This model is very effective for employees who work out of a hiring hall or by the job. These workers are often not on one job with consistent supervision for any extended period. Patterns of poor performance can go undetected by short-term supervisors but are more visible to the union.

❖ This design also offers a consistent source of assistance for mobile employee's groups.

3.7.2.2   DISADVANTAGES OF UNION BASED EAPs

Cunningham (1994:18) states the following disadvantages of this model:

❖ It only renders service to union members, which implies that troubled employees who are non-union members will not receive help. In this case, the productivity of the organization will be improved slightly since not all employees in need can be helped.

❖ Privacy and confidentiality are not granted as the staff could be employed by the organization itself.

❖ Due to the ambiguous position of unions in our society, some employees might not feel comfortable using such a service.

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The researcher is of the opinion that the union based model will only benefit the union members and that will imply that not every employee has access to the services offered by the EAP. In such a case, it implies that union members will have a better job performance compared to non-union members and that the entire organization will thus not benefit from the programme. In addition, in a situation where the employees have different unions, it may imply that there should be more than one EAP. This may be very costly for the organization and it may lead to inconsistency with regard to EAP service rendering.

3.7.3   External EAPs

The design places the major functions of the EAP outside the organization but responsible to it (Googins & Godfrey, 1987:120). The outside agent, usually a treatment or service agency, enters into a contract with the organization to provide specified services (compare Googins and Godfrey, 1987:120; Cunningham, 1994:19 and Oher, 1999:66). This model is also known as the contractor model since the organization and the agency reach an agreement (contract) about rendering EAP services to the organization.

Most contracted EAPs are broad brush in their focus, although it would be rare to find one that does not emphasize chemical dependency as an area of competence (Cunningahm, 1994:19). However, the same author also states that EAP contracting groups sometimes offer more limited or restricted EAP counselling services to their contract organisations. This is due to the fact that EAP services are defined through contract agreements, which leaves less leeway for modification or individualizing of services for specific employee clients. This implies that even though contractual model has a broad-brush approach in rendering services, it is limited because it can only offer services as agreed upon in the contract. In addition, the focus of the model can also be determined by other factors including size of the workforce, needs of employees and needs of the employers.

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3.7.3.1   ADVANTAGES OF EXTERNAL EAPs

The advantages of the external model are as follows (compare Googins & Godfrey, 1987:20; Dickman et al, 1988:136; Cunningham, 1994:18-19 and Oher, 1999:66):

❖ Confidentiality is easy to maintain. This is because the EAP is situated outside the organization thus employee's rights are safe and information will not be compromised in organisational decisions.

❖ Suitable to smaller organisations because it allows the smaller organisations to take advantage of an array of services without having to pay for full-time staff.

❖ Viewed by management as a quick and efficient way to implement a programme in which no one in the organization needs to take on the job of counselling employees and referring them to outside resources for help.

❖ Contracting firms can offer the practitioner a collegiality that allows for in-service training, clinical and administrative consultation and other professional experiences less available in internal EAPs.

❖ Increased range of employees served.

❖ Better communications with professionals in community resources.

❖ Contract services are a way of shifting medical liabilities away form the organization.

❖ According to the researcher the external model also saves the organization's time since the troubled employees are likely to consult the EAP professional after working hours not at the organization's time. In such cases, the organisations have a hot line number that the employees can use for crisis intervention.

3.7.3.2   DISADVANTAGES OF EXTERNAL EAPs

Dickman et al (1988:136) and Cunningham (1994:19) mentions the following disadvantages of external models:

❖ Communications between service centre and work organisations are sometimes difficult.

❖ There is usually no on-site counselling capability.

- ❖ Some supervisors may be reluctant to deal with "outsiders". In this case, the supervisors will also resist referring troubled employees to the EAP, which will affect the EAP utilization rates.
- ❖ The external staff might lack vital knowledge about the organization because of where the EAP is located.
- ❖ The external design is less accessible for supervisors and employees.
- ❖ It is also less able than the in-house model to respond to a crisis.

While the external EAPs guarantees confidentiality and anonymity, it is not as accessible to the employees. In addition, the EAP professional may lack information about the workplace as she/he is not inside the organization and that may be a problem in understanding the background of the organization, which may be of help in trying to understand the employees' problems.

In addition, if the EAP professional does not market the EAPs intensively, the probability is high that the employees and supervisors may not utilize the service because of lack of knowledge about EAPs. The researcher can also add that for the employers, external service can be financially beneficial since it is less costly and does not waste the time of the employee because consultation with a therapist usually takes place after working hours.

3.7.4   Blended (Combined) models

In terms of Googins and Godfrey (1987:121) an attempt to find a solution for small work organisations whose employee population and resource base were inadequate to maintain a full-fledged EAP resulted in the consortium or blended models. According to Harper (1999:8) the combined model is most probably the ideal if the infrastructure is primarily maintained by the organization and the servicing is outsourced with the option of it being managed. In contrast, Cunningham (1994:22) cites that large employers now use various combinations of services – consortium. The above differences show that organisational needs and not only the size of the employee

population, determine the model of service delivery. The blended model offers employers a great deal of flexibility to meet the changing organisational needs.

3.7.4.1 ADVANTAGES OF BLENDED EAPs

The advantages of the combined models are discussed as follows by Myers (1984: 86-87) and Googins & Godfrey (1987:123):

- ❖ These designs can better handle employee populations who are widely dispersed across the state or country as well as employees who are mobile rather than anchored within a particular work-site.
- ❖ This model is flexible – by pooling resources a full-fledged EAP is possible which otherwise could not be achieved independently.
- ❖ It permits any employer to offer some degree of employee assistance.
- ❖ The combined model is highly professional and the contract could be terminated with relative ease.
- ❖ It insures client anonymity, confidentiality and privacy because of its location.

3.7.4.2 DISADVANTAGES OF BLENDED EAPs

- ❖ Policymaking becomes more complex.
- ❖ Individual member organization's input is considerable diminished.
- ❖ They are less accessible.

The researcher is of the opinion that a combined model may be the most suitable model for most of the organisations since it will accommodate all employees with their different needs. For instance, employees who want to remain anonymous may use the external service, while those who want to reach the EAPs easily may utilize the internal EAPs. The flexibility of this model will thus not only accommodate the changing needs of the organization as a whole but also those of the employees.

3.8   THE EAP PROFESSIONAL

As defined in section 3.2.3 of this chapter, an EAP professional is a well-trained person who renders specific services to the troubled employees in the organization. Various professionals from different fields can be regarded as EAP professionals if they have the necessary training. From the definition of the EAP professional from the Standards for EAP in South Africa (1999:6) it is not clear what specific training the person should have to be regarded as an EAP professional. The researcher is of the opinion that the most important qualification is the one on EAP training itself since it is important in equipping the person with skills to work with troubled employees.

Currently, the professionals who work as EAP professionals include social workers, psychologists and nurses. In terms of Cunningham (1994:10) the first OAPs and EAPs were run and staffed by recovering laypersons. Usually these persons were employees of the organization who assumed, often in addition to their regular salaried responsibilities, the tasks associated with helping other employees. No specific training was necessary then to help the needy employees. This shows that the EAP professional concept developed later in the history of EAPs as the needs of employees expanded and required the attention of fully trained individuals. Cunningham (1994:10) cites that professionalisation came about because of conflict between the pioneers and those who emerged later with different experiences and difficult motivations.

