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MONITORING AND EVALUATION STANDARDS: PRACTICES IN SOUTH AFRICAN EMPLOYEE

ASSISTANCE PROGRAMMES BENCHMARKED AGAINST EAPA-SA STANDARDS

by

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Declaration

Declaration of my own work

I, Hlobokazi Caleni, declare that this research report titled **Monitoring and Evaluation Standards: Practices in South African Employee Assistance Programmes benchmarked against EAPA-SA Standards** is my own work, and that the report has not been previously submitted by me for a degree at any other University . I have acknowledged all sources used in accordance with University requirements.

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Date

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Abstract

Employee Assistance Programmes are considered to have grown immensely since an EAP was first introduced in 1986 and formally structured (EAPA-SA, 2010). The first EAPA-SA standards document was developed in 1999 and revised in 2005 and 2010 to ensure it reflects local and international best practices.

The goal of the study was to explore the EAP practices of EAPA-SA members benchmarked against EAPA-SA standards. A survey was conducted by a group of students with EAP professionals, specifically registered as EAPA-SA members in 2014, under the supervision of Prof. L. S. Terblanche. The researcher identified the need to benchmark existing EAP practices against the EAPA-SA Standards document to assess whether these practices fulfil their purpose.

The research focused on assessing the Monitoring and Evaluation standards of EAPs as applied in SA practices, benchmarked against EAPA-SA standards. The findings reveal less than half of respondents confirmed the existence of a monitoring and evaluation strategy in their practices. Less than half confirmed that monitoring is performed by their EAPs. Evaluation responses were alarming, as few confirmed evaluation of their EAPs. EAP core technologies are also covered by but a few respondents. Internal EAP practitioners were identified as the main persons responsible for monitoring and evaluation. Low percentages of respondents confirmed carrying out EAP evaluations. Avoidance of monitoring and evaluation may be due to anxieties and embarrassment that could arise from any negative findings of the EAP. It is crucial to engage outside, trained evaluators for programme monitoring and evaluation for the purpose of objective programme evaluation.

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CHAPTER 1

MONITORING AND EVALUATION CATEGORY OF EAPA-SA STANDARDS: A GENERAL INTRODUCTION

1.1   Introduction

The personal problems experienced by the workforce of any organisation affect work performance. Problems that originate from the home environment tend to surface at the workplace , and conversely, work-related pressures tend to follow employees home and impact negatively on their family life. Employee Assistance Programmes (EAPs) are designed to assist employees with these challenges before they have a negative impact on their performance at work (Maiden & Levitt, 2002:415). Standards for EAPs in South Africa-developed by the Employee Assistance Professional Association of South Africa (EAPA-SA) – serve as guidelines for EAPs. They are the agreed level of best professional practice, and also provide direction for the ideal EAP situation (Standards Committee of EAPA-SA, 2010:1). Therefore, EAPA-SA's standards can be seen as "regulating" EAPs as well as a tool that ensures uniform standards of practice in the EAP field.

Monitoring and evaluation form part of EAP standards and are investigated in this study. The research focused specifically on the monitoring and evaluation standard and how it is practised in EAPs. There is a need to determine whether EAP practices regarding monitoring and evaluation are in line with EAPA-SA's standards. Aligning EAP practices with EAPA-SA standards could improve the efficiency and effectiveness of EAPs, hence uniformity in practice. EAPs are expected to bring about efficient and effective services to their employees and the organisation (Jacobson & Jones, 2010:1).This study seeks to assist in improving the guidelines on EAPA-SA standards by means of providing recommendations to the EAPA-SA Board.

1.2   Definition of key concepts

Employee assistance programme is a resource within work organisations which is based on core technologies or functions to enhance employee and workplace effectiveness through identification, prevention and resolution of personal and productivity issues (Standards Committee of EAPA-SA, 2010:1-18).

EAPA-SA Standards represent the benchmark for EAPs, and also support the formation of quality EAPs (Standards Committee of EAPA-SA, 2010:1).

Benchmarking is defined as "a standard or point of reference against which things may be compared or assessed" (De la Porte, Pochet & Room, 2001:292).Benchmarking is done by an organisation to assess how well it is meeting its intended objectives, and how these objectives could be met in an effective manner. Benchmarking further compares how an organisation is performing relative to its peers. In most instances, it is done by means of referencing to other organisations which have identical or at least similar objectives (De la Porte, Pochet & Room, 2001:292).

Monitoring is seen as a continuous task that focuses primarily on alerting management as well as key stakeholders to the early signs of progress, or lack thereof, in order to achieve the results of the programme; this is done on an ongoing intervention basis. The main emphasis of monitoring is on whether the programme is achieving its intended objectives which are also termed measurable performance standards (Mertens & Wilson, 2012:9). Conducting programme evaluations serves no purpose if a programme is not implemented according to plan; therefore, monitoring prepares a foundation for programme evaluation (Kettner, Moroney & Martin, 2008:255-256).

Evaluation is viewed as an applied investigation process which is utilised to gather and produce evidence in order to make conclusions regarding the state of affairs, value, merit, significance, and worth or quality of a programme. The conclusion drawn from evaluation incorporates both practical and normative aspects (Mertens & Wilson,

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2012:5). Programme evaluation further focuses on utilising programme results, impact feedback data and information so as to improve policy and planning (Kettner et al., 2008:257).

1.3   Literature review on the Monitoring and Evaluation of EAPs

An EAP is defined as "a worksite-based program designed to assist work organizations in addressing productivity issues and 'employee clients' in identifying and resolving personal concerns, including, but not limited to, health, marital, family, financial, alcohol, drug, legal, emotional, stress, or other personal issues that may affect job performance" (Jacobson & Jones, 2010:1-18). Employee assistance is a relatively new field of practice in South Africa, with its evolution dating back to the 1980s. The development of EAPs in South Africa is modelled on programmes in the United States of America. EAP was introduced by social workers and psychologists who studied EAPs in the United States. Furthermore, individuals who attended the Employee Assistance Professional Association (EAPA) and Employee Assistance Society of North America (EASNA) conferences contributed to the development of EAP and its practices in South Africa (Maiden, 1992:2).

The historical development of EAPs in South Africa cannot be outlined without tracing it back to the field of occupational social work. The Chamber of Mines of South Africa was the first organisation to provide assistance to its employees in the mid-1940s,and to soldiers returning from World War II who had no alternative options but to work in the mines. Social workers were appointed to counsel these miners. Other companies such as the South African Railways, the Iron and Steel Corporation of South Africa, Sasol, and the South African Defence Force later initiated social work services. The Chamber of Mines of South Africa appointed a consultant to conduct a feasibility study on an EAP for the mining industry (Maiden, 1992:18-19).

There are key components to EAPs which are referred to as core technologies. These core technologies are considered to be fundamental elements of any EAP which would

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result in a well-structured EAP. They encompass training and development, marketing, case management, consultation, networking, and monitoring and evaluation (Standards Committee of EAPA-SA, 2010). It is important to ensure that EAP practices are based on EAPA-SA standard guidelines in order to bring about appropriate services that will eventually ensure return on investments. Any employee assistance practice should be benchmarked against EAPA-SA standards to ensure quality services.

The Standards Document promotes the establishment of quality EAPs. It helps in describing the scope of EAP services, and to operationalise programme standards and guidelines. The Standards Document also assists in educating the workplace community regarding EAP services. It serves as a guide for EAPA-SA membership and related professionals, and aims to enhance the quality and functioning of existing EAPs (Standards Committee of EAPA-SA, 2005). The EAPA-SA standards entail programme design, programme implementation, management and administration, clinical services, non-clinical services, preventative services, networking, and monitoring and evaluation.The first EAPA-SA Standards Document was developed in 1999 and it was well accepted and utilised amongst EAP professionals, also in training contexts. The EAPA-SA Standards Document was revised in 2005 and again in 2010 in order to reflect local and international best practices (Standards Committee of EAPA-SA, 2010).

EAPs are viewed as specific to each organisation. Nevertheless, there are common characteristics that should improve their success such, as adherence to the EAPA-SA standards. Therefore, it is important to revisit the existing EAPA standards from time to time to ensure that these standards and EAP practices are aligned to guarantee the effectiveness of the agreed level of best professional practice.

The research focused on monitoring and evaluation as core EAPA-SA standards. The monitoring and evaluation standards ensure that EAPs add value to both employees and the organisation. The objectives of monitoring and evaluation are:

- To identify criteria for process, outcome and impact evaluation;

- To identify the different sources of information needed for evaluation purposes; and
- To develop and implement a strategy for evaluation of the EAP (Standards Committee of EAPA-SA, 2010:18).

Sithole and Khorombi (2009:360) and Highley (1996:4-8) argue that EAPs need to be evaluated in order to justify their existence, and to ascertain the degree to which their objectives are attained. Evaluation results can identify ways to improve the effectiveness of programmes. It is important that evaluation and the goals of an EAP service be built in from the beginning, i.e. in the EAP design phase. Organisations will then be in a position to evaluate whether or not the goals are being met. It is vital that the organisation knows that the EAP is running smoothly, and that effective and quality services are rendered. Beugger (2011:2) adds that there is a need for EAP evaluation as it measures the appropriateness, effectiveness and efficiency of operational activities, with the goals of ensuring that employers, employees and their dependency are offered cost-effective and appropriate services.

There are different types of evaluation studies for an EAP (Sithole & Khorombi, 2009:360-364), namely:

- Service needs assessments which refer to determining the number of employees who are in need of EAP services within a particular work environment.
- Compliance or legality assessment, based on adherence to EAP laws and regulations, and also policies regarding EAP operations.
- Programme adequacy examines the appropriateness of EAP services; it also takes into consideration their availability, usage and penetration rates.
- External resources assessment places emphasis on the type of outside agencies and services that are being utilised as well as the range of usage and client satisfaction regarding these services.
- Programme effort assessment is based on measuring the degree to which the time and staff resources are committed to review service objectives and activities; this is often useful in cases where EAPs experience programme failure.

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- Programme effectiveness measures the degree of change that is linked to programme interventions in the areas that are identified in accordance with the goals and objectives of the programme.

- Benefit equity takes into consideration whether service benefits are equally distributed among different population groups.

- Client satisfaction is concerned with clients' opinions regarding satisfaction with EAP services.

- Cost-benefit assessment focuses on comparing the cost of programme operations with the approximate number of benefits or amount of savings.

- Programme constraints analysis takes into consideration the aspects that limit or restrict the programme's freedom of actions, for example, legal or financial constraints.

- Programme utilisation provides the programme with data which outline who is using what services, and how often these services are accessed.

There are specific guidelines that need to be followed to ensure best practices in monitoring and evaluation. For example, the EAP should be in a position to develop a record-keeping system that safeguards the identity of the client. The programme should further facilitate case management and follow up as well as provide ready access to statistical information. The record-keeping system should point out any under utilisation by a specific sector or group, and it ought to follow developing trends or patterns in EAP needs. Monitoring could further assist in planning educational and promotional activities for the organisation (Csiernik, 2003: 22).

The lack of evidence of monitoring and evaluation practices in EAP can be traced back to the USA and UK, where researchers found that EAP providers traditionally resisted any form of evaluation. They argued that EAP benefits cannot be quantified. Such myths have endured and service providers were inclined to be fearful that results may not be favourable. As a result, USA researchers were at some point faced with resistance when talking to EAP providers as evaluation was inherently viewed as threatening. Organisations tended to be reluctant to evaluate services and ended up

implementing EAPs as a public relations exercise, for example, to show that they do care, but without sufficient interest in the effectiveness of the programme. Organisations took it for granted that programmes were effective because they were assured by service providers that EAPs are indeed effective and that it is unnecessary to subject them to evaluation. Furthermore, inadequate evaluation has been seen to originate from the attitudes of service providers, for example, being concerned about breaching confidentiality. For these reasons, EAP providers initially rejected any form of programme evaluation (Highley, 1996:4-8).

In later years in the USA, EAPs became more secure in their acceptance of the value of evaluations and as a result, in the UK, positive sentiments flowed to EAPs (Davis & Gibson, 1994:42; and Highley, 1996:4-8). EAP practices in South Africa seem to be faced with similar perceptions of monitoring and evaluation being viewed as threatening, hence the need to benchmark EAPA-SA standards of monitoring and evaluation in the planning and implementation of local EAPs.

1.4   Theoretical framework

The study was carried out against the theoretical framework as embedded in systems theory in assessing current EAP monitoring and evaluation practices. A system is viewed as a group of interacting, interrelated and interdependent elements that form a complex whole. The interaction between different subsystems within the main system is based on the concept that the whole is greater than its parts. The system possesses characteristics that no single element does, except when these elements are combined in an interactional content (Judite, 2012:10-11).

Systems theory is further viewed as a multi-levelled approach. It is interested in the diverse relationships of many aspects of the social world. The theory states that the multi-faceted relationship between parts needs to be treated as the whole. Consequently, systems theory is viewed as a complex of elements or components that are directly or indirectly related in a system. Each of these components is viewed as related to at least a number of other components in a more or less stable way within any

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particular period of time (Ritzer, 2000:317-318). Therefore, EAP practices and EAPA-SA standards cannot be viewed as disconnected from each other, as they are interrelated. Adherence to all the EAPA-SA standards in EAP practices cannot be ignored, viewing EAPA-SA and EAP practices as separate entities might hinder the concept of return on investments which is crucial in any EAP. In order to solve practical problems facing local EAPs regarding monitoring and evaluation, the EAPA-SA standards on monitoring and evaluation need to be integrated in practice.

It is important to note that both hard data and empirical data are needed to validate the impact of EAPs in order to alleviate and eliminate any inconsistencies in practice. Systems theory postulates that changes in one part of the system tends to affect changes in other parts of the system (Hepworth, Rooney, Rooney & Strom-Gottfried, 2010:20). Benchmarking EAP practices against EAPA-SA standards and providing recommendations to the EAPA-SA board might bring about consistency in practice of EAPs.

1.5   Rationale and problem statement

1.5.1 Problem statement

The lack of sufficient empirical data on the monitoring and evaluation standard in local EAP practice may result in the inability of EAP professionals to meet the standards as supported by EAPA-SA.

1.5.2 Rationale

The researcher identified the need to benchmark the existing monitoring and evaluation EAP practices against the EAPA-SA Standards Document so as to assess whether current practices fulfil their purpose. The study focuses on monitoring and evaluation as part of EAPA-SA standards which stipulate that the effectiveness of EAPs needs to be

continuously monitored and evaluated. Monitoring and evaluation allow the organisation to critique the programme's progress as well as its efficiency, and also to identify if there is a need for programme modification (Standards Committee of EAPA-SA, 2010:18). Monitoring and evaluation practices that fulfil their purpose and objectives adequately often bring about EAP credibility. Adequate monitoring and evaluation offer information needed to improve the programme where problems exist, and bring about recommendations on proper implementation of monitoring and evaluation practices. Deficiencies in monitoring and evaluation practices can be addressed through networks of information and communication such as exchanging information. Receiving feedback from local EAPs' monitoring and evaluation practices would assist in formulating recommendations to the EAPA-SA Board which would contribute to revising the EAPA-SA standards on monitoring and evaluation. On the other hand, utilisation of EAPA-SA standards in practice could possibly contribute to expanding EAP monitoring and evaluation knowledge and address inconsistencies in practice.The researcher seeks to explore whether monitoring and evaluation practices align with the EAPA-SA Standards Document so as to ensure return on investments.

1.6 Research question

The research question formulated for this study is as follows: What is the nature of monitoring and evaluation of EAP practices, benchmarked against EAPA-SA standards?

1.7 Goal and objectives

The goal of the study is to assess the monitoring and evaluation standards of EAPs as applied in SA practices, benchmarked against EAPA-SA standards.The objectives of the study are the following:

- To conceptualise monitoring and evaluation of EAPs
- To explore the practices of monitoring and evaluation of EAPs in South Africa
- To identify challenges in the implementation of monitoring and evaluation standards

- To describe monitoring and evaluation of EAP standards as recommendations to the EAPA-SA Board for potential inclusion in the next edition of the EAPA-SA Standards Document.

1.8   Research approach

The researcher apply the quantitative approach in the study. Quantitative research is regarded as a classified approach in that all the elements of the research process, such as objectives, designs, samples and measuring instruments are predetermined. A structured approach is deemed more appropriate to determine the level of a problem, issue or phenomenon. Based on the quantitative approach, concepts about monitoring and evaluation in EAPs are converted into operational definitions, which assist in gathering data in a systematic and standardised manner. The results obtained from the data collected on the monitoring and evaluation standard are then presented in numerical form and reported in a statistical language (Fouché, Delport & De Vos, 2011:64-66). Quantitative research concepts about monitoring and evaluation utilise numerical data and it has structured, predetermined research questions, conceptual frameworks and designs (Punch, 2005:28). The monitoring and evaluation study focus on hard data in the form of numbers which is a characteristic of quantitative research, and this reflects the typical monitoring and evaluation practices which are benchmarked against EAPA-SA standards. The research follows an exploratory research purpose, as it examines several groups of people at one point in time.

The study use visuals such as graphs which assist in understanding the distribution of data. Descriptive statistics helps to condense the data into a manageable form. Percentage summaries on single variables are reported (Knupfer & McLellan, 2001).

1.9   Type of research

Applied research is used to explore, through benchmarking, monitoring and evaluation practices against EAPA-SA standards. Applied research attempts to understand how research can assist in alleviating a challenging social problem as well as providing

policy makers with well-grounded guides for corrective actions. It further seeks to explore the usefulness of basic knowledge in an applied setting which can be of assistance to policy makers who attempt to eliminate or alleviate a social problem. Therefore, applied researchers seek knowledge that can be used to solve persistent social and organisational problems which are viewed as agents of change in a closed social system (Miller & Salkind, 2002:3-6). Furthermore, the applied focus of the proposed research is to find solutions to immediate problems faced by industrial and business organisations. It basically aims at discovering solutions for certain demanding practical problems faced by EAP monitoring and evaluation procedures (Kothari, 2004:3). The knowledge obtained in the applied setting will be useful in formulating recommendations on monitoring and evaluation to the EAPA-SA Board on the revision of EAPA-SA standards, and will further assist in providing solutions to practical problems in the study domain. Therefore, any potential inconsistencies in EAP monitoring and evaluation practices could be alleviated or eliminated.

1.10   Research design

A non-experimental design (survey) was employed, where responses were obtained on all relevant variables regarding monitoring and evaluation in EAP practices. There was no manipulation of variables, and the study did not include an experimental or control group. Survey research is the design of choice as it collects information from large samples of people, and all participants were presented with a sequence of questions that needed to be answered (Fouché, Delport & De Vos, 2011:156). The correlational survey design was regarded as appropriate since data on real practices were benchmarked against the EAPA-SA EAP standards to determine whether there is a correlation between "real practice" and "theory", as prescribed by the EAPA-SA Standards Document. Survey research assessed the current status, opinions, beliefs as well as attitudes regarding monitoring and evaluation by means of a questionnaire from a known population, in this case members of EAPA-SA. Most surveys are usually conducted through questionnaires. Survey data was used to describe and explain the status of phenomena, to trace changes, and to draw comparisons on monitoring and

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evaluation aspects. The study benchmarked monitoring and evaluation EAP practices against EAPA-SA standards (Maree & Pietersen, 2012:155). The study will seek to determine whether a problem or service gap exists in the implementation of monitoring and evaluation practices (Fouché, Delport & De Vos, 2011:156).

1.11 Chapter Outline

This chapter consists of a general introduction to the study, focusing on a description of the research methodology, and it defines concepts such as benchmarking, EAP, EAPA-SA, monitoring and evaluation. It gives background and an overview of the study with its focus on the research.

In Chapter 2, the focus is on a literature review of monitoring and evaluation in line with EAP standards and supported by EAPA-SA. It focuses on the following: definition of key concepts: Criteria and guidelines for Monitoring and Evaluation, concepts related to Monitoring and Evaluation, relevance and the distinction between Monitoring and Evaluation.

Chapter 3 focuses on research and methodology. The main focus is on a description of the research methodology:

•   Research design: a quantitative approach is regarded as a classified approach in that all the elements of the research process such as objectives, designs, sample, and measuring instruments are predetermined; with a survey design being applied. Empirical study and results on monitoring and evaluation practices are benchmarked against the EAPA-SA standards:

•   Survey research, utilising a questionnaire as the data collection method, was undertaken.

•   No sampling took place as the total population – all registered EAPA-SA members– were included as respondents.

Chapter 4 comprises the key findings, conclusions and recommendations.

1.12 Limitations of the Study

One of the main drawbacks of the study is the low response rate , 217 questionnaires were emailed to the participants, 23 did not reach the participants, they reflected undelivered and 194 emails were successfully delivered. About 91 responses formed part of the online data base. From the 91 submitted questionnaires, 27 questionnaires had to be removed due to data cleaning. A total number of 64 questionnaires was utilised for data analysis which indicate low response rate. Incorrrectly or illegibly filled out questionnaire or even missing data, inevitably influenced the quality of data obtained, and this seem to have lowered the number of usable questionnaires.

Time constraint and length of the questionnaire seem to have been one of the factors that contributed to incomplete responses. Furthermore, using questionnaire meant researcher did not have opportunity to follow up and clarify issues. However, regardless of such limitations, from the data obtained , researcher was able to draw conclusive inferences.

CHAPTER 2

MONITORING AND EVALUATION OF THE EMPLOYEE ASSISTANCE PROGRAMME : A THEORECTICAL OVERVIEW

2.1 Introduction

It is important to monitor and evaluate EAPs continuously so as to identify areas of concern, for example, the existence of needs for specific programmes, which will ultimately improve service delivery. Monitoring and evaluation ensure that EAP add value to both employees and the organisation.

Programme monitoring differs from programme evaluation. Programme monitoring is concerned about tracking a programme's success in achieving results and impact during implementation, whereas programme evaluation focuses on utilising programme results and impact feedback data and information to improve policy and planning. Contrary to these differences, monitoring and evaluation overlap, in that they both focus on ensuring that the programme is implemented according to plans (Kettner, Moroney & Martin, 2008:257).

2.2 Definition of key concepts in Monitoring and Evaluation

Inputs refer to the resources that contribute to the production as well as delivery of outputs. For example, inputs are considered to be what we use to do the work and this takes into account finances, personnel, equipment and buildings (Ijeoma, 2014: 21).

Indicators, also known as performance indicators, refer to signs or symbols that inform us on the progress to meet the objectives, such as "are we on track"? .They are also defined as either quantitative or qualitative variables that provide a simple as well as reliable means to measure performance. Indicators are seen as the heart of any monitoring and evaluation efforts (Ijeoma, 2014: 22; Ile, Eresia-Eke & Allen-Ile, 2012:113).

Target means the desired measure of an indicator that one is aiming to accomplish after the programme has been implemented (Ijeoma, 2014: 23).

Baseline refers to the information on the current situation which the intervention is aiming at improving (Ijeoma, 2014: 25).

Outputs are considered the products, capital goods and services resulting from a development intervention. This also includes changes resulting from the intervention which are deemed appropriate to the achievement of outcomes. This is based on infrastructural and operational changes (Ijeoma, 2014: 27; Ile et al., 2012:113).

Outcomes are specific beneficiary results that involve the consequences of achieving specific outputs. These are mostly concerned with institutional and behavior changes (Ijeoma, 2014: 28; Ile, Eresia-Eke & Allen-Ile, 2012:113).

Impact is the positive and negative, primary and secondary long term effects resulted from a development intervention, directly or indirectly, intended or unintended. Furthermore, impact refers to the degree to which an employee views his or her contribution as influential and strategically important to the work outcomes. In other words, it reflects the sense that an employee's contributions or actions make a difference to the successful attainment of organisational goals. Impact indicators are mostly associated with changes in the lives of people (Ijeoma, 2014: 28; Ile, Eresia-Eke & Allen-Ile, 2012:113).

2.3 Criteria for Monitoring and Evaluation

According to Standards Committee of EAPA-SA (2010:18), the criteria for monitoring and evaluation involve the following aspects:

- Programme design and operational manual should include a written monitoring and evaluation strategy related to the programme's goals and objectives.

- A baseline study needs to be done during the initial stage of the EAP implementation and it should reflect both quantitative and qualitative data.

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- It is vital to conduct regular monitoring and evaluation in order to determine whether goals and objectives of the programme are being met.

- Results based on process outcome and impact of the EAP should be obtained and analysed to inform programme development.

2.4 Guidelines for Monitoring and Evaluation

Monitoring and evaluation strategies need to be developed during the initial design phase of the programme. All the role players who are in a position to make contributions to the evaluation process should be identified and involved. Different types of data should be collected for programme evaluation, for example, design effectiveness, implementation, management and administrative, union representatives involvement, completeness of the programme, and direct services such as counselling, marketing, training and networking. Evaluation should incorporate all core technologies. In order to maximise objectivity of evaluation procedures, utilisation of an external evaluator or consultant should be considered. It is important that evaluation be carried out in a scientific manner (Standards Committee of EAPA-SA, 2010:18).

2.5 Concepts related to Monitoring and Evaluation

2.5.1 Utilisation

Utilisation is one of the significant concepts of monitoring and evaluation. It focuses on measurements that determine whether EAP services are effective or not. EAP utilisation sometimes considers the number of new EAP cases opened during a certain time period which is usually a year, divided by the total number of employees eligible for EAP services. However, it should be noted that utilisation measurement in the EAP field is inconsistent as the key term lacks the standard definition. Several evaluations conducted on EAPs revealed a number of factors that influence the utilisation of EAP. Factors such as belief in an EAP or EAP efficacy have been identified to have a crucial impact on the tendency to utilise an EAP. Demographic variables have also been linked with seeking help from the EAP and these include factors such as union status,

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education, ethnicity, age, gender which are viewed to be the most significant predictors. Organisational variables such as social support or the belief based on the idea that one's co-workers are supportive of an EAP is linked to the voluntary usage of EAP. Most studies done in the USA support the conclusion that the majority of clients consult with EAP resources through self-referral rather than any other form of referral. Studies based on satisfaction research indicate that most employees were satisfied with the overall quality of services, how confidentiality was protected, the helpfulness of counsellors and the effectiveness of treatment. The employees felt that the EAP was prompt in response to their needs and they further indicated that they would recommend EAP to their families. They would use EAP again should needs arise (Naicker & Fouche, 2003: 26). It seems no single factor contributes to utilisation of EAP, but various factors come into play. However core technologies appear to be fundamental concepts to EAP utilisation.

Determining an accurate utilisation rate is considered crucial in providing a general understanding of how well an EAP is engaging employees in its services. Utilisation rate seems to provide a good starting point for understanding EAPs' activities such as outreach and case finding strategies. However. it should be noted that when viewed in isolation, utilisation is limiting in terms of its value in that it can only provide an overall indication of the degree to which employees are participating in the programme. A low utilisation rate may be an indication that the EAP needs to engage on promotional activities. It can also be limiting in that it does not necessarily provide specific direction on what the programme needs to do in a different manner (Naicker & Fouché, 2003:29).

It has been documented that improvements in EAP processes and practices can come about through the utilisation rate and this needs to be combined with other performance indicators that provide specific information, based on who participated in the programme as well as how they reached it. Furthermore, results of a study done in the USA on evaluation of insourced EAPs, indicated very high percentage of management and mandatory referrals which is then seen as an indication of a very high level of awareness amongst supervisory as well as managerial staff in EAP utilisation EAP management training adds a role in the successful implementation of EAP. Although

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utilisation rates are considered to be indicators of a success or failure of EAPs, it should be noted that the push for high utilisation rate indicates a commonly held misconception that the more cases an EAP opens, the more successful it is considered. While this may be true for programmes with a low employee to staff ratio, however it should be considered that in most EAPs, head counting comes at the expense of other services such as consistent follow up which makes the programme to appear as successful. In measuring the utilisation rate, in the study, client demographics such as gender, ethnic origin, age ranges, level of education, marital status, years of service and occupation were utelised (Naicker & Fouché , 2003: 30).

2.5.2 Satisfaction

A study done on evaluation of an insourced EAP in the USA, indicated client feedback cards and supervisory feedback cards to have been utilised to measure client satisfaction with the programme (Naicker & Fouché , 2003: 28). It is crucial for monitoring and evaluation practices to have specific documents that assist with the process, rather than to assume that clients are satisfied with the service based on factors such as utilisation rate.

2.5.3 Accountability

One of the main functions of monitoring and evaluation is considered the fulfilment of accountability. However, on the other hand, lessons learnt and feedback to management and policy makers have the ultimate aim of improving further interventions. Accountability, and more specifically downward accountability, is seen to be central to the success of monitoring and evaluation (Holvoet & Rombouts, 2008:579). Accountability is regarded as the most crucial reason for extending impact measurement. It is perceived as a means by which individuals, as well as organisations, report to an acknowledged authority (Mueller- Hirth, 2012: 654). Accountability, coupled with decision making, is considered to be among the major uses of monitoring and evaluation. Accountability gives responsibility to the individual or organisation to be able to account for the proper utilisation of organisational resources (Ijeoma, 2011:1290).

The concept of accountability seems to promote responsiveness as those involved in the programme need to show the usefulness of the programme which in turn justifies expenditure.

2.5.4 Cost-benefit analysis

EAP cost-effectiveness studies reveal that, although majority of organisations perceive the need to demonstrate cost-effectiveness, only a few perform systematic cost-benefit analysis. In most cases, evaluation is often based on self-report satisfaction surveys which are based on service quality or improvements in employee well-being or performance. There are some reasons which are often given on a regular basis as the reason for the insufficiency of cost-benefit evaluations. These reasons often take into account insufficient resources such as time, expenses, expertise required to carry out the evaluation; and the difficulties in obtaining hard data on employee productivity such as a lack of clear absence data and issues of confidentiality. Reasons based on the fact that many valuable EAP benefits are intangible and therefore pose the difficulty of measuring and evaluating them in monetary terms have been regarded as valid. Due to the mentioned evaluation barriers, few good cost-benefit evaluation studies have been conducted over the years and even fewer have been published. Therefore, it should be noted that the scarcity of published cost-benefit analysis studies is linked to the perceived difficulties in carrying out the evaluation more than an indication that EAP may not be cost-effective (Naicker & Fouché, 2003: 27). In order to ensure return on investment, it is crucial that those involved in EAP programmes, show that the programmes are useful and benefit the company. As it has already been noted, high utilisation rate does not necessarily equate to success of an EAP, therefore cost-benefit analysis seems crucial to demonstrate cost-effectiveness.

2.5.5 Cost-Effective analysis

In conducting monitoring and evaluation on cost-effectiveness, there is a need to focus on economic indicators and determine whether specific outputs are achieved at the lowest cost at the right time and also to consider whether the method used to produce

the necessary output is cost-effective. The economic indicators in this case need to be compared to similar measures in other organisations. Such indicators need to be also compared over time, although the price needs to be adjusted so as to accommodate inflation (Ijeoma, 2014: 216-217).

2.5.6 Effectiveness

Naicker and Fouché (2003:30) cite that a study done in the USA on the evaluation of insourced EAPs' client satisfaction reflect that data obtained from the study was viewed significant in that it provided feedback concerning potential problems and needed changes. This data was utilised to show programme effectiveness in a managed care setting. It was argued that programme effectiveness is not guaranteed exclusively by satisfied clients although this is also important for successful EAP operations. Studies argued that client satisfaction contributes more towards the programme in cases whereby the EAP is able to identify the basis for client dissatisfaction and modifies its operations accordingly. Based on such studies, researchers recommended that professionals need to be encouraged to become familiar with the diversity and scope of the various types of EAP evaluations. By so doing, in turn, the research knowledge will assist to increase the utilisation of evaluation articles. This would further allow EAP personnel to generate relevant self-directed administrative and intervention questions, and participatory interest in conducting EAP evaluations would also increase (Naicker & Fouche, 2003:30). One method of determining the effectiveness of an EAP is to compare programme data with published research or one needs to benchmark with other EAPs (Anema & Sligar, 2010: 3).

The primary focus in measuring effectiveness should be on questions such as, did you do what you said you will do, this will take into account what one has planned. The degree to which the outputs of an organisation achieve the desired outcome should also be explored. An effectiveness indicator is based on a model of assumption, that is how outputs and inputs relate to the achievement of an organisation's objectives and goals. Furthermore, efficiency should be taken into consideration; the focus should be on how economically resources/inputs such as funds, and expertise time are converted into

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results (Ijeoma, 2014: 216-217). It is therefore important to constantly check whether the programme is still in line with the specified organisational goals and objectives; hence the concept monitoring. One needs to be aware of the problems encountered by the programme in its implementation phase as this might hinder what has been specified as the goals and objectives of the EAP in the planning phase of the programme. By so doing, changes can be easily implemented which in turn might redirect the programme to its initial goals and objectives.

2.6 Relevance of Monitoring and Evaluation

Monitoring and evaluation is considered important in that, it helps with decision making during the planning, implementation and reviews of other functional activities of the organisation. Monitoring and evaluation further assists with various roles during the programme cycle. For example, "at planning phase, it provides lessons from previous experience, at implementation phase, it assists by checking inputs used against the budget, check activities against the plan, check the programme against milestones, document input use, activities and progress for future evaluation. At review it focuses on reviewing the entire cycle, context, needs, goals, strategies, plans, implementations, procedures and research as planned or to redesign activities. Conducting monitoring and evaluation has the benefits of providing information on various changes that can be observed as a result of the programme activities. It should be noted that there is a need for an appropriate evaluation design that would be in a position to demonstrate achievement or non-achievement of the intended effects of the programme" (Ijeoma, 2011: 1291-6).

Monitoring and evaluation is regarded as crucial in that it provides the only combined source of information showcasing programme progress. It allows those involved to learn from one another's experience, building on expertise and knowledge. Monitoring and evaluation is viewed to generate written reports that contribute to transparency and accountability and also permits lessons to be shared with ease. It reveals mistakes and offers a path for learning and improvements. Furthermore, it provides grounds for questioning as well as testing assumptions. It also provides the means for agencies

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seeking to learn from their experiences and to incorporate them into policy and practice (Ijeoma, 2014: 33). Both monitoring and evaluation of activities and their impact are considered important for the purpose of continuous learning and decision making. Ongoing monitoring and frequent evaluation of the process, outcome and impact are essential elements. It has been noted that in cases where decisions are not based on information yielded from a monitoring process, informed decision making tends to be seriously impaired (Jansen van Rensburg n.d.:25). Any programme needs to have positive impact so as to ensure return on investment, therefore monitoring and evaluation seems to be a valuable tool to ensure such impact. It should be noted that where monitoring and evaluation is lacking, it becomes difficult to make sound decisions that will ensure that the programme has positive results, hence the importance of monitoring and evaluation.

Monitoring and evaluation systems are considered an essential process for conducting any form of service delivery process. Monitoring and evaluation is seen as an integrated process which is based on observation, information gathering, supervision, as well as assessments. This is the process that has been designed to collect and analyse information which is considered useful for programme success. The information yielded as a result of monitoring and evaluation systems is viewed as essential, on condition that the effects of the programme and target population are clearly defined in quantifiable terms. The manner in which programme inputs are transformed to outputs which are related to the purpose of the programme needs to be defined and understood clearly, for example, service delivery function has to be known with certainty. There is a need to define and thoroughly understand various ways of attaining the programme objectives. In turn, this will ensure that monitoring and evaluation is designed to collect information based on the effect on the programme activities on the targeted beneficiaries (Ijeoma, 2011: 1288-9). It should be noted that where there is no monitoring and evaluation, it becomes difficult to ascertain success or programme failures, and one is not in a position to measure programme effectiveness.

Monitoring and evaluation is therefore considered as an operational tool that enables an organisation and its management to compare the progress of work against planned

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activities. Monitoring and evaluation is important in that the focus is on detecting any deviations; identifying bottlenecks as well as corrective steps while implementation is in progress (Ijeoma, 2014: 11-12).