As the efforts to help troubled employees expanded, so did the complex challenges that faced the EAP professionals. As Walsh (1991:113) states *"EAP professionals are increasingly being confronted by new and challenging situations. EAPs are engaging in longer-term counselling with clients and becoming involved in a variety of client concerns other than drug and alcohol-related problems"*. Thus, as the role and duties of the EAP professionals have increased in complexity, so too has work related stress (Sweeney, Sohenstuhl and Fortune, 2002:50).

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As a result of this changes in role expectations, an increase in duties and responsibilities, longer workdays and an increase in workload have raised questions about job satisfaction of EAP professionals. Since EAP professionals are only human, it remains to be discovered how they experience their work situations. EAP professionals can however practice the following strategies to keep their programmes highly effective and ensure the implementation of a successful EAP that may benefit the whole work organization. In the discussion below, the researcher will discuss the seven practices of highly effective EAPs and which EAP professionals can utilize.

3.8.1   The seven practices of highly effective EAPs

Dayhoff (1996:28-29) mentions the following seven practices of highly effective EAPs:

3.8.1.1   KNOW YOUR BUSINESS

The EAP professional should not compromise or loose sight of the EAP profession's foundation or EAP core technology. Thus, it is essential for the EAP professional to ensure that his/her service rendering is guided by the EAP core activities as stated in the Standards for EAPs in South Africa. In addition, the EAP professional should stay current with the many issues facing EAP work, including changes in health care delivery and organization restructuring. In South Africa this would imply being a member of EAPA-SA Board whereby the EAP professional have access to workshops presented on EAP related matters. It will also be important to read the current EAP publications and play part in preserving and protecting the EAP profession.

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3.8.1.2   KEEP PROFESSIONALLY FIT

To avoid burnout, the EAP professional will have to keep her/himself personally and professionally fit. Professional fitness requires mastery in three areas:

* Know your limitations with clients and other professionals.
* Attend EAP conferences and conferences from other disciplines.
* Network and foster support from other professionals who share your concerns.

By keeping fit, it also implies that the EAP professional should develop the talents and expertise she/he already has by sharing his/her knowledge trough workshops or the writing of articles or books. The EAP professional with adequate expertise in EAP may need to present papers during EAPA-SA Conferences or even International Conferences in order to share his/her knowledge with other EAP professionals. While sharing the knowledge with others, the EAP professional will also grow professionally.

3.8.1.3   ADOPT A FIRE FIGHTER'S MENTALITY

Because both put out fires and save lives, EAP professionals and fire fighters have much in common. Five principles are important:

* Be prepared for a crisis that may disrupt your schedule.
* Keep yourself professionally fit in terms of skills and knowledge you bring to the job.
* Learn to work as part of a team.
* Make prevention a key part of your EAP. This will save your time and increase your visibility and effectiveness.
* An EAP professional's credibility is based on how well he/she serves clients and responds to crises. Always be prepared.

3.8.1.4   KNOW YOUR RESOURCES

Learn about your resources, their services and ask to be informed of any changes in their staff or services. Likewise, keep providers informed of changes in your programme.

3.8.1.5 KNOW YOUR ORGANIZATION INSIDE AND OUT

It is important for the EAP professional to maintain relationships at all levels to maximize his/her effectiveness and to guarantee programme survival. Establish a network of internal linkages and use them as sources of information on the organization's well being and source of programme support. In addition, tour the organization during work hours and visits departments periodically to keep abreast of the organization's strategic plans, competitors and business climate.

3.8.1.6 MAKE SUPERVISORS A PRIORITY

Take time to train and consult with supervisors and shop stewards to develop trust and confidence in the EAP. Teach them to rely on the EAP when confronted with problem situations, when employees make supervisory requests and to make referrals a priority.

3.8.1.7 BALANCE ORGANIZATION NEEDS WITH CLIENT NEEDS

Spend as much time meeting your organization's needs as you do meeting with clients. Lunchtime talks, health fairs and involvement on special committees can also strengthen your programme and increase the EAPs visibility. Track and document your programme's services.

The above principles are crucial for effective service rendering by the EAP professional. Implementing the above principles will increase the utilization rates of the EAPs and that will make management very interested and supportive of the EAP. Managements' support of the EAP may influence job satisfaction of EAP professionals very positively as they will feel their service is valuable and beneficial to the organization.

3.9   CONCLUSION

The EAP has, and is still playing a major role in enhancing the job performance of employees in the workplace. It still remains the organization's

decision as to which design is suitable for their employees. If management gives adequate support to the EAPs, the employees will also feel comfortable in using the programme. As a result the EAP utilization rates will increase and the organization's productivity will increase simultaneously.

The next chapter will focus on analyses and interpretation of the results of the empirical study.

CHAPTER 4

THE EMPIRICAL FINDINGS ON JOB SATISFACTION AMONGST THE EAP PROFESSIONALS IN THE JACARANDA BRANCH OF EAPA-SA

4.1   INTRODUCTION

In this chapter the research findings will be discussed based on the central themes extracted from the respondent's experience. A total of 10 interviews were conducted with respondents who are registered members with EAPA Jacaranda branch in Pretoria. All the respondents were working as EAP professionals and have some formal or informal training in the EAP field. The data was collected using a semi-structured interview schedule and a tape recorder.

Responses made by the respondents allowed for various themes with regard to the factors influencing the level of job satisfaction to be identified. In the section to follow, the profile of each respondent will be described in relation to demographic factors.

4.2   PROFILE OF THE RESPONDENTS

Respondent 1: Is a 27-year-old female who has an Honours-degree in Psychology. She has worked as an EAP professional for three years and has been a member of EAPA Jacaranda for the past two years. For the past year

she has been employed in the public sector where she is rendering EAP services.

Respondent 2: Is a 27-year-old male who has a BA (SW) and has been working as an EAP professional for two years. He has been a member of EAPA Jacaranda for eight months. He is also rendering EAP services in the public sector and has worked for the department for 11 months.

Respondent 3: is a 36-year-old female whose highest qualification is a BA degree. She has 18-months experience as an EAP professional and has been a member of EAPA Jacaranda for the same period. Since 2001 she has been employed in an academic environment where she is delivering EAP services.

Respondent 4: Is a 34-year-old female who has three years working experience as an EAP professional and has been a member of EAPA Jacaranda for the same period. The respondent is in possession of an Honours-degree in Social Work. For the past two years she has been employed as an EAP professional in an agency.

Respondent 5: Is a 40-year-old female who has a Masters-degree in Mental Health. She has worked as an EAP professional for two years, has served as an EAPA-SA Board member and has been a member of EAPA Jacaranda for the same period. For the past 14-years she has been employed in the public sector where she is rendering EAP services.

Respondent 6: Is a 42-year-old male who has an Honours-degree in Social Work and has 13-years work experience as an EAP professional. He has been a member of EAPA Jacaranda for one year and he renders EAP services in a corporate work setting. He has been employed by the current organisation for 12-years.

Respondent 7: Is a 42-year-old female and has an Honours-degree in Social Work. She has nine years working experience as an EAP professional. She has been a member of EAPA Jacaranda for eight years and she renders EAP

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services in the public sector. She has also served as an EAPA-SA Board member.

Respondent 8: Is a 41-year-old female who has an Honours-degree in Social Work and two years experience as an EAP professional. She has been a member of EAPA Jacaranda for one year and she renders EAP services in the public sector. She has been employed by the current organization for one year.

Respondent 9: Is a 49-year-old female with a Masters-degree in Clinical Psychology. She has worked as an EAP professional since 2000 and has served as a member of EAPA Jacaranda since then. She renders EAP services in the public sector and has been with the organization for two years.