2.7 Distinction between Monitoring and Evaluation

Although monitoring and evaluation can be treated as an integrated activity; it is nevertheless debatable as monitoring and evaluation are separated by their objectives, reference periods as well as the requirements of comparative analysis and users. One should be in a position to perceive monitoring and evaluation as independent of each other, although there are common features that exist in terms of their relationship. For example, in most circumstances the same data collection and analysis system are utilised for both the indicators for monitoring and may be incorporated in the variety of information needed for evaluation (Ijeoma, 2011: 1289). Monitoring is based on the tracking of inputs, processes, activities, outputs, outcomes against indicators and in turn, the focus is on modification of such processes and activities as and when it is deemed necessary. Evaluation on the other hand is seen as the process of determining the worth or importance of an activity, policy or programme (Ijeoma, 2014: 11-12).

Monitoring and evaluation can be treated as distinctive activities; which are also highly complementary. Evaluation is perceived as a complement to monitoring as the latter is a regular and objective assessment of an ongoing programme, its design, implementation as well as results. It is a continuous management function that utilizes systematic collection of information on specified indicators to share to the management of an ongoing development intervention. It contains indicators of the degree and achievement of objectives as well as progress in the use of allocated budget. Monitoring is descriptive in nature and it measures whether different levels of interventions such as inputs, activities, outputs and impact are recognized as anticipated . On the other hand, evaluation is more concerned with the why questions and it requires more analytic depth to handle such questions. Monitoring system send warning signs that the efforts are going off track and good evaluative information can assist to clarify the realities and trends observed with the monitoring system (Holvoet & Rombouts, 2008:579). Although

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the two concepts of monitoring and evaluation appear to differ, they are interdependent. Monitoring informs evaluation and for successful programme evaluation, one needs to engage in monitoring which is deemed continuous.

2.8 General overview of Monitoring

Programme monitoring is descriptive in nature, its focus is based on recording events as they happen or the state of affairs as they take place. Monitoring systems take into account sets of indicators that focus on measuring processes, outputs and outcomes but this does not necessarily comprise value judgment on the worth or merit of programmes. Programme monitoring is seen as a routine and continuous process that examines the delivery of programme outputs to the anticipated beneficiaries for management and decision-making purposes. This is the process that is often carried out during the implementation phase of the programme and it mostly deals with planning and control. Monitoring has to be a continuous process that needs to begin at the planning phase of any programme. Its intentions are usually based on gathering information on the actual progress and performance, assessing and correcting any deviation from targets, operational objectives, taking remedial action in the process and this has to be done with immediate effects (Jansen van Rensburg n.d.: 25; Ijeoma, 2011:1289; Mouton, 2007:492; Mueller-Hirth, 2012: 653).

Monitoring is therefore perceived as a management function which focuses on understanding whether one is doing what is intended to be done, whether it is at a programme level for higher level national goals. Monitoring is considered limited in that it only assists with revealing what is being produced, how one is progressing against the plan, and how to frame better evaluative questions. It basically provides information pertaining to what is being achieved within a specific programme. This in turn assists with being aware of what works, which provides for policies and programmes to be adjusted accordingly in order to continue to meet needs. It should be noted that engaging in continuous monitoring as well as focusing on reporting of performance against expenditure plans and targets assist managers as these factors provide information deemed necessary to take decisions which assist to keep service delivery

on track. Such information further assists managers to be in a position to establish what has happened so far, what is likely to happen if the current trends persist, and what actions, if any, need to be taken to achieve the agreed performance (Ijeoma, 2014: 50-54). Monitoring is therefore seen as an element of good management practice, as managers are able to track any deviations and implement the necessary changes which will assist in achieving organisational goals and objectives.

2.9. General overview of Evaluation

Evaluation is based on periodic assessment of the outcomes; efficiency as well as the impact of the programme (Mueller-Hirth, 2012: 653). Programme evaluation takes into consideration some form of value judgment. Its consequences are various kinds of value judgments, such as judgment based on the effectiveness, success, efficiency and sustainability of the programme. The principal evaluation criteria for an evaluation programme are based on the effectiveness, impact, relevance, sustainability and efficiency of the programme (Mouton, 2007: 492; Mueller-Hirth, 2012: 654). Programme evaluation investigates the effectiveness or impact of interventions and social programmes. One often engages in programme evaluation research in order to learn which aspects of a programme are working and which ones are not functioning well. Evaluation should cover periodic reviews; and also focus more on formally designated processes at fixed points in time, for example mid-term evaluations, terminal evaluations as well as ex-post evaluations. Furthermore, evaluation must take on the data base formed during the monitoring process; supplement this data as essential with data on programme effect; and review the integrated information over an extended period to judge successes (Ijeoma, 2011: 1289). Effectiveness seems to be the key concept when dealing with evaluation as it demonstrates programme success.

Evaluation needs to be judged by its utility as well as usefulness; it is crucial to focus on designing and conducting evaluations that will be of value. Hence evaluations should be judged by their utility and actual use. Evaluators need to facilitate the evaluation process and design any evaluation with careful consideration based on how all the activities conducted from start to finish will affect use. It should be ensured during the

preparation phase for evaluation that any evaluation can be utilised by the organisation in a productive manner. It is crucial to ensure a focus on utilisation and that certain steps and processes are followed (Mouton, 2007: 502-3).

Evaluation should be based on comparing the programme as intended to the programme as delivered. The implementation component has to be incorporated in the evaluation, such as how the programme actually works. Evaluation reflects on where implementation steps are missing, weakly implemented or to some extent wrongly conceptualised. It should be noted that programmes are often strangely imprecise concerning the activities that constitute a programme. Therefore, construction of programme process theory is often recommended. This is based on asking questions about programme activities and resources as well as clarification of matters for the relevant stakeholders. EAP activities should be included such as all EAP core technologies and standards, which assist in determining the activities that should be included in the training programme or performance management programme. Requirements of the implementation, such as how programme activities should be delivered, should be the focus (Louw, 2012: 2).

It has been suggested that commitment to intended use by intended users should be one of the driving forces in an evaluation. At any point where decisions need to be made, whether these decisions are based on purpose, focus, design, methods, measurement, analysis or reporting, the evaluator need to ask intended users certain questions. These include questions such as, "how would that affect your use of this evaluation?". Strategising about use is ongoing and continuous from the beginning of the evaluation; it should not be considered as something one becomes interested in at the end of an evaluation. It should be noted that from the time stakeholders and evaluators begin interacting and conceptualising the evaluation, decisions are being taken and these will affect use in major ways such as the personal interests and commitment of those involved in the use of an an evaluation. Evaluations should be specifically user oriented, aiming at the interests and information needs of specific, identifiable people, not vague passive audiences (Mouton, 2007: 504).

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Stakeholders should meet, negotiate and decide on the issues that deserve to be prioritised. There are various uses of evaluation findings such as judging merit; improving programmes; and generating knowledge. The focus should also be on process uses. Uses can change and progress over time as a programme matures. It has been suggested that, for example, in conducting a utilisation-focused evaluation, the evaluator needs to work with intended users in order to assess how various factors and conditions may impact potential for use. It has been argued that users' commitment to use can be encouraged and improved through actively involving them in making important decisions pertaining to the evaluation. Involvement has therefore been seen to increase significance, understanding, and ownership of the evaluation. Evaluators responsible for utilisation-focused evaluations must be skilled group facilitators. High quality engagement of intended users will therefore bring about high quality and useful evaluations. Evaluators committed to enhancing use have a responsibility of training users in evaluation processes and the uses of information. Training stakeholders in evaluation methods and processes has been seen to address both short-term and long-term evaluation uses (Mouton, 2007: 504-6).

In any evaluation, intended users should not be overlooked as this will assist with programme improvement.

2.10. Monitoring and Evaluation Framework

In dealing with monitoring and evaluation, its framework is considered important for the realisation of results oriented, iterative and evidence-based policy making. There is a need for setting up the monitoring and evaluation unit and there are steps and procedures that can be adopted. This means that those who are involved need to reach consensus on the specific activities that should be assessed. This involves aspects such as "what should be measured, for who should it be measured, for what purpose it should be measured, how should it be measured, how should the data be collected, when and in which form is the information needed, who collects the analysis and present the information" (Ijeoma, 2011: 1290-3). Those involved in the monitoring and evaluation process should be in a position to agree on the important issues of the

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programme that are to be measured. The focus should be on goal specification; the evaluator needs to be aware of what effects the programme is expected to have. In some instances, the goals are often vague and inflated and again people associated with the same activity might hold different perceptions of these goals. It is crucial that the evaluator ensures that the agreement based on programme goals is reached by all those involved in the process. The goals should be expressed in measurable terms. One needs to consider both the expected and unexpected effects. Furthermore, it should be taken into consideration that a programme might be changed during its phase of implementation. Goals that were identified at the beginning need to be checked, for example whether they are still relevant. Programme specification is another aspect to be measured. Programmes are often complex with activities that differ and its outcome may exist under the same programme. The programme elements need to be known and their relationship with each other has to be documented. By doing this, one would be in a position to determine what outcomes can be attributed to the activity and also to reflect on those components that were successful as well as those that were not successful (Ijeoma, 2011: 1290-3).

It should be noted that the anticipated impact of any programme can only be realised if its outcomes are sustained. The final benefit of impact is dependent upon the continued realisation of the outcome of a developmental intervention. In order to monitor and evaluate, it is important to choose measures that may be used. The measures chosen need to be those that have the potential capacity to indicate the degree to which expected changes related to the programme have been realised. Indicators therefore determine the degree to which desired results have been achieved (Ile et al., 2012:118-119).

2.11 Monitoring and Evaluation as core technologies

Monitoring and evaluation refers to value/success/impact of EAP services relating to the work organisation and individual job performance (Standards Committee of EAPA-SA, 2010:1). EAP effectiveness needs to be monitored and evaluated on a continuous basis so as to ensure that EAP adds value to the organisation and its employees. This

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therefore will allow the organisation to be able to assess the progress and efficacy of EAP. Furthermore, monitoring and evaluation assists the organisation with the identification of the existence of a need for a specific programme (Standards Committee of EAPA-SA, 2015:35).

2.11.1 Monitoring

2.11.1.1 The Monitoring process

Traditional monitoring focuses on the implementation phase which is tracking the progress of inputs, activities and outputs. However, there has been a shift and the focus is now on the results, the outcomes and the impact. Kusek and Rist's 10 steps to a results-based monitoring and evaluation system can be applied to a programme (Ijeoma, 2014: 60-1).

Step 1 is the readiness assessment which is the foundation for the monitoring and evaluation system.

Step 2 is based on choosing outcomes to monitor and evaluate which provides direction.

Step 3 involves setting the key performance indicators to monitor the progress with respect to inputs, activities, outputs, outcomes and impacts.

Step 4 focuses on establishing a performance baseline that can be utilised at the beginning of any monitoring period. This assists by establishing a starting point from which results can be later monitored and evaluated.

Step 5 builds on step 4; it involves the selection of results targets. These targets can be selected through examining baseline indicator levels and desired level of improvement.

Step 6 involves monitoring results which includes both implementation and results monitoring. This involves the process of collecting quality performance data for which guidelines are given.

Step 7 focuses on uses, types and timing of evaluation.

Step 8 reports the findings and looks at ways of analysing and reporting data to assist decision makers to make the relevant improvements in the programme.

Step 9, which is utilising the findings, is deemed crucial in generating and sharing knowledge and learning within an organisation.

Finally, step 10 takes into account the challenges in sustaining results based on monitoring and evaluation systems and these include the demands, clear roles and responsibilities, trustworthiness and credibility of information, accountability, capacity as well as appropriate incentives (Ijeoma, 2014: 60-1).

It has been documented that establishing a baseline is an important aspect of any monitoring and evaluation process due to the fact that it would seem unlikely to hypothesise and implement a programme without realistic knowledge and measure of the present dissatisfaction condition that the developmental initiative seek to challenge. Majority of programmes often have no baseline due to the fact that monitoring and evaluation become an addition. All the developmental initiative should be in a position to have a target as this assist the process of establishing if results in the form of outputs, outcomes or impact have been understood. Achievement of targets is always perceived as indication of success (Ile et al., 2012: 124).

2.11.1.2 Methods of Monitoring EAPs

Several different tools can be implemented in the monitoring process and these include work plans, which are seen to provide a structure and guide for carrying out planned work. Work plans further involve a schedule and the details of activities that ought to be undertaken in order to realise predetermined results. The Gantt chart is another tool which is based upon the scheduling of activities of a programme. These activities appear on the Y axis and the chosen time period appears on the X axis. Network diagram is another monitoring tool and is valuable in attempting activities in order to ensure that they are completed within the planned period. Observation tools focus on allowing the observer access to first-hand knowledge based on the way the programme is being implemented or how well a completed intervention is performing. Survey tools

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attempt to generate information by tracking a wide range of selected characteristics of a population of interest through administering a questionnaire or deploying either tools of data collection. Variety of research skills includes sampling and questionnaire construction skills (Ile et al., 2012:127-130).

2.11.1.3 Dilemmas in designing a Monitoring system

There are major dilemmas in designing monitoring information systems and these are caused by lack of qualified and experienced staff to co-ordinate and monitor the programme and the need to render an effective management tool. There are essential aspects that need to be taken into consideration in the designing of a monitoring system. It should be participatory: all levels of management, interested parties, and potential users of the programme should be involved. Designing monitoring information systems that are participatory is crucial as this helps determine the information requirements as well as to ensure that essential elements are taken into account. Such a participatory approach in turn assists with the improved and widespread use of the inputs of the monitoring information system. As a result of cost considerations, it is necessary to reach an agreement on the design in accordance with the determination of the users' needs and priorities. Furthermore, the components of the project should be specific and prioritized, and such components take into account short- and long-term programme objectives with a view to determining targets, beneficiaries and those activities that are considered critical and that need to be monitored against the set targets. The monitoring resources are viewed to be scarce, therefore existing information sources need to be exploited fully or strengthened first. This in turn, can assist with minimising the need for additional data collection (Ijeoma, 2011:1296-7).

2.11.2 Evaluation

2.11.2.1 Purpose of Evaluation

There are different purposes of evaluation that is to improve performance, and also to provide feedback to programme managers. Questions such as considering whether one is engaged in the right type of intervention that support the stated objectives are taken

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into consideration. The focus is also on whether the intervention is relevant, whether it fits the purpose, focuses on the right mix of inputs, outputs and whether the intervention is the most efficient and effective way to achieve the objectives. Secondly, evaluation for improving accountability whereby one focuses on questions such as where the organisation's spending is going, whether this spending is making a difference, and providing value for money. The third purpose in evaluation is to generate knowledge and/or research. This takes into account increasing knowledge about what works and what does not work in relation to policy or programmes and this assists the organisation in building an evidence base for future policy development. Improving decision making is another purpose of evaluation. Policy makers, planners and finance departments need to be in a position to judge the merit or work of an intervention. The focus should be on whether the intervention is successful, does it meet its goals and objectives. Is it having an impact on the lives of the intended beneficiaries, are there unintended consequences and is it worth expanding or closing it? (Ijeoma, 2014:169-170). Through the process of evaluation, it is important to ensure that the interventions are in line with the intended goals and objectives of the organisation as this will ensure return on investment. Evaluation, therefore, seems essential as one is in a position to make the necessary changes and/or adjust organisational policies following the evaluation process. Lack of evaluation may well lead to futile expenditure as it becomes difficult to account for organisational resources.

2.11.2.2 Evaluation as a process

Anema and Sligar (2010: 10-11) focus on a study based on the evaluation of a pilot Employee Assistance Programme serving persons with disabilities, where they documented that the first step in evaluating the effectiveness of an EAP is to specify the programme objectives to be evaluated. Without clearly identified objectives, there are limitations in that there will be no adequate criteria for evaluation. In this study, performance was measured on the basis of reviewing documents from the NISH EAP including the initial grant application, annual reports, an internal survey of employees, reports to NISH, and a follow up report to the grantor. These documents provided

information based on referral sources, reasons for referrals, disciplinary and self-referrals, and the services provided. The study documented that evaluating an EAP is crucial as it ensures that it meets the expectations of the primary stakeholders and leads to employee satisfaction. The research questions addressed included the following: how is the NISH EAP meeting its start up goals?; what is the level of satisfaction of the employees which include supervisors and non-supervisors?; are there differences between supervisors' and non-supervisors' ratings of the NISH EAP?; do the primary stakeholders view the NISH EAP's effectiveness?; and how does the NISH EAP compare to non-NISH EAP providing similar services? This involved developing satisfaction surveys and administering them to employees (supervisors and non-supervisors) to determine each group's level of satisfaction with the NISH EAP. The groups' responses were then compared to determine if there were differences in their ratings (Anema & Sligar, 2010: 10-11). It is crucial for any EAP to have clear goals as this give guidance to the programme which in turn will make it easy for programme to be monitored and evaluated.

2.11.3 Types of Evaluation

Ile et al., (2012: 133-134), cite that there are various types of evaluations which may be undertaken to address different concerns. These evaluations assist with providing answers to questions which are of concern to management. These include the following:

2.11.3.1 Performance Logic Chain Evaluation

This type of evaluation takes place in the early stages of a programme, specifically during conceptualisation phase. It focuses on assessing the reasons that are based on the use of a specific kind of programme to address a specific need within the organisation. It often assists management to determine whether a chosen intervention has the potential to address a specific problem. Progress to the design phase only occurs in circumstances where results of a performance logic chain evaluation show

that there is a strong and positive correlation between the intended intervention and the improvement based on the issue that needs to be addressed.

2.11.3.2 Pre-implementation Evaluation

This type of evaluation is concerned with an assessment of the design and the implementation plan of a programme. It assists with ascertaining the strength and feasibility of the design of a programme. One is also able to determine whether the implementation plan created is detailed as well as comprehensive enough to determine successful administration of all project activities.

2.11.3.3 Implementation process Evaluation

The focus is on the degree to which the plans created for the implementation and the manner of the programme activities are carried out. For example, this type of evaluation may attempt to assess the nonconformity in the use of human, financial, material, and time resources, taking into consideration what was planned and what was actually utilised. This evaluation has the potential to examine the degree to which intended outputs were created. Furthermore, it may also determine unintended consequences ascending from the process of the programme's implementation.