Respondent 10: Is a 38-year-old female with a Masters-degree in Social Work Management and has worked as an EAP professional for two years. She too renders EAP services in the public sector and has been with the organization for two years.

In summary, the age of the 10 respondents ranged between 27 and 49 years. Of the 10 respondents seven have social work qualifications, two have qualifications in Psychology and only one has a BA-degree. This is an indication of the diversity in terms of educational background found with EAP professionals. Cunningham (1992:13) supports the researcher's statement by stating that EAP professionals represent a diversity of educational and professional backgrounds. Only two respondents were male, eight were female and the race was white, black or Indian. The above description will be integrated into the research findings (central themes) to be discussed below.

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4.3   CENTRAL THEMES

In the following section, central themes will be extracted from the responses of the respondents. The quotations will be presented according to the order of the respondent's number (chronologically). In cases where two or more respondents made the same comments, their number will be specified next to the quotations. In addition, if one respondent mentioned more than one response, the number of the respondent will be placed next to each of the responses.

4.3.1   EAP specific training

Most of the respondents have completed the following training with regard to EAP:

* Short course in EAP offered by University of Pretoria (Respondents 1, 2, 4, 5, 7 and 10).
* Introduction to EAP offered by Tracey Harper and Associates (Respondents 3, 5, 7 and 9).

One respondent has basic training in EAP offered by the Centre for Human Development and the other respondent received EAP training from the University of Pretoria while busy with her Masters-degree in Social Work Management. Other respondents are currently busy with the Masters Programme offered by University of Pretoria. It is clear that all respondents have received either formal or informal training in EAP that will assist them in the rendering of quality service in the organisations where they are employed.

4.3.2   Model of service delivery

Respondent 3, 8, 9 and 10 render EAP services using an internal model (on-site) and they offer the service for five days a week and eight hours a day.

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Respondents 1, 2, 4, 5, 6 and 7 utilize the combined model and also work for five days per week, 8 hours per day. Only one respondent works for three days per week, four hours a day in an agency. The above shows that different organisations use different models of service delivery and is probably because of the size of the organization, the nature of the EAP services offered and the needs of the employees.

4.3.3. Percentage of time spent on core EAP activities

In this section the respondents were required to indicate the percentage of time they spent on core EAP activities and the percentage had to add up to a 100 percent if possible. Not all of the respondents performed all the core activities and as a result not all of them were able to allocate time to add up to a 100 percent. In evaluating the time spent on core activities by all of the respondents, individual counselling took up most of the time of all the respondents with an average of 270 minutes (or 27 percent of their time) spent on this activity. This was followed by intake/assessment, marketing or promotion and finally group counselling.

Four of the 10 respondents did not do group counselling for reasons that their EAPs were still new (not fully operational) or there was a lack of need for group counselling. The respondents also mentioned additional activities such as HIV/AIDS training and life skills training that their time was spent on.

In terms of time allocated respondents 5, 8 and 9 indicated that the time allocated to all core EAP activities is properly balanced. The majority of the respondents indicated that the time for all activities is not properly balanced. As a result, some of the core EAP activities end up not being performed effectively as they are performed under pressure.

Imbalances in time allocation could be due to excessive workload and inadequate manpower. Not only will this lead to job dissatisfaction since the

professional will have no time to implement all the planned activities but will impact negatively on the productivity of the organization. The following statements made by respondents 6 and 7 is an indication that the time spent on core EAP activities is not balanced:

❖ *"I need more time for life skills training. We also need to do preventative training"*

❖ *"EAP and HIV/AIDS are rendered concurrently and it takes a lot of time"*

It can thus be concluded that some respondents are unhappy about the time allocation of different core EAP activities. This is mainly as a result of excessive demands on their available time, which could lead to unnecessary work pressure and job dissatisfaction.

4.3.4   Job function areas

In this section, respondents were requested to comment on issues regarding job function areas that may impact on their job satisfaction. They had to indicate their level of agreement with each statement by choosing the following options: **strongly agree, agree, neither agree nor disagree, strongly disagree and not applicable.**

4.3.4.1   TOO MUCH PAPERWORK

Respondents 2, 3, 4, 5 and 7 either **agreed strongly** or **agreed** that they have too much paperwork to work effectively. In the EAP context, paperwork can become problematic since it is expected of the EAP professional to compile reports, open and close files and write letters of referral. Excessive paperwork could affect the effective EAP service rendering by the EAP professional since he/she still has to perform other duties. Thus, if the caseload is too high, it may be possible that the paperwork becomes too much too handle. The issue of paperwork could also be attributed to the confidential nature of the EAP service and the utilisation of computers or administrative staff to do paperwork, can jeopardise confidentiality.

4.3.4.2 HIGH CASELOAD

Respondents 2, 6, 9 and 10 confirmed that their caseload is too large too handle. This can be attributed to the large number of employees they are responsible for and the lack of manpower. In this case, the EAP professional will end up not being able to render effective service and as a result the productivity of the organisation will be affected and the EAP professional will be unhappy or dissatisfied with the level of service rendering. From the literature review it became clear that there is a correlation between high workload and job satisfaction (Specter, 1997:43). This correlation implies that with a high caseload, the EAP professionals are likely to experience a low level of job satisfaction.

4.3.4.3. TIME SPENT WRITING REPORTS

The majority of the respondents felt that the time spent on writing reports had no impact in their job effectiveness since process reports are structured in a very short format and thus takes little time to compile. Respondents 2, 6 and 10 however indicated that report writing takes a lot of time and affects their effectiveness with regard to service delivery.

4.3.4.4 AUTHORITY

Respondents 1, 4, 5, 6, 8, 9 and 10 **agreed** that management delegated the authority to manage the EAP to them and imply that the EAP professional has the mandate to run the programme. This state of affairs can enhance the satisfaction of the EAP professionals since they have the opportunity to be innovative and exercise their powers to help the troubled employees.

Respondents 2 and 7 **neither agreed** nor **disagreed** with the fact that management gives them support. Respondent 3 definitely felt that management doesn't give her/him the authority to run the programme since management knew less or nothing about the EAP.

In situations where management provide EAP professionals with the authority to run the programme independently, they are able to exercise their creativity

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and implement valuable programmes that enhance the job performance of employees. The level of job satisfaction of the EAP professional will further increase if the feel trusted and if management values that what they have to offer to the organisation.

4.3.4.5   AUTONOMY

All the respondents either **agreed strongly** or **agreed** that they have enough autonomy in their work to render EAP services effectively. This can be as a result of the level of trust that management has on the EAP and, which is dependent on the positive outcomes of the programme. Coinciding with the respondent's response, Cooke (2001:41) cites that research requiring of respondents to indicate what specific actions their employer had taken to keep them satisfied, they overwhelmingly cited autonomy. This shows that the EAP professionals will feel satisfied if management will allow them to be creative and make decisions about their work.

4.3.5.   Core EAP activities

This section required of the respondents to give their opinion on the core EAP activities that they enjoy performing and those that they do not enjoy performing. The respondents were also requested to briefly motivate why they do not enjoy performing some of the activities. Those activities that most respondents do not enjoy performing, include the following:

4.3.5.1   CRISIS INTERVENTION

Respondents 2, 8 and 9 indicated that they do not enjoy crisis intervention and the aversion were supported by the following statements:

* ❖ *" We do not have structures in place to deal with crisis, we do touch and go"*
* ❖ *" It affects your plan"*
* ❖ *" It is unpredictable, you are not being prepared of what you are going to do. You think on your feet"*

The above statements show that some EAP professionals are not comfortable with dealing with the unexpected situation of a crisis since it affects their plans. A crisis situation usually necessitates the adjustment of plans with the result that the set objectives of the plan cannot be achieved and this interruption might lead to feelings of job dissatisfaction under the EAP professionals.

4.3.5.2 INTAKE/ASSESSMENT

All but one respondent enjoy performing this activity. Respondent 4, who do not enjoy performing intake/assessment, cited the reason as being the time it took administratively.

4.3.5.3 REFERRALS

Respondents 3 and 10 said that referrals are one of the core EAP activities that they do not enjoy performing. The following statements were extracted from the respondent's response with regard to referrals:

❖ *" Its like it is out of my hands"*

❖ *"You must look for an appropriate referral source and request for a specific area, gender of therapist and race and that could be difficult:"*

It is clear that respondents felt that not only don't they have control over the cases referred, but the availability of resources may also pose to be a challenge.

4.3.5.4 INDIVIDUAL COUNSELLING

Respondents 2, 6 and 7 did not enjoy performing individual counselling. The respondents expressed the following statements to indicate their dislike of this activity:

❖ *" Counselling was never my passion"*

❖ *" It is time wasting"* (Respondents 6 and 7)

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The above can be linked to the responses of the participants regarding the time spent on core EAP activities as most of the respondents felt that, compared to other activities, individual counselling took a lot of time.

4.3.5.5   GROUP COUNSELLING

Respondents 2 and 4 did not enjoy performing group counselling because of the following reasons extracted from their responses:

❖ *"The problem is capacity, we are not in a position to render it"*

❖ *"The group consists of a lot of people, with different dynamics and you still need to attend to members individually but in a group setting. Some people do not talk in a group or get withdrawn"*

The possible reasons why some EAP professionals do not enjoy performing group counselling may include lack of skills by EAP professional to render group counselling, resistance of employees to be in a group because of issues of confidentiality and privacy and the amount of time that will be consumed in conducting a group session.

Respondents 1 and 5 enjoy performing all EAP activities. Furthermore, all EAP professionals enjoy performing the core EAP activities of training of supervisors, consultation and marketing.

4.3.6   Nature of work

In this section, the respondents had to describe the nature of their work and the responses varied quite vastly. The respondents had the option to describe the nature of their work as **challenging, complex and/or simple**. Respondents 1, 2, 4, 5, 6, 7 and 8 described their nature of work as challenging while respondents 3, 9 and 10 described their work as both challenging and complex.

The researcher is of the opinion that EAP is challenging and/or complex depending on the nature of the organisation itself and on the expectations of the organisation. If the organisation produces tangible goods as with, for instance a motor vehicle manufacturer, they might expect the EAP to also show tangible outcomes. This poses to be a challenge for the EAP professionals since the service is intangible and it is thus difficult for the EAP professionals to translate their services or outcomes into monetary terms. In addition, operating in a multi-disciplinary team can present a further challenge for EAP professionals. Other professionals in the organisation may not value the EAP because they lack the understanding of what an EAP entails. Such challenges may have an impact on the job satisfaction of EAP professionals if no change takes place to address such issues.

4.3.7   Autonomy

As mentioned above, the majority of the respondents do enjoy the autonomy from management to render EAP services. In this section, respondents had to motivate why they are of the opinion that management does offer them autonomy and below are the few statements extracted from their responses.

- ❖ *"We are given the opportunity to manage the programme, management do not prescribe what to do"*
- ❖ *"They give room and space to manage the programme"*
- ❖ *"They give me the freedom to exercise my creativity"*
- ❖ *"I do have the mandate from management to implement and render EAP services"*
- ❖ *"The company respects the profession and the professionalism of the EAP advisor"*
- ❖ *"Management do not expect me to report to report everything I do, I just submit a proposal and go ahead"*
- ❖ *"They allow me to function independently"* (Respondent 4 and 2)
- ❖ *"Management depends on my motivation to take decisions regarding EAP"*

From the above statements it is clear that most respondents get the freedom to control and implement the EAP independently. The ability to exercise autonomy may improve their job satisfaction since they will feel independent and competent enough to render quality services. Joseph & Schumacher (1995:51) & Cooke (2001:41) both agree that autonomy plays an important role in enhancing the level of job satisfaction.

4.3.8   Management's support towards the EAP

The respondents were required to indicate how supportive management is towards the EAP. Respondents 1, 2, 4, 6, 8 and 10 felt that management was either **very supportive** or **supportive** towards the EAP, probably because of high referral rates to the EAP. Respondents 5, 7 and 9 rated management's support as being average. The following statements were extracted from the responses of the latter:

❖ *" It depends some of them are very much supportive and some are just supportive"* (Respondents 5 and 7)
❖ *"Management's support is selective"*

One respondent felt that management is not supportive because they do not know about the EAP. The same respondent further mentioned that "*top management has never entered my office*" and it is only first line and middle management who value the EAP. Management's support for EAP seems to vary from one organisation to the other and lack of support may impact on the job satisfaction of the EAP professionals. If management does not support the EAP, the EAP professionals may have difficulties implementing the EAP services effectively and that may lead to dissatisfaction.

4.3.9   Effectiveness of the EAP

In this section respondents had to indicate how management rated their EAP services. Respondents 2, 4, 6, 7 and 10 were of the opinion that management rated their EAP services as being **very effective/effective.** Two respondents, 3 and 8 said they **do not know** how management will rate the EAP services and three felt that management will rate their EAP services as **average**. The two respondents who chose "I do not know" made the following statements:

* ❖ *" Management do not know that I'm doing the EAP"*
* ❖ *" They don't even ask for statistics"*

In support of the above sentiments, Harper (1999: 2) mentions that many organisations appear to be unaware of the scope and role of EAP and of the role that the professionals can and should be playing in their organisations. This implies that organisations lack the awareness of what the EAP entails and as a result they may not get involved in the EAP and as such, they may not be in a position to evaluate the EAP effectively.

4.3.10   Contributions of EAP to the organisation

For this section the respondents had to say if management values the contributions made by the EAP to the organisation. Eight respondents agreed that management does value the contributions made by the EAP and this deduction is based on the following expressions made by the respondents on how management value the EAP:

* ❖ *"They do support and value the EAP, though at times they do not understand what the EAP is all about"*
* ❖ *"Feedback from management about the EAP is positive"* (Respondent 5 and 7)
* ❖ *"Management refused to terminate the contract even though the caseload has decreased"*

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❖ *"Management values the EAP because they refer employees to the EAP and they consult with the EAP professional"* (Respondents 6 and 8)

❖ *"Management did say that they value the EAP"* (Respondents 9 and 10)

Two respondents did not know if management value the contributions made by EAP professionals. Respondent 1 felt unsure about contributions made by the EAP to the organisation by mentioning that *"We are not fully operational, we can't show management what we can offer. Our peers probably think we are useless at this stage"*. Respondent 3 stated that management do not value the contributions of the EAP to the organisation and supported the statement with the following quotation; *"Management do not know that I am doing the EAP"*. It is postulated that if management does not value the contributions of the EAP to the organisation, the EAP professionals may not experience satisfaction from their work.