2.11.3.4 Outcome/Impact Evaluation

This focuses on the kind of changes that have occurred and the degree to which such changes can be attributed to the programme. Its main focus is on the consequences of a programme's outputs, with the aim of establishing how well the programme has focused on dealing with the needs that were initially targeted.

2.11.4 Methods of Evaluation

Ile et al., (2012: 134) further cite that there are also various methods of evaluation and these include:

2.11.4.1 Rapid appraisal

Rapid appraisal is regarded as a common method of evaluation. It is utilised for undertaking evaluations of developmental work. It assists in generating quick, timely and appropriate information that managers can depend on to make rapid decisions pertaining to programme performance related issues.

2.11.4.2 Case study

This method of evaluation focuses on dealing with certain issues of concern or interest and case study can also be exploratory. It assists with generating more thoughtful information that helps management with decision making. The issues that are tackled through case studies are often more in-depth and therefore more detailed.

2.11.5 Challenges in Monitoring and Evaluation

There are some challenges in relation to the monitoring and evaluation processes. For example, in corporate sectors, evaluations are rarely made public. Reports that are based on studies of effectiveness of training programmes, mentoring and coaching exercises, employee wellness interventions, leadership development as well as other interventions, remain in-house in most cases. They are often not accessible to those who are outside the organisations that appointed the studies. Therefore, due to the inaccessibility of evaluation findings, it becomes impossible to create or gather knowledge based on good practices and dependable relationships (Louw, 2012: 1).

There is often a lack or poor monitoring data for evaluation. As a result, evaluators are forced to engage in the process of collecting post hoc data and stay with formative or implementation evaluation. Evaluation is considered to have significant value with regard to designing and delivering a programme, rather than as an activity that takes place halfway through the programme or only at the end of the programme. For example, when designing a programme, the programme evaluators can help programme planners to think through the problem that the programmer is supposed to

address. The elements that should be incorporated, the manner in which the activities should be delivered, what can be expected to change after a specific period of time and other related problems need to be taken into consideration (Louw, 2012: 4-5).

Monitoring and evaluation is seen as a crucial part of any programme in an organisational environment. However, planning, monitoring and evaluation remain a challenge for many developmental organisations. These organisations are increasingly faced with the challenges of designing and using a well-structured monitoring and evaluation system as well as linking them closely with their planning phase. Effective planning, monitoring and evaluation are perceived to be crucial for organisational survival as they allow the organisation to make an effective contribution to sustainable development (De Coninck, Chaturvedi, Haagsma, Griffioen & van der Glas, 2008).

It should be noted that evaluation is often not perceived as part of the central mission of an organisation and therefore it is not seen as an integral component of the organisation's planning process. Organisations usually see it as something to be tolerated in cases where it is requested by funders or by the organisation's administration. As a result, some organisation lack staff dedicated to evaluation, they lack the staff with skills needed to conduct evaluation tasks and also lack resources to dedicate to these types of activities (Atkinson, Wilson & Avula, 2005:330).

Research studies also reveal that in some circumstances evaluations are not made available to evaluators; due to the fact that when programmes are evaluated it brings some form of anxiety. It has, however, been assumed that becoming more familiar with evaluation studies, would decrease the anxiousness, simply by means of participating in evaluation. A number of signs have been identified which are possible indicators of anxiety and these involve accusing evaluators of hidden agendas, avoiding or refusing to work with evaluators, delaying to use evaluators' results. Therefore, there is a need for a lot of planning specifically directed at reducing anxiety associated with evaluation. Expecting and accepting evaluation from the beginning, providing balanced continuous feedback for improvement and providing role clarification on an ongoing basis are some

of the suggested useful strategies of dealing with anxiety associated with evaluation (Louw, 2012; 1-5).

2.11.6 Lack of Evaluation studies and possible solutions

It has been noted that most comprehensive evaluation studies tend to focus on the EAP's services such as the treatment of alcoholism, problems in the workplace. There is very little that has addressed the broad based EAP concept or various other problems with which employees present. The focus in these studies tends to be on goal attainment scales as a framework in studies on the efficacy of different treatment modes. These evaluations have been deemed to be insufficient and incomplete as they placed emphasis only on treatment outcomes and are not related to cost or work performance. Although EAPs are claimed to provide valuable feedback to organisations and improve the overall effectiveness, EAPs are faced with the difficulty of generalising from the relatively small number of employees who use them. It is, however, important to note that regardless of such methodological constraints in answering the big questions with properly controlled, large scale effectiveness studies, research can progress in a step by step manner and respond to smaller but just as important questions (Naicker & Fouche, 2003:25). Generalisation from limited studies seems to pose challenges in that they cannot be considered a true reflection of EAP effectiveness, as some problems experienced by employees tend to be ignored.

Research on EAP services such as substance abuse in countries such as the United Kingdom (UK) and the United States of America (USA) indicate that since the 1990s efforts to improve substance abuse service quality by means of routine evaluation of the process of care and the outcomes of service have increased. This brought about the implementation of regional and national performance measurement and outcome monitoring systems for EAP services such as substance abuse. The UK has a national drug treatment monitoring system that utilises standardised instruments to collect outcome data on all clients attended to in treatment settings. The USA has also implemented regional outcome monitoring systems for substance abuse treatment. Thirteen states in the USA have implemented performance measurements with their

focus on assessing the process and the quality of care (Myers, Burnhams & Fakier, 2010: 565, 558).

In contrast to such efforts, South Africa has not yet developed regional or national monitoring systems for EAP services such as substance abuse services. The extent to which local substance abuse services collect process and outcome data for such programmes remains unknown. It is therefore crucial for organisations to monitor the process and outcomes of their programmes. This should not be done solely because such data provides a basis for an evidence-based approach to service development but also because such programme-level efforts have the potential to form a foundation for broader and national initiatives in respect of monitoring as well as to improve service performance. Research studies done on substance abuse in South Africa revealed that only a small proportion of programmes in South Africa embark on monitoring client outcomes on a regular basis or evaluating their treatment outcomes. Due to this, treatment providers are not in a position to challenge the perception that substance abuse treatment in South Africa is of a low quality with limited effectiveness. Substance abuse services, for example, reported ad hoc services on monitoring clients. As a result it remains unclear whether data collected in this manner is representative of the total client population (Myers et al., 2010: 565, 558).

The findings further highlight that the use of standardised, objective measures of clients' progress post-treatment is limited in South African substance abuse services. The research on EAP services such as substance abuse in countries such as the UK and USA, gives some recommendations pertaining to monitoring and evaluation. For example, there is a need to train service providers in cost-effective ways of monitoring and evaluating the services that they provide. Training is perceived as important in that service providers lack knowledge or have limited understanding of monitoring and evaluation processes. For example, in the research study on substance abuse, it has been revealed that few service providers understood the difference between outcome and process evaluation. The suggested areas for training should incorporate activities such as defining goals and objectives, developing evaluation questionnaires and design survey, data collection methods, basic data analysis and report writing. It has been

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suggested that for such efforts to be successful, there is a need for policy makers and funding bodies to put emphasis on the necessity of monitoring service quality and make the presence of monitoring mechanisms a requirement for budget allocation. Through these requirements, service providers can therefore be encouraged to monitor their services regularly; these might eventually result in the integration of these activities into everyday clinical practice (Myers et al., 2010:562).

Corden and Thornton(2002:30) cite a study done on employment programmes for persons with disabilities and reflected on lessons emerging for future evaluations such as that there are advantages in designing evaluation strategies together with programme design. Furthermore, there are advantages in integrating analysis of data from centrally held social security and employment records. There are also advantages with accessing good quality routine data concerning clients at service provider level. It has also been documented that process analysis emerging from findings collected earlier in the first stages of a programme may bring about positive assessments of performance. Client follow up is also deemed crucial in understanding long-term effects as well as job sustainability.

2.11.7 Conclusion

Research studies show that EAPs that are not properly implemented seldom tend to be successful. There is a need for EAPs to be evaluated in order to demonstrate their effectiveness. Evaluation aims at evaluating the impact and efficiency of the programme. There is a need for evidence-based effectiveness for physical and mental health services. The future of EAPs cannot be deemed suitable without firm research that demonstrates cost-effectiveness and also improvement on the part of employee psychological functioning as well as performance (Naicker & Fouché, 2003:25). Therefore , continuous monitoring and evaluation is deemed necessary for the success of any EAP programme. Monitoring and evaluation appears to be an essential aspect of any programme. Without monitoring and evaluation, it becomes difficult to judge the success of a programme and to convince programme funders on its efficiency as there needs to be evidence to this effect.

CHAPTER 3

EMPIRICAL INVESTIGATION INTO THE MONITORING AND EVALUATION CATEGORY OF EAPA-SA STANDARDS

3.1 Introduction

The monitoring and evaluation category of standards as part of EAPA-SA Standards were investigated in the study. A survey was conducted amongst EAP professionals, specifically registered as EAPA-SA members in 2014. The researcher identified the need to benchmark existing EAP practices against the EAPA-SA Standards document to assess whether these practices fulfil their purpose. This part of the research focused specifically on the monitoring and evaluation Standard and how it is practised in EAPs.

The 2010 version of the Standards document by the EAPA-SA Standards Committee was utilised as a base document with the aim of revising this version of Standards. The study aimed to assist in improving the guidelines on EAPA-SA Standards by means of providing recommendations to the EAPA-SA Board. Aligning EAP practices with EAPA-SA standards would possibly improve the efficiency and effectiveness of EAPs, hence the uniformity in practice.

The participating students in the survey were Ms Hlobokazi Caleni, Ms Andiswa Lefakane, Mr Moses Kubheka, and Ms Ephenia Monama, under the guidance and supervision of Prof. L. S. Terblanche, from the Department of Social Work and Criminology, University of Pretoria.

3.2 Research Methodology

This group of researchers developed a questionnaire, and it was administered through the use of Qualtrics software. It was also piloted among the registered Board members of EAPA-SA. An email was sent to the members and it provided a brief outline of the purpose of the questionnaire and it further requested the EAPA-SA members to participate in the survey which was distributed online in August 2014. Furthermore, a

follow up email was sent via the link and two additional reminders were also sent. This was done with the aim of encouraging EAPA-SA members to participate in the survey. In addition to that, an informed consent letter was attached to the first page of the questionnaire and this allowed the participants to either agree or decline to being part of the online survey. The questionnaire focused on all EAPA-SA Standards categories; however the researcher focused on Monitoring and Evaluation of EAPA-SA Standards in order to understand the practice of this category of Standards in the workplace.

3.3 Research Population and Sampling

Registered individual members of EAPA-SA formed the study population. The whole membership population was approached for information and no sampling was applied. The population consisted of a total number of 217 registered individual members of EAPA-SA and the questionnaire was emailed to all of them. Out of 217 emails, 23 did not reach the participants, they reflected undelivered and 194 emails were successfully delivered to the EAPA-SA registered members. Out of 194 questionnaires, about 91 responses formed part of the online data base. From the 91 submitted questionnaires, 27 questionnaires had to be removed due to data cleaning. A total number of 64 questionnaires was utilised for data analysis.

3.4 Data Collection

The study focused on quantitative research methods as the data was collected by means of a structured questionnaire. A questionnaire is a document that contains questions, as well as other items, which are designed to obtain information deemed appropriate for analysis. Questionnaires are typically and primarily used in survey research; however, they can be used in experiments and field research as well as other types of observations (Babbie, 2011:243; Delport & Roestenburg, 2011:186). The study used an electronic questionnaire as the data-collection instrument.

An information technology specialist contracted by the University was responsible for creating a link on the EAPA-SA website (www.eapa.co.za) for the electronic

questionnaire which was accessible through Qualtrics software. The link was distributed by the supervisor of this study in co-operation with an EAPA-SA administrative officer who was also responsible for regularly sending reminders to respondents for completion and submission of the questionnaire. This ensured that participants complete the questionnaire timeously. A research group was responsible for compiling a covering letter requesting the EAPA-SA members' participation in the research project. The covering letter consisted of clear instructions for completing the questionnaire and the date for submission. An electronic questionnaire has advantages in that it allows for distribution at a minimal cost. It also involves little effort and is less time consuming. Respondents have the freedom of completing the questionnaire at their own convenience and returning them on or before the submission date. It further eliminates the mistakes that researchers encounter when the data is entered manually (Delport & Roestenburg, 2011:189). However, there are disadvantages regarding electronic questionnaires such as issues of internet access; some employees might not have access to the Internet but only an Intranet in their workplace. In order to maximise participation, the researcher offered to provide information concerning the results of the study to EAP practitioners. Feedback serves as a motivation for EAP practitioners with limited or no access to the Internet to put extra effort into completing and returning the questionnaire (Delport & Roestenburg, 2011:189; Wright, 2005). Furthermore, response rates can be a challenge due to the fact that e-surveys do not offer the researcher any control over the questionnaire once the link for access has been sent. Regular reminders by the EAPA-SA administrator facilitated participation in the survey.

One questionnaire was developed by a team of researchers responsible for the group research project. Each researcher developed his/her own part of the questionnaire in accordance with information from the literature study which, in this case, was monitoring and evaluation. Questions, designed by the research partners and which covered other categories of the EAPA-SA standards, were all combined with monitoring and evaluation in one questionnaire. In order to minimise confusion, the questionnaire was clearly divided according to different sections of EAPA-SA standards (Delport & Roestenburg, 2011:196-202). The researchers made use of the EAPA-SA Standards

Document as well as the COA (Council on Accreditation) Document as guidelines for developing the contents of the questionnaire.

The researcher used different types of questions in the questionnaire. Open-ended questions were limited in the study as these allow free responses which can result in irrelevant details, and may also complicate coding and statistical procedures. Closed-ended, dichotomous, multiple-choice, ordinal, scaled and follow up statements were employed as they try to keep the responses in context. These types of questions are often simple as well as quick to answer, and sensitive questions are also more easily answered. Data obtained from the administration of such types of questions are easier to analyse, and coding and statistical analysis are also more manageable (Babbie, 2011:244; Maree & Pietersen, 2012:161-164; Delport & Roestenburg, 2011:198).

3.5 Data Analysis

The data was coded by means of systematically re-organising raw material into a format that made it suitable for analysis. Coding was automatically carried out by the Qualtrics software being used. The analysis was based on descriptive statistics; hence the concepts in monitoring and evaluation describe numerical data. The analysed data was represented through graphs and the conclusions concerning monitoring and evaluation practices benchmarked against EAPA-SA standards were drawn from the analysed data (Neuman, 2011:33-37). The Department of Statistics at the University of Pretoria assisted in refining the instruments and analysis.

Validity and reliability were assured. Validity refers to the degree to which an empirical measure effectively reveals the actual meaning of the concepts under consideration. It is the extent to which the instrument measures what it is intended to measure. Reliability refers to the consistency of the measurement which is a measuring instrument's ability to produce consistency in numerical outcomes every time it is used (Delport & Roestenburg, 2011:172-177). Anonymity of the EAPA-SA members completing the questionnaire also added to validity. Criterion validity is a concept relevant in the data analysis for the study (Delport & Roestenburg, 2011:174). Criterion

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validity involves multiple measurement and is established by comparing scores on an instrument with an external criterion known to, or believed to, measure the concept, trait or behaviour being studied. However, no "multiple measurements" were planned in this study; scoring of the questionnaire focused on measuring EAPA-SA members' responses against the existing EAP standards, as listed in the EAPA-SA Standards Document (Standards Committee of EAPA-SA, 2010).

Reliability followed the procedures cited in Delport and Roestenburg (2011:177) which assisted in increasing the reliability of measurement. These include:

• Increase the number of items or observations/use of multiple indicators of a variable: two or more questions were included in the questionnaire to measure each aspect of the variable.

• Eliminate items that are unclear: the questionnaire consisted of specific questions on items in the Standards Document.

• Increase the level of measurement: the questionnaire tried to measure at the most precise level possible and incorporated all aspects of the EAPA-SA Standards Document.

• Standardise the conditions under which the test will be taken: the questionnaire was completed electronically and as such was not compliant with this procedure.

• Moderate the degree of difficulty of the instrument: the questionnaire was designed in a manner that was easily understood by the participants so as to reflect EAP practitioners' performance.

• Minimise the effect of external events: participants were encouraged to answer the questionnaire on their own without discussing it with fellow members, some of whom could be colleagues at their workplace.

• Standardise instructions: the same instructions were given for the completion of electronically administered questionnaires.

- Maintain consistency in scoring procedure: consistency was applied when scoring the questionnaire.

- Use pre-tests, pilot studies and replications: only a pilot study was used in this study.

3.6 Pilot Study

A pilot study is defined as a process of pre-testing a measuring instrument whereby all aspects of the total data collection process are carried out on a small scale. It tests and validates the instrument through administering it to a small group of participants from the proposed test population. A pilot experiment was conducted in this study before the main data gathering to determine whether the methodology, sampling, instrument, and analysis were suitable and appropriate. The pilot study assisted the researcher to improve the design of the research. A link to the questionnaire on the website was distributed via email to three members of the EAPA-SA Board. Participants in the pilot study were not involved in the main study (Strydom, 2011:237).

3.7 Ethical considerations

Ethical conduct applied to the researcher undertaking this study as well as the respondents who provided the necessary data for the study. The following ethical considerations were adhered to:

Avoidance of harm: The study did not bring any physical or emotional harm to the participants in relation to their development, self-esteem and stress levels, and it did not induce participants to perform questionable acts. The researcher weighed the risks against their significance as well as possible benefits of the study. The researcher ensured protection of the participants in that the questionnaire did not expose them to psychological harm or discomfort. Embarrassment that may possibly have been brought about by some questions, and the findings of the study which might be related to insufficient application of EAP practices in certain organisations, were avoided.

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Therefore, the researcher ensured that the participant's experience with the questionnaire was not a disturbing one (Bryman, 2012:135; Strydom, 2011:116-117).

Informed consent: The researcher fulfilled the duty of fully informing the participants about the research process. All issues pertaining to the study were revealed, for example, the nature of the research, goals, objectives, procedure to be followed, how the information will be utilised, and the responsibilities of each party. The researcher compiled an informed consent form which was attached at the beginning of the questionnaire and it was done in such a way that it was understandable to the participants. For example, they were given as much information about the research as needed to enable them to make an informed decision whether or not to participate in the study. The researcher thus ensured that informed consent was obtained from the participants by entering into a written agreement with the participants after they had learnt about the basic details of the research (Bryman, 2012:137; Strydom, 2011:116-117; Neuman, 2011:146-149).

Voluntary participation: It is mandatory that all the participants in the study take part voluntarily. Participants were informed that they are taking part in the study voluntarily, and that they are not forced to participate in any way. It was the responsibility of the researcher to inform the participants that they are free to decline or to withdraw from the research at any time, and that their refusal to participate in the study would not disadvantage them in any way. No information was withheld from the participants to ensure that they participate willingly (Bryman, 2012:138; Strydom, 2011:117-118; Neuman, 2011:146-149).

Anonymity, confidentiality and privacy: It is the responsibility of the researcher to keep the information obtained from participants confidential. The participants were informed that the data they provided would be treated with the utmost confidentiality and that their anonymity was guaranteed. For example, although the questionnaire comprised demographic data such as age, gender, and sector assessment, the identification of the participants was not required and their names and geographical locations were omitted. This was possible because participation was online and not

through traceable email addresses. Furthermore, anonymity was guaranteed in that the researcher was not able to link a given response to any particular respondent. Research findings and reports will also be published in such a way that participant identification will be prevented (Babbie, 2012:55-56; Bryman, 2012:136; Bulmer, 2001:54; Strydom, 2011:119-121). No details on the employers of respondents were required.

Deception of subjects: Participants were not deliberately being misled, and facts were not misrepresented by the researcher to obtain data from the participants. Participants were provided with a complete account of what the research is all about. Information was provided to the participants in a correct and unambiguous manner, and was not withheld in order to coerce participants to take part in the study. The researcher disclosed that the data obtained will be utilised to improve SA EAP practices, and to contribute to the EAPA-SA Standard Document revision, and this information was included in the questionnaire (Bryman, 2012:143; Bulmer, 2001:52; Strydom, 2011:118-119).

Co-operation with contributors and sponsors: Contributors were the EAPA-SA members. They contributed in terms of data collection; they did not have access to the planning of the study (Strydom, 2011:124-126).

Action of competence of researchers: Researchers are ethically bound to ensure that they are competent, honest and adequately skilled in undertaking the proposed study. This study was done in a group and under supervision (Strydom, 2011:123-124).

Publication of findings: The researcher will first ensure that she preserves the right to publish the results. Participants will be informed of the findings without offering too many details and without breach of confidentiality (Bulmer, 2001:53; Strydom, 2011:126). Data will be stored with the University of Pretoria for a period of 15 years according to existing policies in this regard for archival and possible future research purposes.

Ethical clearance: The researcher ensured that ethical clearance was obtained from the University of Pretoria to conduct the research. Official channels were cleared by

formally requesting permission to carry out this study. Permission was obtained from the EAPA-SA Board to conduct the study with its registered individual members(Annexure 1).

3.8 Empirical Data

3.8.1 Demographic Data

A total number of 217 registered individual members of EAPA-SA received emails based on the survey. Out of 217 emails, 23 did not reach the participants, they reflected undelivered and 194 emails were successfully delivered to the EAPA-SA registered members. Out of 194 questionnaires, about 91 responses formed part of the online data base. From the 91 submitted questionnaires, 27 questionnaires had to be removed due to data cleaning. A total number of 64 questionnaires was utilised for analysis which indicates a response rate of 33%. A minimum period of 45 minutes was recommended for proper completion of questionnaire following the piloting of the questionnaire. The questionnaire that took less than 20 minutes to complete did not form part of the data. Some respondents only answered the first part of the questionnaire which was consent to participate.

3.8.1.1 Gender of respondents

Table 1: Gender Distribution (Question 2)

Gender of participants	Response n=64	Percentage
Male	20	31%
Female	43	67%
Missing Data	1	2%
Total	64	100%

Discussion: The majority of participants in the study were females.

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3.8.1.2 Duration of Work history as professional persons

Table 2: Work history as professional (Question 3)

Duration of Work history as professional persons	Response n =64	Percentage
0-5 years	4	6%
6-10 years	18	28%
11-15 years	16	25%
16-20 years	11	17%
More than 20 years	15	24%
Total	64	100%

Discussion: Practitioners who either work as Professionals and/or EAP practitioners with working experience between six (6) and fifteen (15) years represented the largest group, in the study.

3.8.1.3 Duration of work history as an EAP Practitioner/Professional

Table 3: Work history as EAP practitioner/professional (Question 4)

Duration of Work history	Response n = 64	Percentage
0-5 years	18	28%
6-10 years	25	39%
11-15 years	15	24%
16-20 years	6	9%
More than 20 years	0	0%
Total	64	100%

Discussion: The majority of participants in the study were professionals with 6-10 years' experience which indicates fairly experienced EAP practitioners.

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3.8.1.4 Sector where currently employed

Table 4: Respondents employment sector (Question 5)

Sector	Response n= 64	Percentage
Public sector	47	74%
Private sector	6	9%
Private practice full-time	2	3%
Employed by EAP service provider	2	3%
Public sector with part-time private practice	2	3%
Private sector with part-time private practice	0	0%
Other (Please specify)	4	6%
Missing Data	1	2%
Total	64	100%

Discussion: The study was mostly represented by respondents who work in the public sector.

3.8.1.5 Explanation of job content and/or job title if not currently involved in EAP practice, shortly explain your job content and or job title (Question 6)

Responses to Question 6 included the following:

- Manager Employee Health and Wellness Programme: responsible for implementation of four integrated employee Health and wellness Policies.
- Health and Wellness coordinator and social work manager. EAP is outsourced at my current place of employment but render a supportive and EAP services to my previous clients on an ad hoc basis.

- I am working as the EAP, use Short-term problem solving and brief counselling. Treatment planning for individuals clinical issues, referral to community or benefit providers for clinical, mental health or specifically services, referral for financial assistance services, referral to other health benefits programs/services, follow - up with users of EAP collaboration with treatment facilities, managed care.

- As consultant / lecturer: advise on corporate clients on state of art methodology and practices in EAP field,lectures on EAP evaluation, consultation and marketing of programmes EAP, OHS, Physical Wellness, e.g. sport and recreation, HIV and productivity management, spiritual Wellness and Financial Wellness all under Employee Wellness.

- Personal assistance

- Strategic Health and Wellness Management Client relations: integration of EA services, knowledge and skills, BI, project management and reporting is a critical part of this maintains wellness and assists staff with psychosocial issues.

Discussion: Those respondents, who indicated not being involved in EAP practices, engage in activities such as implementation of EAP policies, act as consultants responsible for training and lecturing in the EAP field. It seems, however, that although these participants perceive themselves as not involved in EAP practices, however some of their roles seem to overlap somewhat with those who indicated being directly involved in EAP practice.

3.9 EAPA-SA Standards document

3.9.1 Awareness of the EAPA-SA Standards document among EAP members
Table 5: Awareness of the EAPA-SA Standards document among EAP members (Question 7)

Awareness of the EAPA-SA Standards document	Response n = 64	Percentage

Yes	60	94%
No	4	6%
Total	64	100%

Discussion: The data indicate that the majority of EAPA-SA members are aware of the existence of the EAPA-SA EAP Standards document.

3.9.2 Use of the EAPA-SA standards document

Table 6: Use of the EAPA-SA standards document (Question 8)

Use of the document	Response n = 64	Percentage
Never	7	11%
Daily	12	19%
Weekly	8	13%
Monthly	13	20%
Quarterly	19	29%
Missing Data	5	8%
Total	64	100%

Discussion: The data indicate that the majority of EAPA-SA members, which is 29 % of the population, utilise the EAPA-SA standard document on a quarterly basis and about 11% of the population has never used the EAPA-SA standards document.

3.9.3 Lack of consultation of the EAPA-SA Standards document

Table 7: Reasons for lack of consultation of the EAPA-SA standards document (**Question 9)**

Reasons	
I was not aware of the EAPA-SA standards document	1
I do not have access to the standards document	2
The standards document is impractical	2
Other, add comments	8
Total	13

Other comments:

- Not necessary
- I have sufficient experience
- It's a relevant document that needs few amendments
- The standard document does assist in helping our clients
- I am aware but not used to it
- No need to use the document at this stage
- I normally apply the Social work principles and ethics

Discussion: The data indicate that the majority of respondents had other reasons for not utilising the standard document. It seems that some respondents regard their level of experience as sufficient for them to continuously practice without using the standards document. Other respondents seem to prefer to utilise their training experience as basis for their practice. It should be taken into consideration that continuing professional development is important in order to keep abreast with new developments in the field of EAP. Standards documents are revised, therefore there might be new knowledge that one needs to be familiar with in practice.

Table 8: General comments regarding the utilisation of the EAPA-SA Standards document

General comments regarding the utilisation of the EAPA-SA Standards document (Question 10)
Positive comments:
Clear guidelines, practical, easy, reference, user friendly, guides professional conduct, principle oriented
Assists in the process of implementation
Suitable for benchmarking of own EAP with practice supported by EAPA-SA
Instrument for quality control
Mediation should be acknowledged as one of the EAP standards
All EAP practitioners should have access to a copy of the Standards and should be trained on the standards
Registration requirements should be specified
Standards provide a scientific base for programme development
Use of the standards gives EAP as a profession authenticity, legitimacy and the respect the field deserves
Standards were mostly promoted by a particular tertiary training institution
Negative comments:
Viewed as an academic document - not practical enough
Standards focus too strongly on the clinical aspects and should rather promote the pro-active approach
Own standards had been developed within EWH Strategic Framework by DPSA
Should be simplified
Standards often not talked about or even forgotten

Discussion: From the data collected, it becomes evident that some of the respondents are aware that the EAPA-SA Standards document is designed to give guidance to the

planning and implementation of the EAP. Any success of the EAP largely depends on adherence to the EAPA-SA standards document; therefore it is crucial for EAP practitioners to follow these standards. However, there seem to be respondents who are of the opinion that the standards documents should be revised so as to be better understood and to suit all contexts.

Table 9: A comparison between frequent utilisation of the EAPA-SA Standards document and work history as an EAP practitioner/professional (Questions 4 and 8)

Frequency of use	0-5 Years	6-10 years	11-15 years	16-20 years	More than 20 years	Missing Data	Total
Never	1	2	2	2	0		7
Daily	3	7	2	0	0		12
Weekly	3	3	1	1	0		8
Monthly	4	4	5	0	0		13
Quarterly	6	6	4	3	0		19
Missing Data						5	5
Total	17	22	14	6	0	5	

Discussion: EAP practitioners who have less years of practice seem to utilise the EAPA-SA standards more frequently. Those with between 0 and10 years of experience are the ones who confirmed utilising the document frequently as compared to the rest of the population. EAP practitioners with more than 20 years' experience confirmed not utilising the document at all. It seems that with more years of experience EAP professionals tend to overlook the standards document. It may be because they utilise

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the experience they accumulated throughout the years in their practice. This seem to link with question 9, other reasons for lack of consulting the EAPA-SA Standards document where some respondents cited having sufficient experience as the reason for not adhering to the Standards document. However, respondents seem to ignore the fact that for any successful EAP one needs to utilise the Standards document.

3.10 The Monitoring and Evaluation Standards

The study benchmarked the nature of monitoring and evaluation Category of EAPA-SA Standards as applied in South African EAPs against these standards. The study focused on investigating the existence of monitoring and evaluation practices in the workplace of the respondents. The responses were as follows:

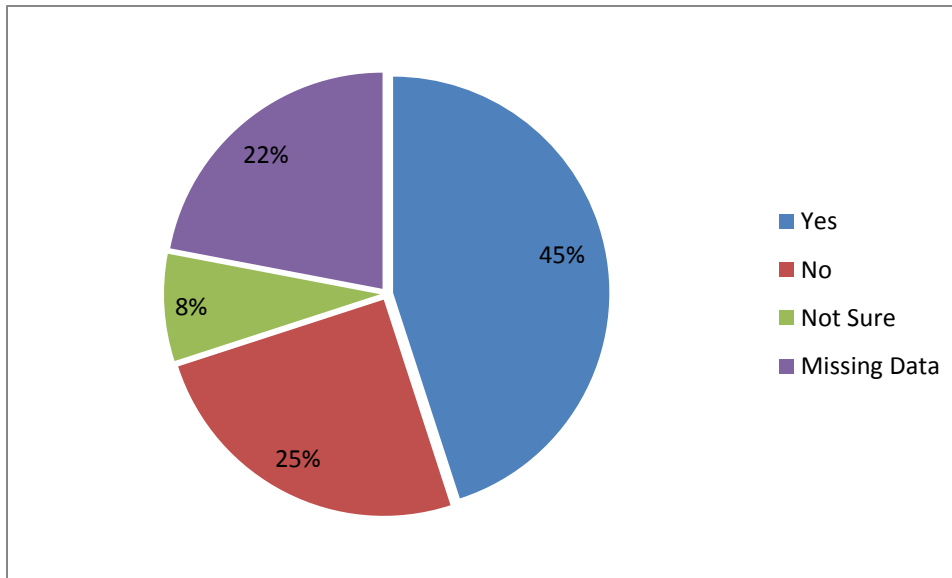### 3.10.1 Monitoring Strategy in EAP

3.10.1.1 EAP Monitoring Strategy

In the literature review, Dickman, Challenger, Emener & Hutchison, (1988:258) state that monitoring the ongoing functioning of the programme is considered as one of the strategies that is significant in evaluating programme success or growth. Furthermore, conducting programme evaluation serves no purpose if a programme is not implemented according to the plan, monitoring therefore prepares foundation for programme evaluation (Kettner , Moroney & Martin, 2008:255-256).

Figure 1: Existence of an EAP Monitoring Strategy (Question 125: 1)

It should be noted that there is a gap in the chronological order of questions, reasons being, a group of students developed the questionnaire investigating the EAPA-SA standards and some parts of the study were covered by other students.

Total number of participants=64

Discussion: Out of 64 respondents in the study, 45% indicated the existence of an EAP monitoring strategy, whereas 25% admitted to not having an EAP monitoring strategy and 8% of the respondents fell into the category of not being sure. This represents missing data of about 22% of the respondents. Although the largest group did indicate the existence of a monitoring strategy – not even a majority (45%) confirmed such a monitoring strategy.
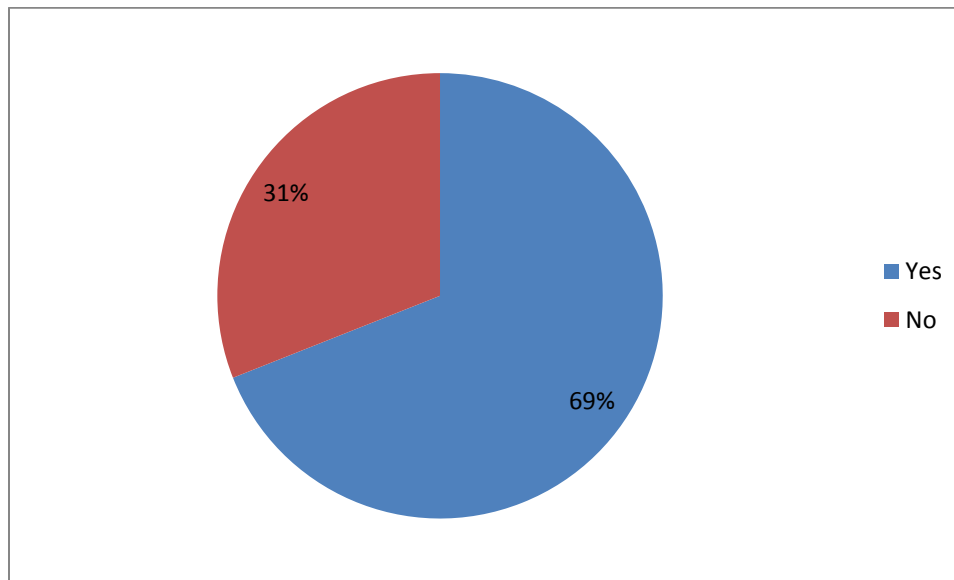
3.10.1.2: Application of Monitoring Strategy in practice

Planning, monitoring, and evaluation are regarded as an ongoing challenge for many development organisations. These organisations seem to be increasingly faced with the harshness of designing and using a well-structured monitoring and evaluation system. Furthermore, they are required to link this closely with their planning cycles. However, effective planning, monitoring and evaluation are perceived as crucial for any

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organisational survival as this make an effective contribution to sustainable development (De Coninck et al., 2008:1).