4.3.11 Relationship between the EAP practitioner and the supervisors

In this section, respondents were asked to describe their relationship with their supervisors. From the responses it was clear that the relationship were good although at times it depended on the supervisory level (first or middle line supervisors). Most of the respondents described their relationship with supervisors as *"good"* and *"friendly"*. The statements below will support the above deductions:

❖ *"Our relationship is good, we are more like colleagues than supervisors relationship"*

❖ *"My supervisor is quite good, she is not autocratic"*

❖ *"The relationship is good, they refer troubled employees"* (Respondent 3 and 8)

❖ *"I make consultation with them and they are supportive"*

❖ *"My supervisor is good, she is a wonderful person"*

❖ *"The relationship is very cordial"*

❖ *"With immediate supervisors, the relationship is good and open, but with top management it becomes strange"* (Respondent 7 & 9)

❖ *"They trust me and I have a fair relationship with them"*

From the statements above it is clear that respondents described the relationship with supervisors at different levels. Some referred to immediate EAP supervisors while others referred to the employee's supervisors. A good relationship with supervisors will help enhance the job satisfaction of the EAP professionals especially if all levels of supervisors or management are supportive. This will enable EAP professionals to work in coordination with the supervisors to assist troubled employees and improve their job performance. Cranny, Smith and Stone (1992:59) agrees with the researcher in that people seek friendly, warm, and cooperative relationships with others, not only for what they produce in some immediate sense, but also for what those relationships provide in times of need, i.e. social support. Social support with regard to EAP services can thus help EAP professionals to feel more satisfied with their jobs.

4.3.12   High caseload

Five respondents confirmed that they have a high caseload and it does impact on the effectiveness of service delivery. The following statements were extracted from the responses concerning the impact of high caseload on service delivery:

❖ *"With high caseload, you do not really give your full potential"*

❖ *"You are forever rushing to respond"*

❖ *"It is impossible to run the programme effectively"*

❖ *"It affects quality of service as I would have to do crisis management"*

❖ *"It affects me as a person – feel tired or depressed"*

Few respondents mentioned that they have a low caseload and only one felt that even though the caseload is high, it doesn't really affect effectiveness of

service rendering because some cases are once off while others take time. The researcher is of the opinion that high workload may impact on job satisfaction of the EAP professionals because they won't have adequate time to implement all the core EAP services effectively. This may result in management not perceiving the EAP positively as it then cannot deliver up to its expectations. Specter (1997:44) also confirms that there is a correlation between high workload and job satisfaction as employees with a high workload has been found to be less satisfied with their jobs.

4.3.13   Salary

In this section respondents were asked to say whether they think their salary is fair compared to what other people in the organisation is paid. Most of the respondents compared their salaries to other EAP professionals since they felt they are doing the same job. Respondents 2, 3, 6, 7, 8, 9 and 10 felt that their salary is not fair. They think their salary is very low compared to what their offer is worth to the organisation. The respondents expressed their opinions with the following statements:

❖ *"People doing almost the same things, get more than what we get"*
❖ *"We are placed as senior practitioners, we could have been placed as assistant directors"* (Respondent 2 and 8)
❖ *"I feel I am not getting what I am worth in terms of the type of work, bulk and the level at which I intervene"*
❖ *"I am doing quite a lot of work and improve productivity but the salary is not worth what I do"*
❖ *"I am employed as a counsellor not as a programme manager"*
❖ *"When comparing the salary with the private sector, there is a difference"*

From the above statements it can be deduced that most EAP professionals are unhappy with their salaries because of the positioning of the EAP in the organisation. Harper (1999:30) confirms that EAP is not positioned well when she states that EAPs in the majority of organisations in South Africa are

positioned, and remain, on the periphery of human resources and business management. Such a positioning will thus not only imply a difference between the remuneration of different EAP professionals, but also a lower remuneration.

Cranny, Smith & Stone (1992:58) supports the above-mentioned statements as they too are of the opinion that pay is regarded as an important source of satisfaction at work. Specter (1997: 42) shares the same view as above authors by mentioning that people are likely to compare themselves to one another and be quite dissatisfied if their salary is lower than others in the same job.

Three respondents felt that their salary was fair as they stated the following:
* *"We get a good salary, to be honest I feel I'm getting too much at the moment"*
* *"I believe the salary is fair because it is what we have agreed upon, I am satisfied"*
* *"My salary is good, I'm part of middle management"*

Comparing the responses discussed above it became clear that the salary of the EAP professional is not standardised as some companies pay better salaries than others. Considering the responses of the majority of the respondents, the researcher is of the opinion that some EAP professionals may not be satisfied with their jobs due to insufficient salary since they might feel that their remuneration does not reflect what they have to offer. This is supported by Cunningham (1992:22) in the response of an EAP professional with regard to salary: *"Well, I feel good about EAP, but I almost left when I discovered I couldn't live, support a family and pay my student loans on the salary I earn"*.

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4.3.14   Fringe benefits

In this section the respondents had to give their opinion on the fringe benefits they receive from the organisation. The responses varied as some respondents viewed fringe benefits as good while others said they were not good. The following statements were extracted from the responses of the respondents:

❖ *"They are fine, I do not expect more"*

❖ *"The standard benefits exist but they are not lucrative"*

❖ *"Benefits are not appropriate, they do not pay me for overtime"*

❖ *"I am satisfied with benefits"* (Respondents 4, 5, 7 and 10)

❖ *"The fringe benefits are exceptionally good"*

❖ *"Benefits are fine, some of them are going to be stopped, but overtime benefits are good"*

❖ *"Benefits are fine especially the training opportunities"*

According to Schumacher (1995:52) fringe benefits are one of the extrinsic factors that play a critical role in determining job satisfaction. If EAP professionals are not happy about the benefits, their level of job satisfaction will deteriorate. The benefits received by most respondents include housing subsidy, medical aid, car allowance, telephone allowance, leave/sick leave, training opportunities, pension funds, bursaries and sports facilities. The benefits differ from one organization to the other.

4.3.15   EAP training opportunities

Except for one, all of the other respondents confirmed that the organisations do offer them training opportunities. The training paid for by the organisations include, amongst others, the following:

❖ Short course in EAP

❖ Introduction to EAP

❖ EAPA Jacaranda workshops

- ❖ HIV/AIDS training
- ❖ EAPA Conference
- ❖ Life skills training

With the above training, the EAP professionals' knowledge about EAPs may improve to such an extent that they will be competent enough to handle the problems of the troubled employees. The opportunity to grow professionally through the above training may be viewed positively by the EAP professionals, as it will benefit them and their clients. As a result this training opportunities may lead to higher levels of job satisfaction among the EAP professionals.

4.3.16 Individual characteristics

In the following section the respondents were asked to comment on factors with regard to management and supervisors that impact on job satisfaction.

4.3.16.1 RESPECT OF OPINION

Nine respondents agreed that management and supervisors do respect their opinion while only one felt it is not respected. This can be linked to the responses made regarding the support of management since most respondents indicated that management does consult with them if there are problems and they do value their services. This aspect may lead to improved levels of job satisfaction amongst the EAP professionals. Cooke (2001:41) adds that dignified treatment and employer respect forms the basis for high levels of job satisfaction. The author further adds the statement made by some of the employees concerning respect from management " *We have dignity and respect, and they are extremely fair*".

In terms of the one respondent who mentioned that management does not respect his/her opinion, it was detected from the response of the respondent

that it is due to the fact that management lacked proper information on the EAP.

4.3.16.2 GENDER

Respondents had to indicate whether management were biased against them because of gender. Almost all respondents confirmed that neither the supervisor nor management is biased against them because of gender. Research by Specter (1997:28) confirms that the relationship between gender and job satisfaction is extremely inconsistent. From the above the researcher can deduce that none of the respondents experienced job dissatisfaction because of gender issues.

4.3.16.3 RACE

Most of the respondents agreed that management and supervisors are not biased against them because of their race. Only one respondent felt that management could be biased because of language since they prefer to consult the EAP professional who communicates in the same language.

4.3.16.4 AGE

None of the respondents experienced bias from neither management nor supervisors because of their age.

4.3.17   Feelings about the job

Respondents expressed feelings that ranged from positive to negative about their jobs. While most of the respondents were satisfied with their jobs some that were not totally dissatisfied merely expressed a little confusion or frustration about some or other issue regarding their jobs. The majority of respondents expressed their feelings through the following statements:

❖ *"I love my job, the only frustrations is high caseload and dealing with management not understanding what is EAP"*

❖ *"I feel very good, so good for the individual I am making a difference"*

- ❖ *"I feel satisfied, the feedback I get about improved employees makes me feel good"*
- ❖ *"I am very positive, I enjoy it"*
- ❖ *"I love the job, I enjoy the job, I don't think there is nothing that can take me from it"*
- ❖ *"I like what I am doing, but I would like to get more recognition, money"*
- ❖ *"I am satisfied with my job apart from remuneration"*
- ❖ *"I get a lot of job satisfaction, I love it, it gives me a great amount of satisfaction"*
- ❖ *"Not everything is going smooth, but I am still enjoying"*

Respondent 1 felt frustrated rather than satisfied since she mentioned that *" I feel trapped, I know I can offer a lot more than what I am offering at the moment. I do not get the satisfaction of working with people".* This respondent could be based on the fact that EAP is not yet fully operational in their organisation and they do not have all the structures in place to fully implement the programme. The link between age and job satisfaction could be an explanation for this response. The respondent is one of the two youngest respondents in the group and most of the older respondents felt satisfied with their jobs. Sweeney et al (2002:510) states that job satisfaction increases with age since older workers are more accepting of authority, expect less from their jobs and are more skilled than younger workers.

In summary it is obvious that most respondents seemed very satisfied with their jobs and this may indicate a high level of job satisfaction among the EAP professionals.

4.3.18   Perception of EAP by management

The respondents were requested to provide their interpretations of management's perceptions of EAP. The responses were varied as is reflected in the statements below:

❖ "On the one hand management realise that EAP is a need to have programme, but on the other hand they feel it is a nice to have"

❖ "Management have the EAP because it is proper for companies to have EAP, partly because of social responsibility"

❖ "Initially management viewed the EAP as counselling and helping troubled employees (example provide food) but currently the perception has changed"

❖ "Management respects our opinion, referral is quite high and utilisation is quite good" (Respondents 4, 6 and 8)

❖ "The problem with management is that they do not have the same understanding of what the EAP is all about"

❖ "The perception is positive because they realise the need and they want to expand the EAP"

❖ "The perception is influenced by people not having enough information of what EAP is, they have a misconception that EAP is a clinic"

❖ "Management feel it's a valuable service to them and see it as something to lean on"

To support some of the statements mentioned by respondents, Harper (1999:2) also states that many organisations have recognised the potential of the EAPs to play a role in improving employee's performance and others have considered it a form of 'internal social responsibility'. It is clear from the respondent's statements that management's perception differs from one organisation to the next. Negative perception will result in lack of support and that may affect service delivery by the EAP professionals.

4.3.19 Benefits of EAP to the organisation

The respondents were asked a question about whether they think the EAP is beneficial to the organisations. Most of the respondents felt that the EAP is beneficial because it increases productivity by helping the troubled

employees. The following few statements provided by respondents concern the benefit of EAP to the organisation:

❖ *"EAP improves the person's life"*

❖ *"Referral rates are high"*

❖ *"EAP is a must have considering the traumatic situations that our employees are faced with"* (Respondents 5 and 8)

❖ *"We manage to restore the employee's working capacity"*

❖ *"We work against absenteeism and increase productivity"*

❖ *"EAP gives the company a chance to take care of their employees"*

❖ *"People see it for what it is worth"*

Two respondents (1 and 3) were of the opinion that the EAP is beneficial for the individual or urgent cases and not necessarily for the organisation as such. This may be due to either lack of support by management to implement programmes that will benefit the organisation as a whole or the lack of structure in the programme. The response made by respondent 3 concerning management's support towards the EAP stating *"management is not supportive since they do not know what the EAP is all about"* supports this deduction. If management is not involved the EAP in such companies may not be viewed as being beneficial.

4.3.20   Important issues in job satisfaction

Varied responses were provided based on the question: *"What issues are important in your job satisfaction?"* The respondents mentioned the following issues as being important for job satisfaction:

❖ *"Having the opportunity to show management the value of EAP"*

❖ *"If I know that management thinks EAP is a need to have programme"*

❖ *"Not to be overworked"*

❖ *"Not to turn EAP into social work by doing everything"*

❖ *"Feedback that employees have been helped from management, supervisors, employees themselves and their relatives"*

- ❖ *"Competent packages"*
- ❖ *"Freedom to utilise my skills and air my professional opinion"*
- ❖ *"Get more money"*
- ❖ *"To feel needed, respected, and trusted for a valuable service"*
- ❖ *"Good relationship with management, colleagues and employees"*

Sweeney, Hohenshil & Fortune (2002:55) are of the opinion that the following are important components of job satisfaction amongst the EAP professionals: have a chance to help people, being an agent of change, having autonomy, having respect from superiors and peers and dealing with a variety of daily tasks. If the above issues exist in the workplace, it implies that the EAP professionals may feel satisfied with their jobs. As a result of the high level of job satisfaction the rendering of high quality EAP services may follow.

4.3.21 Participation in EAPA Jacaranda branch activities

In this section the respondents had to say if being a member of EAPA Jacaranda promotes the level of job satisfaction. Eight respondents mentioned that participation in such activities does promote job satisfaction because of the training they receive and also the opportunity to network with other EAP professionals. Such activities provided the EAP professionals with the support and opportunity to exchange valuable information or ideas.

Two respondents felt that participation in EAPA Jacaranda had nothing to do with their job satisfaction. For one respondent the activities that took place at Jacaranda were the same activities that he/she has been exposed to in his/her workplace. The other respondent acknowledged that participation in activities does improve networking and training was helpful, but it does not enhance job satisfaction. None of the respondents had a problem in attending the EAPA Jacaranda activities

4.3.22 Recommendations for EAPA-SA Board to promote job satisfaction

The respondents were asked to give their opinions about what EAPA-SA Board can do to promote job satisfaction amongst the EAP professionals. The following are the recommendations as expressed by the respondents:

❖ *"The Board should work on the positioning of the EAP in the company to ensure that all EAP practitioners are at the same level"*

❖ *"Have a criteria of who should be an EAP practitioner"*

❖ *"Empower us and show us how to make presentations or proposals to management and what should be in the proposal"*

❖ *"Continue with workshops but increase the duration"*

❖ *"Nominate people for training nationally or abroad on EAP related issues"*

❖ *"Play much more of a consultative or supervisory role, to feel free to consult the Board for advice"*

❖ *"EAPA should limit its operations to professional basis, not get involved in negotiation of packages"*

❖ *"Try to be influential in terms of salary level, compare with other agencies"*

❖ *"Not only offer EAP training but also focus on other issues that impact on EAP"* (Respondent 9)

❖ *"Deal with the issue of confidentiality vs. avoiding getting involved with management because of fear of loosing neutrality"* (Respondent 9)

❖ *"Register the members properly, registration fee not to be too high. Send members recognition awards on the grass root level"* (Respondent 10)

❖ *"Have clubs to socialise and support each other"* (Respondent 10)

❖ *"EAPA to be part of organisations like CITA and SASWIPP"* (Respondent 10)

❖ *"Offer training on how to make or start your own business such as private practice"* (Respondent 10)

The above-mentioned recommendations will be presented to EAPA-SA Board by the researcher.