Figure 2: Application of existing Monitoring Strategy in practice (Question 125:2)

Total number of partcicipants=64

Discussion: Although 45% of respondents confirmed the existence of a monitoring strategy, at the same time only 31% confirmed the actual application of an EAP monitoring strategy in practice. This means that the majority of the respondents do not utilise a monitoring strategy in their practices whether it exists or not. These results are alarming, as monitoring should be a crucial part of any programme, for it to be successful. EAP practitioners should be relying on programme monitoring as it guides the programme.
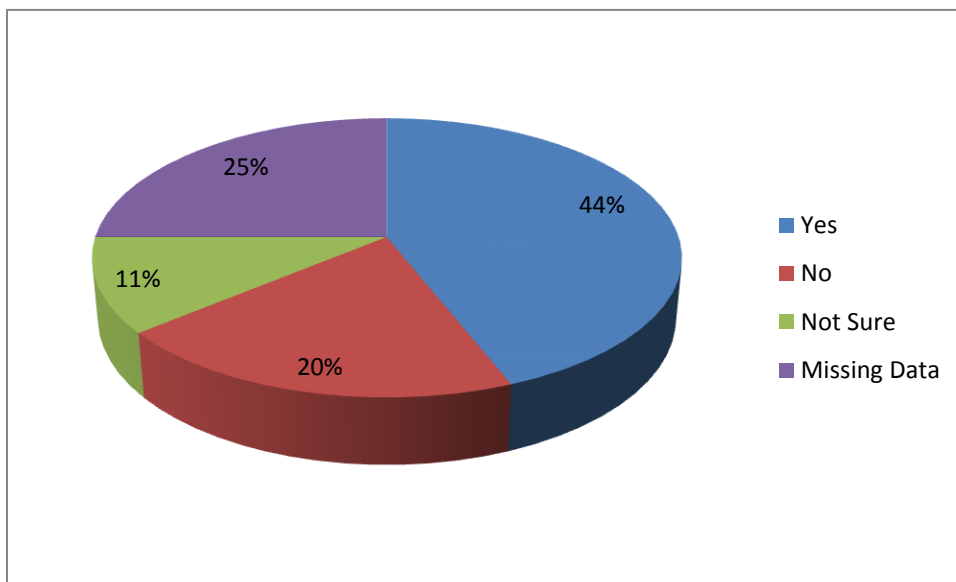
3.10.2 EAP Evaluation Strategy

3.10.2.1Evaluation strategy in EAP

Highley(1994:42; 1996:4-8) state that, USA researchers were at some point faced with resistance when talking to EAP providers about evaluation. Evaluation was inherently viewed as threatening. Some organisations even today, are often still reluctant to

evaluate services and they still implement EAP as a public relations exercise, for example to show that they care. As a result, they may not be really interested in the effectiveness of the EAP. Organisations often take it for granted that programmes are effective as they are often assured by service providers of EAPs' effectiveness. As a result of the fact that they have the service providers, they do not see a need to invest in their own evaluation (Highley, 1996:4-8).

Figure 3: Existence of EAP Evaluation Strategy (Question 126 :1)

Total   number   of   participants=64

Discussion: Less than half of the respondents indicated having an EAP evaluation strategy and this comprises 44% of the respondents who confirmed the existence of an evaluation strategy. These results are of concern as the success of any EAP largely depends on evaluation of the programme for effectiveness, which in turn ensures return on investment.
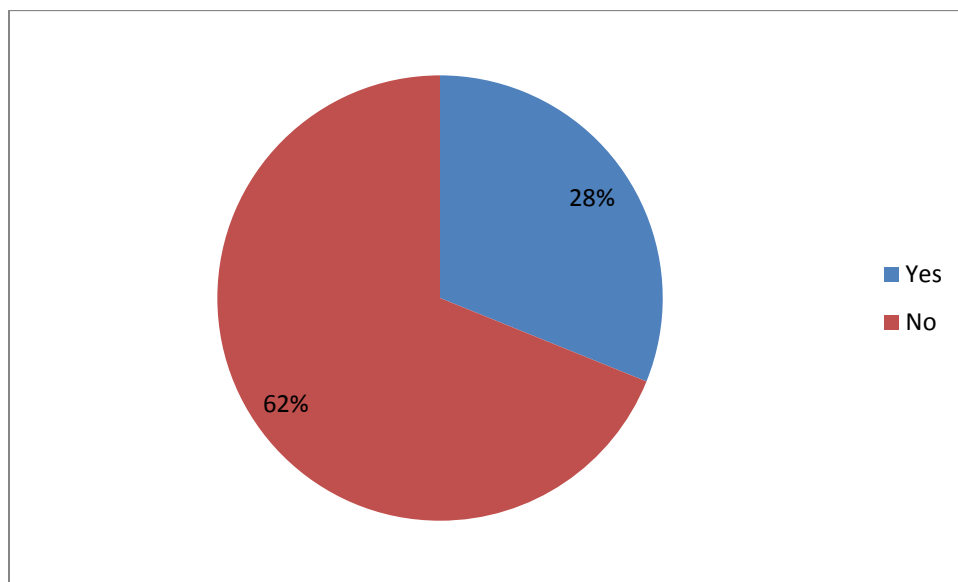
3.10. 2.2 Application of Evaluation Strategy in practice

In the monitoring and evaluation process, evaluation is considered a demanding and independent assessment which focuses on either completed or ongoing activities in

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order to determine the degree to which stated objectives are being achieved and contributing to decision making. On the other hand, monitoring is an ongoing process whereby stakeholders obtain feedback on a regular basis on the progress that is being made towards achieving their goals and objectives (Menon, Karl & Wignaraja, 2009:8). It is essential to introduce measures that ensure sustainability of the monitoring process. Factors such as engaging the community, empowerment of stakeholders, putting emphasis and importance on the process can assist with sustaining the efforts and participation of the community in the monitoring and evaluation process (Gopichandran & Krishna, 2013, 33).

Figure 4: Application of existing Evaluation strategy in practice (Question 126:2)

Total number of participants=64

Discussion: A limited number of respondents confirmed the actual application of an evaluation strategy in practice, which means the majority of EAPs function without an evaluation strategy for their programmes which is also of concern as one cannot be in a position to justify the success of EAP programmes when no evaluation of the programmes are undertaken.

3.11. Core technologies covered in the Monitoring and Evaluation strategy

3.11.1. Core technologies included in the monitoring strategy

EAP core technologies are the fundamental elements of the employee assistance profession. Together, these components create a distinctive approach in dealing with work-organisational productivity issues as well as personal issues that impact on job performance (EAPA-SA, 2011).

Figure: 5: Core Technologies covered in Monitoring Strategy (Question 127)

Total number of participants=64
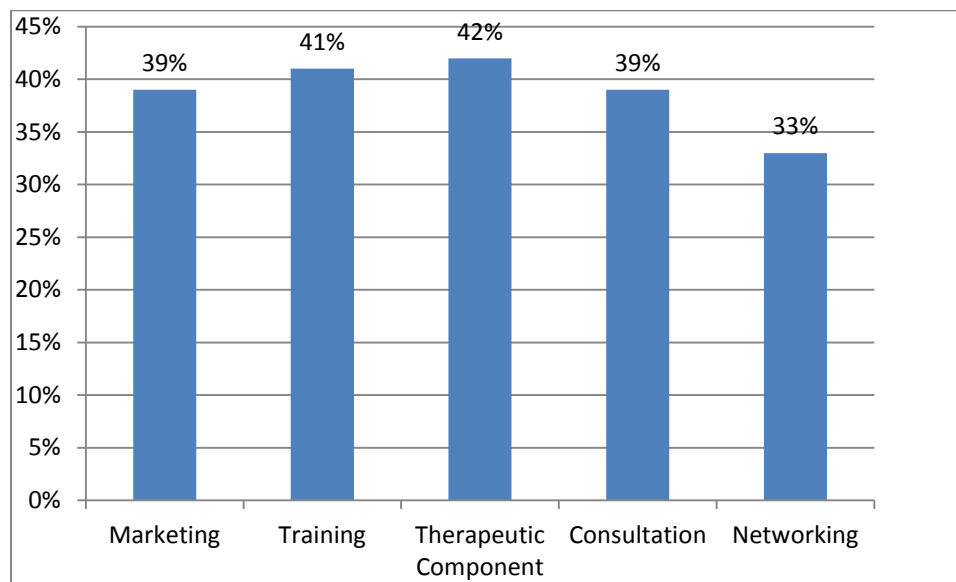
Discussion: Considering the data collected, it indicates that between 33% and 42% of respondents had confirmed that monitoring of the core technologies is performed by their EAPs. It should be noted that networking was ranked the lowest and also 3% of the respondents indicated that HIV/AIDS is also covered in their monitoring strategy. The majority of the participants seem not to include the core technologies in their monitoring strategy. One should take into consideration that core technologies are important aspects of any EAP as they result in well-structured EAP services. When designing any EAP programme, these core components should form an integral part of the programme. This will in turn lead to effectiveness of the EAP and therefore attain

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the organisational goals. Most participants ranked networking the lowest. Networking assists in addressing employees' needs holistically and effectively through identifying and partnering with internal and external service providers. For EAP effectiveness, employees need to be managed through a multidisciplinary approach. The fact that most participants do not engage in networking, might hinder EAP effectiveness.

3.11.1.1 Additional comments

Furthermore, 3% of the respondents indicated HIV/AIDS and complaints and compliments as being covered in their evaluation strategy.

3.11.2 Core Technologies covered in Evaluation Strategy

The core technologies are important aspects of EAP as they result in well-structured EAP services. When designing any EAP programme, these core components should form part of the programme. This will lead to the effectiveness of EAP and therefore attaining organisational goals.

Figure 6: Core Technologies covered in Evaluation Strategy (Question 128)

Total number of participants=64
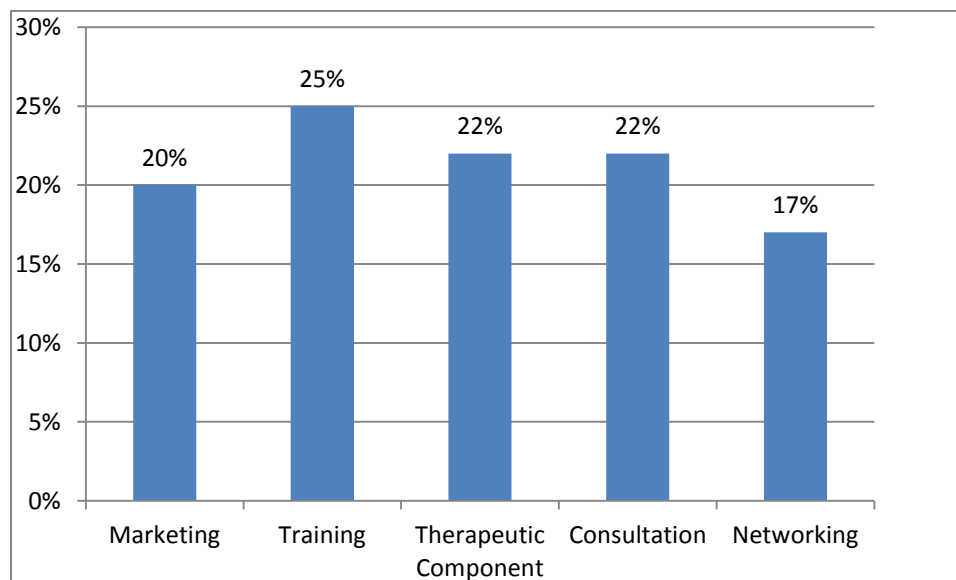
Discussion: It has been noted that between 17% to 25% respondents, confirmed that EAP core technologies are covered in their evaluation of EAPs. Again, as indicated in the monitoring of core technologies, networking was again ranked the lowest in the evaluation strategy. It became evident that most EAP practitioners do not engage in monitoring and evaluation of their EAP's core technologies, and more specifically networking is neglected. Furthermore, it seems respondents would rather opt for monitoring than evaluation of their EAP's core technologies. EAP practitioners should maintain on-going contact with other EAP practitioners and with both internal and external role players, as networking is also an important component of EAPs. Professionals need to be aware of external researchers and programme evaluators to be recruited for evaluation purposes

3.11.2.1 Additional comments

Furthermore, 2% of the respondents again indicated HIV/AIDS and complaints and compliments as being covered in their evaluation strategy.

3.12. Body responsible for Monitoring and Evaluation of EAP

3.12.1 Responsibility for Monitoring of EAP

A study done on an ethical framework for monitoring and evaluation in public health revealed that when evaluation is performed by an internal team, potential conflicts of interest cannot be ruled out. An external impartial evaluation team would have been ideal; however, it is understandable that this is often not always feasible (Gopichandran & Krishna, 2013: 33-34).

Figure 7: Body responsible for Monitoring of EAP (Question 129)

Total number of participants=64
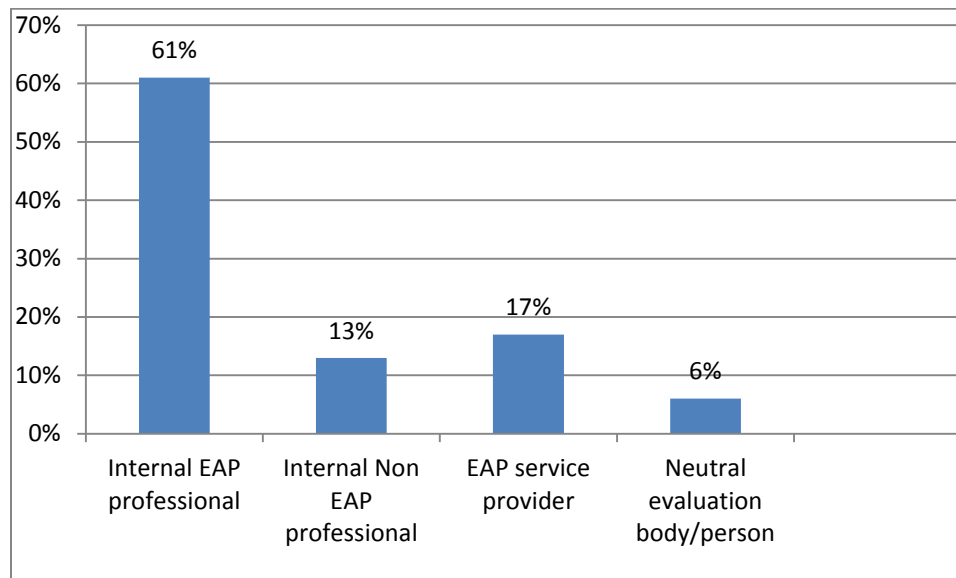
Discussion: The majority of respondents confirmed that their EAPs are being monitored by internal EAP professionals, whereas a limited number indicated a neutral evaluation body or person being responsible for the monitoring of the EAP. EAP practitioners who attempt to evaluate their own programmes run the risk of making their own programmes to be perceived in a positive light. This in turn can result in unrealistic feedback based on EAP effectiveness. Some of the programme co-ordinators may be in denial or feel threatened by the true reflection of the EAP; therefore they may prefer to present it in a favourable manner. By so doing, it would mean EAP might not achieve its goals and this in turn might impact negatively on organisational resources.Therefore, it is crucial to engage outside, trained evaluators for programme evaluation for the purpose of objectivity.

3.12.2 Body responsible for Evaluation of EAP

There are some challenges in relation to the monitoring and evaluation process. For example, in corporate sectors evaluations are rarely made public. Reports that are based on studies of the effectiveness of programmes remain in-house in most cases.

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They are often not accessible to those who are outside of the organisation that appointed the studies (Louw, 2012: 1).

Figure 8: Body responsible for Evaluation of EAP (Question 130)

Total number of participants=64
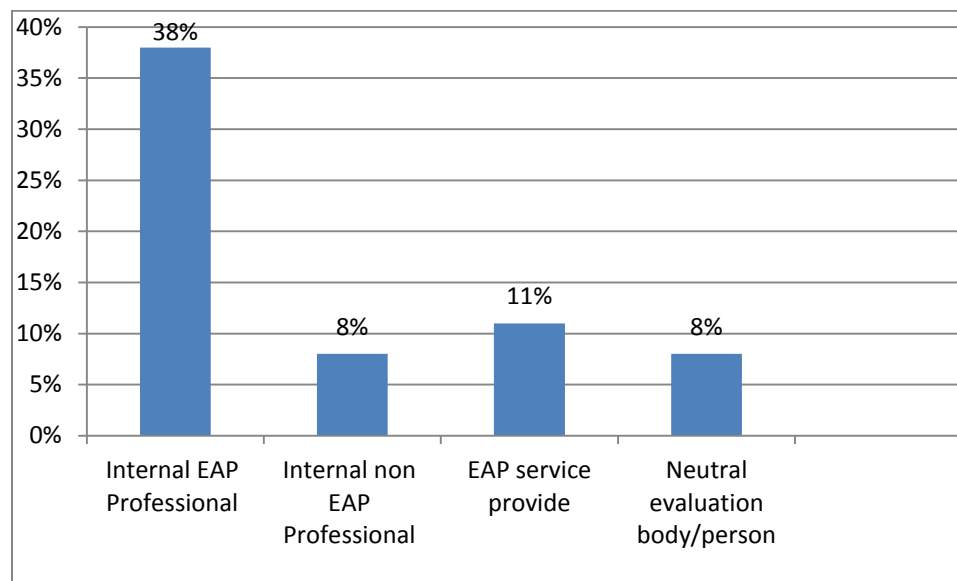
Discussion: The majority of respondents indicated that evaluation is often done by an internal EAP practitioner, similar to the monitoring of EAPs. Internal Non-EAP professional and neutral evaluation body or person were ranked the lowest. This raises a concern as it seems in both the monitoring and evaluation of EAPs, internal EAP professionals often monitor and evaluate their own programmes. This confirms discussions on the challenges and anxieties faced by EAP practitioners pertaining to the evaluation of the programmes. It seems that most EAP practitioners opt for internal evaluation which might be due to anxiety associated with the monitoring and evaluation process and engaging in the process on their own seems to bring about relief.

Other bodies responsible for Monitoring and Evaluation of EAP: Internal Monitoring and Evaluation section, internal EAP professional, EAP service provider, Neutral evaluation body/person.

3.13. Types of evaluation routinely carried out regarding EAP

3.13.1 Which types of Evaluation are routinely carried out regarding EAP (Question 131)

A study on how South African organisations manage their employees' wellness cites that, it is crucial, when measuring the effectiveness of EAP, that an organisation engage in the process of conducting an assessment to address the root causes of problems. Following the implementation of any intervention, there is a need to conduct a re-assessment to determine whether the intervention was successful or not. It is clearly necessary to give accurate and timely data to manage employee wellness. It has been recommended that an organisation must be in a position to perform audits and reviews.

In this study, half of the organisations reported that they did not measure effectiveness; however they consider factors such as utilisation rates, declines in absenteeism, people with HIV returning to work, reporting of chronic diseases and buy-in from employees. In contrast to this, more than half of the organisations reported that they measured effectiveness and used utilisation rates and declines in absenteeism as measures of effectiveness (Sieberhagen, Pienaar & Els, 2011). Furthermore, return on investment is regarded as the gold standard for evaluating employee wellness programme (EWP) outcomes. Some long-established EWPs may produce positive return on investment; however this goal may not be realistic for small and mid-size employers offering new programmes (Mukhopadhyay & Wendel, 2013:174).