4.4   CONCLUSION

The researcher can conclude that based on the statements extracted from the respondents, most of the respondents were very satisfied with their jobs, which implies that their level of job satisfaction is high. Most respondents indicated feelings of happiness concerning their jobs and they expressed how much they love and enjoy their jobs. The study confirmed that there are factors which influence the level of job satisfaction as asked in the research question in chapter 1. From the findings, the following factors were identified to have an impact on the level of job satisfaction: salary, fringe benefits, recognition by employers, positive relationship between supervisors and EAP professionals, training opportunities, autonomy and respect.

As Specter (1997:56) states there seem to be a correlation between job performance and job satisfaction. The researcher is thus of the opinion that if the EAP professionals who are members of EAPA Jacaranda are satisfied with their jobs, then their job performance will increase and increased productivity for the organisations they work for will follow.

In the next chapter, the summary, conclusions, recommendations and the concluding statement will be presented.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the summary of the essay will be discussed while focusing on the aims and objectives of the study and conclusions will be drawn based on the data analysis presented in chapter 4. This will be followed by recommendations based on the conclusions and finally with the concluding statement.

5.2 SUMMARY

The aim of the study was to explore the factors influencing the level of job satisfaction among the EAP professionals in the Jacaranda branch of EAPA-SA. Selection of this subject was motivated by the challenges the researcher faced while employed as an Occupational Social Worker for a motor vehicle manufacturer. In addition, the lack of literature concerning EAP professionals and job satisfaction encouraged the researcher to research this subject in order to be able to determine the possible factors that affect job satisfaction.

The following were the objectives of the study and they were achieved through literature study and empirical study:

❖ To explore and describe theoretically the factors that affect job satisfaction of the EAP professionals in the workplace.

❖ To investigate the factors influencing the level of job satisfaction among the EAP professionals through an empirical study.

❖ To formulate recommendations for EAPA-SA Board, employing organizations and universities with regard to possible predictors of job satisfaction.

A literature study on job satisfaction, on the background of EAP and on EAPA-SA was undertaken. The empirical study was conducted making use of interviews with 10 respondents.

5.3 CONCLUSIONS

The following conclusions are drawn from the research:

❖ Job satisfaction is very important since it indicates how people feel about their jobs. In chapter 4 it was clearly reflected that most of the EAP professionals included in the sample feel good about their jobs and this implies a high level of job satisfaction.

❖ Job satisfaction is determined by intrinsic and extrinsic factors. In this case, the EAP professional's job satisfaction is determined by both the environment in which he/she works and his/her personality.

❖ Both the environmental and personal factors play a major role in influencing the job satisfaction of the workers.

❖ Job satisfaction is crucial since it is linked to job performance. It is clear that the EAP professionals who experience a low level of job satisfaction are more likely to perform poorly.

❖ Job satisfaction can be broken down into small components or facets. Some individuals may be highly satisfied with some of the facets but less satisfied with other facets. For instance and as reported in chapter 4, respondents indicated that they were satisfied with facets such as recognition by management, independence, ability utilisation and the relationships they enjoyed with supervisors. Some were however not

satisfied with facets such as salary, lack of management's support and fringe benefits.

❖ There is a correlation between low salary and job satisfaction of the EAP professionals. Because of the discrepancy in the positioning of the EAPs in the workplace, salaries showed some inequities and this caused most EAP professionals to experience less job satisfaction. EAP professionals want to be placed at the same level in all companies and receive an equal salary.

❖ A high caseload may be linked to a low level of job satisfaction among the EAP professionals. This results in working pressure and is a negative environmental factor that will impact on job satisfaction.

❖ Management does offer the EAP professionals the authority and autonomy to render EAP services effectively. This may impact positively on the job satisfaction of EAP professionals.

❖ Management's support towards the EAP varies from one organization to the next. Some EAP professionals received a lot of support from management while some did. This lack of support was found to be because of lack of knowledge of what the EAP entails.

❖ Management seem to lack adequate information about the EAP and this has resulted in negative perceptions of EAP by management. Such perceptions eventually lead to lack of management involvement in the EAP and as a result the EAP professional may be less satisfied with his/her job.

❖ Even though management does not have much information about the EAP, they still value the contributions the EAP makes to the organisation. Management seem to realise that EAPs are beneficial to the organisation since it increases productivity.

❖ There is a good and positive relationship between the supervisors and the EAP professionals. This deduction is based on the fact that supervisors regularly refer troubled employees to the EAP and they also consult with the EAP professionals.

❖ Organisations do allow the EAP professionals access to EAP training opportunities. Such training assists to develop the competence of the EAP professionals and may result in high job performance, which is related to high job satisfaction.

- Since none of the EAP professionals experienced job dissatisfaction because of gender, age and race it can be concluded that these demographic factors cannot be directly linked with job satisfaction.

- Issues that are important in job satisfaction of EAP professionals include a fair remuneration, being respected, constant feedback from supervisors about progress of troubled employees and good and healthy relationship between supervisors, employees, management and the EAP professional.

- Participation in Jacaranda branch of EAPA-SA is not directly linked to job satisfaction but it does enhance networking channels and training opportunities. Even though there is no direct link between job satisfaction and participation in Jacaranda branch activities, training opportunities impact on job satisfaction of the EAP professionals. Since as a result of such training they acquire knowledge and skills, which helps them in their effective service rendering, participation in Jacaranda branch activities does seem to be valuable. Some EAP professionals may thus experience a high level of job satisfaction should the organization they work for offer them the opportunity to gain knowledge about EAP.

5.4   RECOMMENDATIONS

The following recommendations are made in the light of the abovementioned conclusions:

- The EAP professionals have a major role to play in improving the level of knowledge of management about the EAP. There should be intensive marketing of the EAP, not only to the employees, but also to management in order to gain their support.

- The EAP professionals should reach out to management and consult with them concerning EAP related activities. This may not only lead to a positive working relationship between the EAP professional and management but may improve job satisfaction.

- The EAPA-SA Board should develop criteria that stipulate the admission requirements to become an EAP professional. This is based on the

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concern that other EAP professionals lack the relevant qualifications to work in the EAP field. The admission requirements may include qualifications, working experience and registration with EAPA-SA Board to be able to abide by the ethical codes of EAPA-SA Board.

❖ Linked to the above recommendation, the positioning of the EAP in the organisations should be addressed. EAPs should not be positioned at a level lower than that of middle management.

5.5   CONCLUDING STATEMENT

This study has confirmed those factors influencing the level of job satisfaction among the EAP professionals in the Jacaranda branch of EAPA-SA. EAP professionals are passionate about their jobs and they enjoy their jobs. It has however also shown that although EAP professionals were satisfied with their jobs, some were not very satisfied with other determinants of job satisfaction such as salary and insufficient recognition by management, which was found to be as a result of the lack of information about the EAP. It is thus the responsibility of the EAP professional to educate management about the EAP and also to work in coordination with EAPA-SA to address the issue of a fair salary for the EAP professionals.

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ANNEXURE A

INTERVIEW SCHEDULE TO DETERMINE THE FACTORS INFLUENCING THE LEVEL OF JOB SATISFACTION AMONG EAP PROFESSIONALS IN THE JACARANDA BRANCH OF EAPA-SA

AIM OF THE STUDY: TO EXPLORE THE FACTORS INFLUENCING THE LEVEL OF JOB SATISFACTION AMONG THE EAP PROFESSIONALS IN THE JACARANDA BRANCH OF EAPA-SA

INSTRUCTIONS:
- Please listen carefully to each question as asked by the researcher.
- Please answer as truthfully and comprehensively as possible
- Please speak as clearly as possible for the researcher to be able to record the data accurately

SECTION 1: DEMOGRAPHIC INFORMATION

1.1 Company where employed.

1.2 Number of years employed by the company.

1.3 Highest qualification – education.

1.4 How long have you worked as an EAP professional?

| | Years
|--|

1.5 State number of years as EAPA-SA member.

| | Years
|--|

1.6 Have you ever served as an EAPA-SA Board member?

Yes	
No	

1.7 Age

1.8 Gender

Male	
Female	

SECTION 2: WORK CONTEXT

2.1 In which of the following work setting are you rendering EAP services?

Agency	
Corporate	
Union setting	
Academic	
Hospital/Clinic	
Government facility	
Private practice	
Other (please specify)	

_____

_____

2.2 Have you completed any EAP specific training?

Yes	
No	

2.3 If so, please state particulars:

_____

_____

_____

2.4 Are you aware of the following:

	Yes	No
Formal EAP training offered by University of Pretoria		
Short Course in EAP offered by University of Pretoria		

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2.5 Which EAP service delivery model applies to you?

Internal	
External	
Contractual	
Combined	
Other (Please specify)	

_____

_____

2.6 How many days per week are you rendering service to the company/companies?

1 day	
2 days	
3 days	
4 days	
5 days	

2.7 How many hours a day do you spent at the company?

[   ] Hours

2.8 Please indicate the percentage of your time spent on the following core EAP activities (The total should roughly bring you to 100%).

Activity	%
Intake/Assessment	
Crisis intervention	
Referral	
Training of supervisors	
Individual counselling	
Group counselling	
Marketing/Promotion	

2.9 Is there a proper balance between time allocated for different core activities?

Yes	
No	

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SECTION 3: JOB FUNCTION AREAS

3.1 Below is a list of statements about your job. Please indicate the level of agreement with each of the statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I have too much paperwork to handle it all effectively						
My case load is too large to handle effectively						
Time spent writing reports keeps me from doing my best on the job						
I have enough authority to do my job						
I have enough autonomy to do my job						

3.2 Indicate which of the following core EAP activities you enjoy performing?

	Enjoy	Don't enjoy
Intake/Assessment		
Crisis Intervention		
Referral		
Training of supervisors		
Individual counselling		
Group counselling		
Consultation		
Marketing/Promotion		

Please motivate reasons for not enjoying some of them if appropriate.

_____

_____

_____

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SECTION 4: INTRINSIC ANTECEDENTS OF JOB SATISFACTION

4.1 Describe your nature of work by choosing one option below?

Complex	
Challenging	
Simple	

4.2 Do you enjoy autonomy from management in order to render EAP services effectively?

Yes	
No	

Please motivate: _____

_____

_____

SECTION 5: EXTRINSIC ANTECEDENTS OF JOB SATISFACTION

5.1 How supportive is management towards the EAP?

Very supportive	
Supportive	
Average	
Not supportive	
Not very supportive	

5.2 How does management rate your EAP services for the company?

Very Effective	
Effective	
Average	
Ineffective	
Very Ineffective	
Do not know	

5.3 Does management value the contributions you make to the company as an EAP professional?

Yes	
No	
Unsure	

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Please motivate: _____

_____

_____

5.4 Describe the relationship between yourself and the supervisors.

_____

_____

_____

5.5 Do you have a high caseload in the company?

Yes	
No	

Please specify number: ………..

5.6 If Yes, how does it affect your effective EAP service rendering?

_____

_____

_____

5.7 Do you think your salary is fair considering what the other people in the
    company are paid?

Yes	
No	

Please motivate your answer:

_____

_____

_____

5.8 What is your opinion about the fringe benefits that you receive from the
    company?

_____

_____

5.9 Does the company offer you EAP training opportunities?

Yes	
No	

If yes, please state the contents of the training:

_____

_____

_____

SECTION 6: INDIVIDUAL CHARACTERISTICS

In this section, select the relevant response with regard to the following statements about management and supervisors:

6.1 Management

	Not at all true	Not too true	Somewhat true	Very true	I don't know
Respect my opinion					
Are biased against me because of my gender					
Are biased against me because of my race					
Are biased against me because of my age					

6.2 Supervisors

	Not at all true	Not too true	Somewhat true	Very true	I don't know
Respect my opinion					
Are biased against me because of my gender					
Are biased against me because of my race					
Are biased against me because of my age					

SECTION 7: GENERAL QUESTIONS ABOUT YOUR JOB

7.1 In general, how do you feel about your job?

_____

_____

_____

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7.2 What do you think about the perception of EAP by management?

_____

_____

_____

7.3 Do you think the EAP is beneficial to the company?

Yes	
No	

Please motivate:

_____

_____

_____

7.4 In your own opinion what issues are important in your job satisfaction?

_____

_____

_____

7.5 Does membership (participation in EAPA-SA activities) promote your level of job satisfaction as an EAP Professional?

Yes	
No	

7.6 Do you experience any problem from management's side to participate in EAPA-SA branch activities?

Yes	
No	

7.7 What do you think EAPA-SA Board can do to promote job satisfaction amongst EAP professionals?

_____

_____

_____

THANK YOU FOR YOUR TIME AND COOPERATION IN PARTICIPATING IN THIS RESEARCH

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INTERNATIONAL

EAP

• ASSOCIATION •
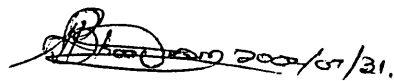
LABOR • MANAGEMENT • CONSULTANTS

SOUTH AFRICA CHAPTER

2002-07-31

TO WHOM IT MAY CONCERN

Permission is hereby granted for Nomadlozi Masango to conduct research in the EAP field.

Kind regards

Pravesh Bhoodram
PRESIDENT EAPA SA

WRITTEN CONSENT FORM

RESEARCHER: Ms Nomadlozi Masango

Institution: University of Pretoria

Supervisor: Prof. L S Terblanche

1. Title of study

Job satisfaction amongst EAP professionals in the Jakaranda Branch of Employee Assistance Professionals Association of South Africa.

2. Purpose of study

To explore the factors influencing the level of job satisfaction amongst EAP professionals in the Jakaranda branch of EAPA-SA

3. Procedures

The researcher will conduct an interview with the respondents to gather information about job satisfaction. The tape will also be utilized to collect information from the respondents. Only the researcher and supervisor will listen to the tape.

4. Risks and Discomforts

The research will pose no physical or emotional risks to the respondents

5. Participant' rights

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

6. Confidentiality

The information discussed with the respondents will be kept strictly confidential and will be statistically presented in the dissertation compiled by the researcher. The name of the organization where respondents are employed will not be mentioned in the dissertation. The respondents' identifying particulars will not be written in the interview schedule.

7. For any queries you can call the researcher at 0832479808 or (012) 420 4848 or the supervisor at (012) 420 3292.

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

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

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