In an Australian study on EAP evaluation, when considering utilisation, for example, it was surprising that 24% of respondents reported keeping no relevant records. It should be noted that, EAP cannot be evaluated in cases where accurate records are not maintained (Compton & McManus, 2015: 41). Furthermore, a surprising result for the researchers in this study revealed the majority of respondents replied, in response to the question ''have you established and used a method for evaluating the effectiveness of the EAP'', that they had no method of evaluation. The remaining 42% of respondents indicated that they evaluate their EAPs on a regular basis and used a variety of

methods to establish the level of effectiveness such as direct employee feedback and the use of surveys (Compton & McManus, 2015:38-39).

Figure 9: Types of Evaluation that are routinely carried out regarding EAP

Total number of participants= 64
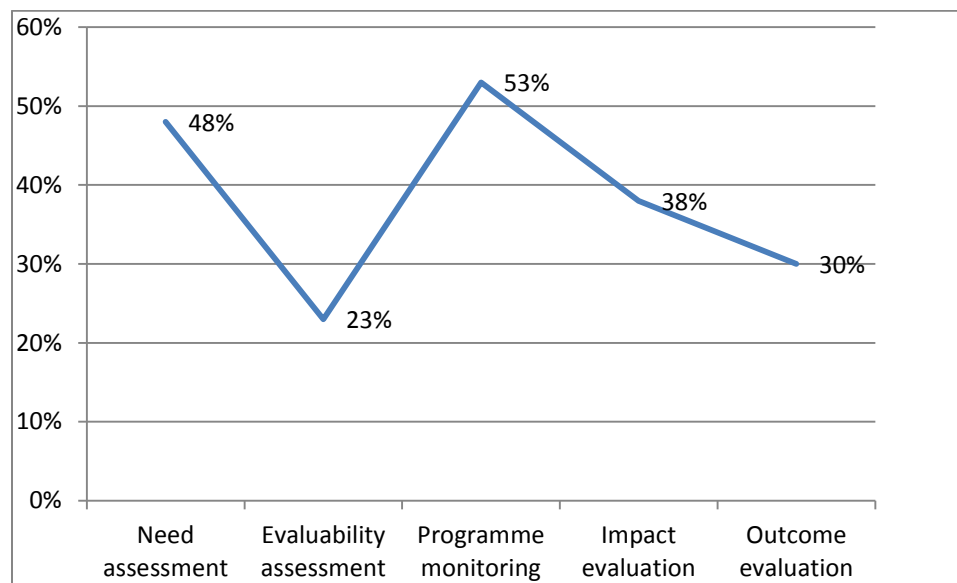
Additional general comments by respondents on the Monitoring and Evaluation of the EAP (Question 132)

- Training in monitoring and evaluation is needed.
- Monitoring and evaluation is sometimes outsourced
- No evaluation is done
- Shortage of staff results in monitoring and evaluation not being done.

Discussion: Respondents confirmed that they carry out different types of evaluation; however, the results indicate a low percentage of application of such evaluations, ranging between 53% and 23%. More than half confirmed that they routinely carry out programme monitoring and evaluability assessment whilst cost-benefit analysis was

ranked the lowest. It should be noted as part of the question, only 31% confirmed the actual application of EAP monitoring strategy in practice. It should be noted that the principle evaluation criteria of monitoring and evaluation programme are based on the effectiveness, impact, relevance, sustainability and efficiency of the programme. EAP practitioners should be adhering to different types of evaluation.

3.14 Conclusion

Googins and Bradley (1987:129) are of the opinion that presence of monitoring and evaluation mechanisms for EAP brings about credit and it also offers information needed to improve the services. Evaluation findings are useful in providing valuable input that can be utilised for modification of the programme activities. In return, EAPs will be enhanced and improved. Furthermore, data obtained during evaluation allow both the programme planners and the administrators to rationalise the need to sustain and increase programme funding.

EAP evaluation, for example, tends to be more meaningfully developed, conducted and distributed, provided there is considerable amount of time and energy spent in the planning of such activities. Meaningful evaluation of EAP depends mostly on measurable programme objectives and data collection mechanisms (Richard, Emener & Hutchison, 2009: 169, 184, 252).

From the research findings, it becomes evident that the majority of EAP practitioners do not engage in monitoring and evaluation of EAPs. The results revealed that less than half of the respondents confirmed the existence of monitoring and evaluation strategies. Furthermore, a limited number of such respondents confirmed the actual application of EAP monitoring and evaluation strategies in practice. This means that the majority of EAPs function without monitoring and evaluation strategies for their programmes. Similarly, less than half of the respondents confirmed that monitoring and evaluation of the core technologies are performed in their EAPs. It should be noted that networking was ranked the lowest in both monitoring and evaluation of EAP core technologies. Most respondents confirmed that their EAPs are being monitored and evaluated by their

internal EAP professionals, whereas a limited number indicated an internal Non-EAP professional or a neutral evaluation body or person as being responsible for the monitoring and evaluation of EAPs. Although respondents confirmed that they carry out different types of evaluation, the results indicate that the application of such evaluations ranges between 53% and 23%. The majority of respondents seem not to be adhering to monitoring and evaluation of EAPs. It should be taken into consideration that it is important to monitor and evaluate EAP continuously so as to identify areas of concern, for example, the existence of the need for a specific programme as this will ultimately improve service delivery.

CHAPTER 4

KEY FINDINGS , CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

Monitoring and evaluation is an essential part and backbone of any programme. It provides important information about performance of interventions, which then assist management in decision making. Monitoring and evaluation helps programmes to improve utilisation of resources and directs focus towards achievement of intended goals. Monitoring is perceived as on-going close supervision and observation of programme activities to compare 'what is happening' with 'what should happen'. Evaluation is then viewed as a process of episodic assessment of achievement against standard criteria (Gopichandran & Krishna, 2012:31).

In this chapter, the researcher provides the key findings, conclusions and recommendations resulting from the study into the Monitoring and Evaluation category of EAPA-SA standards.

4.2 The existence of a Monitoring Strategy in EAP

EAP effectiveness largely depends on the existence of structured programmes, such as existence of strategies to monitor the functioning of the programme. Myers et al., (2010: 565, 558) cite that South Africa has not yet developed regional or national monitoring systems for EAP services, for example programmes for substance abuse services. There are concerns on the extent to which local substance abuse services collect process and outcome data for these programmes as this remains unknown.

4.2.1 Key Findings

- It is noted that 45% of the respondents indicated the existence of a monitoring strategy which indicates less than half of the respondents.

- Respondents who constitute 25% of the population, practice without a monitoring strategy, whereas 8% respondents were not sure of a monitoring strategy.
- Out of 64 respondents, 22% had to be dealt with as missing data.

From these findings, one can conclude that the majority of EAP practitioners function without having a monitoring strategy in their EAPs. Ijeoma (2011:1296) indicates that there are dilemmas in designing monitoring information systems which is caused by lack of qualified and experienced staff to co-ordinate and monitor the programme and the need to have an effective management tool.

4.2.2 Conclusion

Monitoring is the cornerstone of any programme. However, from the findings it becomes evident that EAP practitioners do not perceive monitoring in a serious manner, hence the lack of a monitoring strategy for the majority of EAPs.

4.2.3 Recommendations

Monitoring and evaluation strategies need to be developed during the initial design phase of the programme. All the role players who are in a position to make contributions to the evaluation process should be identified and be involved in this process.

Designing of monitoring system should take into consideration certain aspects. It should be participatory; meaning, all levels of management, interested parties, and potential users of the programme should be involved. This will help determine the information requirements as well as to ensure that essential elements are taken into account. Such a participatory approach in turn assists with the improved and widespread use of the inputs of the monitoring information system. Components of the projects should be specific and prioritised, and these components take into account short- and long-term programme objectives with a view of determining targets, beneficiaries and those activities that are considered critical and need to be monitored against the set targets. Monitoring resources are viewed to be scarce, therefore existing information sources

need to be exploited fully or strengthened first. This in turn can assist with minimising the need for additional data collection (Ijeoma, 2011:1296-7).

4.3 The application of a Monitoring Strategy in practice

EAP practitioners should be relying on programme monitoring as it guides the programme. However, since the majority of respondents in the study indicated no existence of a monitoring strategy, this would also mean poor application of a monitoring strategy.

4.3.1 Key Findings

- The study reveals that 45% of respondents confirmed the existence of a monitoring strategy.
- Out of 64 respondents, 31% confirmed the actual application of an EAP monitoring strategy in practice, meaning that 69% of the respondents do not utilise a monitoring strategy in their EAP practices, whether this monitoring strategy exists or not. Such results are alarming; monitoring should be part of any programme, for its effectiveness.

Googins and Bradley (1987:128) indicate that monitoring is the most overlooked function of the EAP. It is crucial to monitor the programme for its effectiveness, for example aspects such as the progress in the treatment of employees referred outside of the EAP and the performance within the worksite is necessary.

4.3.2 Conclusion

It is noted that the majority of EAP practitioners do not engage in the actual implementation of an EAP monitoring strategy. Most of the EAP practitioners who indicated that the monitoring strategy exists seem to ignore its application in practice. Monitoring the programme for its effectiveness is regarded to be crucial, such as the progress of treatment of employees referred outside of the EAP and the performance

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within the worksite. It has been noted that there is often lack of well-defined mechanisms for a case monitoring process. This results in emphasis being placed on the initial stages of treatment by EAP practitioners and neglects assigning enough time to monitor progress, identify relapse and recidivism within the workplace.

4.3.3 Recommendations

UK-EAPA (1998:72) and EAP Association (1992:41) are of the opinion that there should be an appropriate monitoring system that focuses for example, on the functioning of employees' referred outside of the EAP services for psychotherapy or long-term treatment. EAP should be in a position to monitor and review the progress of referrals as well as ensuring quality treatment. EAP is perceived to be in a unique position to monitor and review the progress of referrals as well as the quality of care employees receive outside of the EAP. Therefore the focus should not be just about providing services without being aware of their impact on employees. Monitoring devices such as follow-up groups and routine check-ups with the treatment centres, for example rehabilitation centres in cases of substance dependency and work supervisors should be routinely followed as these are considered effective for the success of the programme (Googins & Bradley, 1987:128). Monitoring and follow up therefore means that the EAP cares about the well-being of its employees and the organisation. This will also ensure accountability on the part of EAP practitioners and service providers.

4.4 The existence of an Evaluation Strategy in EAP

Similarly, as in programme monitoring, any EAP should have an evaluation strategy so as to make necessary changes that will benefit the service users which will ultimately result in increased productivity and also accountability. Ijeoma, (2014:169-170), indicates that evaluation is considered necessary as it improves performance and also aims to provide feedback to programme managers. This in turn, assists in determining whether the stated objectives are taken into consideration and the intervention is relevant. Focusing on evaluation also means improving accountability based on

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organisational spending. Policy makers, planners and finance departments need to be in a position to judge the merit or work of an intervention.

4.4.1 Key Findings

- Only 44% of the respondents confirmed the existence of an evaluation strategy.
- The study indicates that 20% of the respondents admitted to not having an evaluation strategy, whereas 11% of the respondents were not sure and 25% constituted missing data.

4.4.2 Conclusion

From the findings, it is apparent that less than half of the respondents indicated having an EAP evaluation strategy, which means the majority of EAP practitioners do not have such a strategy. These results are of concern; success of any EAP largely depends on evaluation of a programme for its effectiveness, so as to ensure return on investment. De Coninck et al., 2008:1), state that, although monitoring and evaluation are seen as a crucial part of any programme in an organisational environment, planning, monitoring and evaluation remain a challenge for many developmental organisations. These organisations are increasingly faced with the challenges of designing and using a well-structured monitoring and evaluation system as well as linking this closely with their planning phase.

One needs to be aware that the rationale for evaluation is to determine whether the EAP is successful or not. The goals of evaluation are to improve on the quality of the programme, to demonstrate added value, to enhance the programme based on lessons learnt. From the findings, it becomes evident that the majority of EAP practitioners conduct their programmes without focusing on evaluation as a major need, therefore ignoring the foundations of EAP that will lead to its effectiveness. Evaluating an EAP is important to ensure that it meets the expectations of the primary stakeholders and leads to employee satisfaction (Anema & Sligar, 2010:9). Evaluation has historically been cited as being critical for the EAP.

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4.4.3 Recommendations

Research studies reveal that in some circumstances evaluations are not made available to evaluators; due to the fact that when programmes are evaluated, this brings about some form of anxiety. EAP practitioners should be more familiar with the valuation studies, as this has been noted to decrease the anxiety, simply by means of participating in evaluation. Expecting and accepting evaluation from the beginning, providing balanced continuous feedback for improvement and providing role clarification on an ongoing basis are some of the suggested useful strategies of dealing with anxiety associated with evaluation among EAP practtitioners. It is recommended that when designing a programme, the programme evaluators help programme planners to think through the problem that the programme is supposed to address. The elements that should be incorporated, the manner in which the activities should be delivered, what can be expected to change after a specific period of time and other related problems need to be taken into consideration (Louw, 2012: 1-5). This will in turn assist in the evaluation of the programme. The continuous exposure to evaluation would also minimise practitioner's anxiety levels.

4.5 The application of an Evaluation Strategy in practice

One should not take it for granted that EAP services are effective on the basis that service users access such programmes on a daily basis. An evaluation strategy should be implemented as this will give evidence on the effectiveness of the programme.

4.5.1 Key Findings

- The study shows, 28% of respondents confirmed that they apply an evaluation strategy in their practice.
- This means that 62% of respondents do not apply an evaluation strategy in practice whether it exists or not.

The study therefore revealed that majority of EAPs function without an evaluation strategy for their programmes as a minimal number indicated application of an evaluation strategy in practice. These results are alarming in that one cannot measure the programme successfully without applying an evaluation strategy.

Atkinson et al. (2005:330) support these findings as they cite that evaluation is often not perceived as part of the central mission of an organisation and therefore it is not seen as an integral component of the organisation's planning process. Organisations usually see evaluation as something to be tolerated in cases where it is requested by the funders or by the organisation's administration. As a result of this, some organisations lack staff dedicated for evaluation; they lack the staff with skills needed to conduct evaluation tasks; and also lack resources to dedicate to these types of activities. Furthermore, organizations are often reluctant to evaluate their programme in that some stakeholders may feel threatened by the thought of being evaluated and therefore embark on reasons why an evaluation of the EAP cannot be done, such as confidentiality. Some organisations are often reluctant to evaluate services because they still implement an EAP as a public relations exercise, for example to show that they care. Organisations may therefore not really be interested in EAP effectiveness. Furthermore, some organisations take it for granted that programmes are effective. Organisations are often assured by service providers that EAPs are effective and therefore they end up not perceiving any need to invest in their own audit or evaluation (Highley, 1996:4-8).

4.5.2 Conclusion

For EAPs to be able to ensure cost-effectiveness and relevant services and interventions to their employees, an evaluation strategy needs to be implemented. The research study reveals that the majority of EAPs function without evaluation of their programmes and this is concerning as one cannot be in a position to justify the success of an EAP programme if there is no evaluation of the programme. It should be noted that the entire organisational and EAP commitment in the form of support and co-operation is the key to the success of EAP evaluation, hence the importance of an

advisory committee. EAP effectiveness largely depends on information and input from an advisory committee.

4.5.3 Recommendations

It is important to prepare all the stakeholders involved in an EAP concerning the evaluation process through training. A team approach which takes into consideration all the stakeholders should be adopted in the process of evaluation and all relevant viewpoints should be used. The host organisation, personnel and evaluators must be in a position to learn to work as a team in planning EAP evaluations (Richard , Emener & Hutchison, 2009: 169, 184).

In dealing with monitoring and evaluation, there is a need for setting up a monitoring and evaluation unit and there are steps and procedures that need to be adopted. All the stakeholders involved must reach consensus on the specific activities that should be assessed, for example, "what should be measured, for who should it be measured, for what purpose it should be measured, how should it be measured, how should the data be collected, when and in which form is the information needed, who collects the analysis and present the information" (Ijeoma, 2011: 1290-3). Successful evaluation largely depends on the involvement of all stakeholders within the organisation, one needs buy-in from managers, unions and employees. Furthermore, training seems to be a crucial aspect of evaluation as this will empower those involved in the evaluation process and in turn alleviate anxieties and justifications associated with evaluation of EAPs.

4.6 Core technologies that are covered in a monitoring strategy

It should be noted that core technologies are important aspects of any EAP for a well-structured EAP services. The Standards Committee of EAPA-SA (2010) cites that EAP core technologies are the fundamental elements of the employee assistance profession. Together, these components create a distinctive approach in dealing with work-

organisational productivity issues as well as personal issues that impact on job performance.

4.6.1 Key Findings

- From the data collected, 33% to 42% of respondents confirmed that the monitoring of the core technologies is performed by their EAPs.
- The therapeutic component was ranked the highest, with networking being ranked the lowest by respondents.

Although the data collected from the survey indicate that EAP practitioners involve all core technologies in their monitoring strategy, it has been noted that it is only a limited number of respondents that include the monitoring of the core technologies in their EAPs.

4.6.2 Conclusion

More than half of the respondents do not include core technologies in the monitoring strategy of their EAPs. From these findings, it also becomes evident that most respondents do not engage in networking as it was ranked the lowest. This might hinder EAP effectiveness as these core components should form an integral part of the programme for its success.

4.6.3 Recommendations

It is important that each and every EAP should at least cover the EAP core technologies in their monitoring strategy. This in turn will assist the EAP to be convincing in its service delivery and will also differentiate the EAP from any other workplace programmes. These core technologies include training and development of and assistance to work organisation stakeholders (managers, supervisors, and unions) looking for effective management of the employee who is undergoing behavioural, emotional and wellness issues; enhancing the work environment; and improving

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employee job performance. Marketing and promotion of EAP services (availability and guarantees, that is, confidentiality) to management, supervisors, unions, employees as well as their family members. Furthermore, case management by means of confidential and timely risk identification, assessment, motivation, short-term intervention, referral, monitoring, follow up, reintegration and aftercare services for employees with personal and work-related problems that have the potential to affect job performance. Consultation to work organisations to pro-actively address inherent trends stemming from personal or organisational issues. Networking to establish and maintain effective relations with internal and external role-players and service providers. Monitoring and evaluation of the value/success/impact of EAP services pertaining to the work organisation and individual job performance (Terblanche, 2011:1). It becomes evident that an EAP that is linked to core technologies will result in a well-structured and well functioning EAP which will eventually lead to increased employee productivity; hence design of any EAP should take into account all the core technologies.

4.7 Core Technologies that are covered in an Evaluation Strategy

EAPs should cover all the core technologies in their evaluation strategy, for it to be deemed a well-structured programme.

4.7.1 Key Findings

- Survey results indicate that 17% to 25% respondents confirmed that EAP core technologies are covered in their evaluation of EAPs. Training was ranked the highest by respondents and just as in monitoring, networking was ranked the lowest.

This confirms a limited number of respondents indicating that the EAP core technologies are covered in their evaluation strategy and respondents seem to prefer to cover core technologies in their monitoring strategy rather than in their evaluation strategy.

4.7.2 Conclusion

Most EAP practitioners do not include the core technologies in their evaluation strategy, and neglect was noted more specifically in networking. Respondents seem to prefer monitoring to evaluation of their EAP's core technologies and this can be further linked to imagined embarrassment as a result of anticipated results based on programme ineffectiveness.

4.7.3 Recommendations

EAP practitioners should maintain on-going contact with other EAP practitioners and with both internal and external role players as networking is also an important part of the components of EAP. Professionals need to be aware of external researchers and programme evaluators to be recruited for evaluation purposes. Employees need to be referred to external organisations at times for a multi-disciplinary approach to their treatment. Therefore, evaluation strategy should incorporate all core technologies in their EAPs and continuous networking with both internal and external stakeholders is important.

4.8 Body responsible for Monitoring an EAP

EAP practitioners who attempt to monitor their own programmes run the risk of influencing their own programmes being perceived as effective, due to possible subjectivity.

4.8.1 Key Findings

- The majority of respondents confirmed that their EAPs are being monitored by internal EAP professionals and this constitutes 61% of the respondents.
- Internal Non-EAP professionals were indicated by 13% and EAP service providers reflected 17%.
- A limited number of respondents indicated a neutral evaluation body or person as being responsible for the monitoring of EAP and this comprises 6%.

4.8.2 Conclusion

Internal EAP professionals seem to be largely responsible for the monitoring of EAPs, and EAP professionals seem not to be comfortable utilising a neutral evaluation body or person in the monitoring of their EAPs. It should be noted that those who monitor their own programmes run the risk of making their own programmes to be perceived in a positive light which will result in unrealistic feedback on EAP effectiveness.

4.8.3 Recommendations

It is crucial to engage outside, trained people for programme monitoring as this will lead to objective programme monitoring.

4.9 Body responsible for Evaluation of EAP

EAP practitioners, might prefer different bodies to evaluate their programmes. It should however, be noted that those who evaluate their own programmes, might not achieve the intended goals and objectives of an EAP. The evaluation might end up being biased, and one therefore is not in the position to ascertain the true reflection of EAP effectiveness. This in turn might impact negatively on organisational resources.

4.9.1 Key Findings

- The study revealed that 38% of EAPs are being evaluated by internal EAP professionals, whereas 11% of respondents indicated evaluation being done by the EAP service provider.
- For internal non-EAP professional and a neutral evaluation body or person respondents reflected 8% being done by these.

Sonnenstuhl and Trice (1995:5) reflect that an EAP evaluation is often faced with a challenge, in that some programme co-ordinators attempt to evaluate their own programmes. By so doing, they are often confronted with the overwhelming temptation

of making their own programmes to be perceived in a positive light. This in turn can result in unrealistic feedback, based on EAP effectiveness, as some of the programme co-ordinators may be in denial or feel threatened by the true reflection of the EAP. Therefore, they may prefer to present their programmes in a favourable manner.

4.9.2 Conclusion

Respondents indicated that EAP evaluation is often done by internal EAP practitioners. Internal non-EAP professionals and a neutral evaluation body or people were ranked the lowest in evaluation of EAPs. This raises a concern as this could lead to biased findings that would support the effectiveness of EAP, when EAP practitioners evaluate their own programmes. Even in cases where the programmes are not effective, they could be made to appear to be efficient in addressing employee difficulties even if they are not.

4.9.3 Recommendations

It is crucial to engage outside, trained evaluators for programme evaluation for the purpose of objective programme evaluation. EAP professionals need to be aware of external researchers and programme evaluators to be recruited for evaluation purposes (Sonnenstuhl & Trice, 1995:5). This will ensure a true reflection of the programmes and one would be able to make the necessary changes in the programmes to the benefit of employees.

4.10 Types of evaluation that are routinely carried out regarding EAP

Different types of evaluation are being carried out by respondents. Maiden (2003:83) cites that programme evaluation serves multiple purposes, for example it documents the benefits of costs and resources spent on the company. It also focuses on employee and organisational needs as well as improving the quality of the EAP and the efficiency of EAP operations on a continuous basis.

4.10.1 Key Findings

- 53% of the respondents indicated carrying out programme monitoring and this was ranked the highest.
- About 48% of the respondents carry out need assessment; 38% carry out impact evaluation; and 30% conduct outcome evaluation.
- Evaluability assessment was ranked the lowest with only 23% of the respondents indicating carrying out such an evaluation.

4.10.2 Conclusion

EAP professionals seem to carry out different types of evaluation in their EAPs however, such evaluations range between 53% and 23%. More than half of the respondents indicated that they routinely carry out programme monitoring and respondents seemed less comfortable with evaluability assessment.

4.10.3 Recommendations

It has been recommended that the first step in evaluating the effectiveness of an EAP is to specify the programme objectives to be evaluated, since without clearly identified objectives, there would not be adequate criteria for evaluation (Anema & Sligar, 2010: 10). Review of programme performance against the initial objectives, satisfaction surveys administered to employees, comparison of programme data with benchmarks, and a focus group with stakeholders should be considered in EAP evaluation.

4.11. Concluding Summary

Googins and Bradley (1987:129) are of the opinion that the presence of monitoring and evaluation mechanisms for EAP brings about credibility and it also offers information needed to improve the services. Evaluation findings are useful in providing valuable input that can be utilised for modification of the programme activities and in return, the

EAP will be enhanced and improved. Furthermore, data obtained during evaluation allow both the programme planners and the administrators to rationalise the need to sustain and increase programme funding.

The survey revealed that only 45% of respondents confirmed the existence of a monitoring strategy. It should be noted that only 31% of the EAPA-SA participating members confirmed the actual application of the EAP monitoring strategy in their practices. Furthermore, 44% of participating EAPA-SA members confirmed the existence of evaluation strategy, whereas 28% of the respondents confirmed the actual application of the EAP evaluation strategy in their practices.

Although participating EAPA-SA members responded to the monitoring of core technologies question, between 33% to 42% confirmed that monitoring is performed by their EAPs. Evaluation responses were alarming, as only between 17% to 25% respondents confirmed that EAP core technologies are covered in their evaluation of EAPs. Most EAPA-SA members identified the internal EAP practitioner as the main person responsible for monitoring and evaluation of EAP core technologies. It should however be noted that different persons were identified as being responsible for monitoring and evaluation of the EAP core technologies. Evaluation of EAPs by internal practitioner was ranked highest and other categories were ranked lowest. Different type of evaluations seem to be carried out by the EAPA-SA members, however only a low percentage of respondents confirmed carrying out such evaluations. Monitoring and evaluation seem to be avoided by most EAPA-SA members, as it has already been noted, anxieties and embarrassment that might rise as a result of negative findings might be the cause of most respondents preferring to avoid monitoring and evaluation or to do it themselves. It seems that EAP practitioners prefer to monitor and evaluate their programmes as they need to encounter to the organisation.

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ANNEXURES:

Annexure A: Authorisation letter of EAPA-SA

Annexure B: Letter by Ethical Committee

Annexure C: Informed consent letter

Annexure D: Data collection instrument (Questionnaire)

Annexure E: Declaration for the storage of research data

ANNEXURE (A)

AUTHORIZATION LETTER OF EAPA-SA

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The Employee Assistance Professionals Association of South Africa

PO Box 11166; Hatfield, Pretoria, 0028
admin@eapasa.co.za
www.eapasa.co.za

18 July 2013

Supervisor: Group Research Project
Department of Social Work and Criminology
University of Pretoria
PRETORIA
0002

Dear Prof Terblanche

PERMISSION FOR GROUP RESEARCH PROJECT: EAP MASTERS STUDENTS

I wish to refer to your letter requiring authorisation by the EAPA-SA Board for the group research project on the EAPA-SA EAP Standards – dated 21 May 2013.

The EAPA-SA Board hereby grants permission to the following students, registered for either of the following programmes at the Department of Social Work and Criminology, University of Pretoria:
MSW (EAP) or M Soc Sci (EAP):
- A Lefakane
- M Kubheka
- E Monama
- H Caleni
- M Mogashoa.

Permission is granted based on the information as was provided in your letter, regarding the title, goal and objectives of the group study – although it is understood that each student's study will be acknowledged and forms part of his/her individual academic requirements.

Permission also provides for the practical assistance from the administrative officer of the Board, regarding:

- assistance in the process of adding the link to the EAPA-SA website and communication with members electronically;

- EAPA-SA webmaster, to upload the electronic version of the questionnaire to an identified website approved for purposes of the envisaged survey; and

No costs will be covered by the EAPA-SA Board, unless such costs had been approved prior to the actual costs being paid. As such any **costs** incurred by this request, will be paid by the students or another approved source.

Possible benefits for EAPA-SA as a voluntary association, can be summarised as follows:

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- results will provide a proper indication of the current status in the application of EAPA-SA Standards in the field of the EAP
- benchmarking will be possible between best practices and the prescribed EAPA-SA standards, which could result in a more focused application of the EAPA-SA Core Technologies.
- Results could be used in the revision of the 2010-version of the EAPA-SA EAP-Standards.

It is also confirmed that the respondents approached for data, will all be EAP professionals registered with EAPA-SA in the category 'Individual member' and will participate in the study in the mentioned capacity. As such no additional permission needs to be obtained from employers of individual EAP professionals – as data will be based on the EAPA-SA membership and the application of the EAPA-SA EAP standards.

As such a copy of the final report/s is required.

Tshifhiwa Mamaila
EAPA-SA President

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ANNEXURE (B)

LETTER BY ETHICAL COMMITTEE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Research Ethics Committee

3 July 2014

Dear Prof Lombard

Project:	**Monitoring and evaluation practice standards in South African Employee Assistance Programmes**
Researcher:	**H Caleni**
Supervisor:	**Prof LS Terblanche**
Department:	**Social Work and Criminology**
Reference number:	**12332586**

Thank you for the application that was submitted for ethical consideration.

I am pleased to inform you that the above application was **approved** by the **Research Ethics Committee** on 3 July 2014. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof Karen Harris
Acting Chair: Postgraduate Committee &
Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail:Karen.harris@up.ac.za

Research Ethics Committee Members: Dr L Blokland;Prof Prof M-H Coetzee; Dr JEH Grobler; Prof KL Harris (Acting Chair); Ms H Klopper; Dr C Paneblanco-Warrens; Dr Charles Puttergill, Prof GM Spies; Dr Y Spies; Prof E Taljard; Dr P Wood

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ANNEXURE (C)

INFORMED CONSENT FORM

INFORMED CONSENT FORM

Participant's Name: ....
Date: ....

Principal Investigator: Hlobokazi Caleni
Name:
Institution: University of Pretoria
Address:

Informed Consent

1. *Title of Study:*
   Monitoring and Evaluation Standards: Practices in South African Employee Assistance Programmes Benchmarked against EAPA-SA Standards.
2. *Purpose of the Study:*
   The purpose of this study is to investigate the existing monitoring and evaluation EAP practices against the EAPA-SA Standard document so as to assess whether these practices fulfil their purpose.
3. *Procedures:* The testing will take approximately 1 to 2 hours. All testing will be scheduled at my convenience.
4. *Risks and Discomforts:* There are no known medical risks or discomforts associated with this project, although I may experience fatigue and/or stress when taking these tests.
5. *Benefits:* I understand there are no known direct medical benefits to me for participating in this study. However, the results of the study may help researchers gain a better understanding of how we learn and recall information about other people.
6. *Participant's Rights:* I may withdraw from participating in the study at any time.
7. *Financial Compensation:* I will be/will not be reimbursed R __0_ per hour for my participation and R _0___ or any travel expenses.
8. *Confidentiality:* In order to record exactly what I say in the tests, a tape recorder will be used. The tape will be listened to only by the Principal Investigator and authorized members of the research team at
   _____N/A_____.
9. I understand that the results of testing will be kept confidential unless I ask that they be released. The results of this study may be published in professional journals or presented at professional conferences, but my records or identity will not be revealed unless required by law.
10. If I have any questions of concerns, I can call (Student's name) Hlobokazi Caleni at _____ at any time during the day or night.

I understand my rights as a researcher 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. I am also aware that all raw data generated through this study will be stored at the University of Pretoria for a period of 15 years.

_____   _____
Subject's Signature   DATE

H. Caleni
Signature of Investigator

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ANNEXURE (D)

DATA COLLECTION INSTRUMENT (QUESTIONNAIRE)

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SURVEY ON EAP STANDARDS
You are invited to participate in the survey following this introduction and informed consent letter. **It will take between 40 and 45 minutes to complete the questionnaire.** Completed responses are automatically saved and allow any participant to proceed at a later stage with the total completion, without losing information already provided. Please **do not complete the questionnaire more than once.**

The goal of the project is to explore, through benchmarking against EAPA-SA standards, the practices of EAP professionals with regard to different EAP standards.

This survey is part of a group research project launched by four students, registered for a master's programme in EAPs offered by the Department of Social Work and Criminology at the University of Pretoria. The supervisor of these four students, is Prof Lourie Terblanche, previously President of EAPA-SA and the programme manager of the mentioned master's programme. **The students involved are: Ms Andiswa Lefakane, Mr Moses Kubheka, Ms Hlobokazi Caleni and Ms Ephenia Monama.**

This research project is carried out in close co-operation with the EAPA-SA Board. Written permission had been obtained from the President of EAPA-SA in order to request all registered individual members of EAPA-SA to participate in this survey in their own capacity as EAP practitioners.

In order to participate in the survey, every participating member of EAPA-SA is required to give informed consent – which can be done by clicking on the relevant button at the end of this page.

Participation in this project is subject to valid registration as an individual member of EAPA-SA, which is confirmed by the fact that you have been approached to participate. However, participation is voluntary and anonymous and responses can in no way be linked to the respondent or his/her employer. Data will at all times be handled in a confidential manner.

The researchers wish to thank you for your time and valuable input towards improvement of the EAP practice in South Africa.

○ I disagree to participate in the survey

○ I agree to participate in the survey

>>

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

EAP
ASSOCIATION
SOUTH AFRICA BRANCH

Q2 What is your gender?

Male	Female
O	O

Q3 How long have you been working as a professional person?

0 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	more than 20 years
O	O	O	O	O

Q4 How long have you been working as an EAP practitioner/professional?

0 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	more than 20 years
O	O	O	O	O

Q5 Indicate the sector where you are currently employed

- O Public sector
- O Private sector
- O Private practice full-time
- O Employed by EAP Service provider
- O Public sector with part-time private practice
- O Private sector with part-time private practice
- O Other (please specify

Q6 If you are currently not involved in EAP practice, shortly explain your job contents and/or job title.

| << | >> |

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UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Q7 Are you aware of the EAPA-SA Standards document?

Yes	No
◯	◯

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Q8 Indicate how frequent you make use of the EAPA-SA Standards document.

Never	Daily	Weekly	Monthly	Quarterly
○	○	○	○	○

Q9 If you do not consult the EAPA-SA Standards document, please select most relevant reason

○ I was not aware of the EAPA-SA Standards document

○ I do not have access to the Standards document

○ The Standards document is impractical

○ Other, add comments

Q10 Add general comments regarding the utilisation of the EAPA-SA Standards document, if needed

Q125 Monitoring strategy

	Yes	No	Not sure
Does your EAP have a monitoring strategy?	○	○	○
If so, is this monitoring strategy applied in practice?	○	○	○

Q126 Evaluation strategy

	Yes	No	Not sure
Does your EAP have an evaluation strategy?	○	○	○
If so, is this evaluation strategy applied in practice?	○	○	○

Q127 If yes, which of the following core technologies are covered in your monitoring and evaluation strategy?
Q128

	Monitoring			Evaluation		
	Yes	No	Not sure	Yes	No	Not sure
Marketing	○	○	○	○	○	○
Training	○	○	○	○	○	○
Therapeutic component	○	○	○	○	○	○
Consultation	○	○	○	○	○	○
Networking	○	○	○	○	○	○
Other, please specify	○	○	○	○	○	○

Q129 Who is responsible for monitoring and evaluating your EAP? You may select more than one option.
Q130

	Monitoring		Evaluating	
	Yes	No	Yes	No
Internal EAP professional	○	○	○	○
Internal non-EAP professional	○	○	○	○
EAP service provider	○	○	○	○
Neutral evaluation body/person	○	○	○	○
Other, please specify	○	○	○	○

Q131 Indicate which of the following types of evaluation are **routinely** carried out regarding your EAP?

	Yes	No
Needs assessment	○	○
Evaluability assessment	○	○
Programme monitoring	○	○
Impact evaluation	○	○
Outcome evaluation	○	○

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	Yes	No
Cost-benefit analysis	O	O
Cost-effective analysis	O	O
Utilisation evaluation	O	O
Other, please specify	O	O

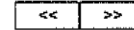**Q 132** Add general comments on the monitoring and evaluation of the EAP, if needed

Add comments regarding any of the questions included in this questionnaire - if needed and **if you have not done so as yet.**

Thank you for your time and effort in participating in this important survey!

ANNEXURE (E)

DECLARATION FOR THE STORAGE OF RESEARCH DATA

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Declaration for the storage of research data and/or documents

I/ We, the principal researcher(s)   ___Hlobokazi Caleni_____

and supervisor(s)   ___ Prof L S Terblanche_____

of the following study, titled   **Monitoring and evaluation practice standards in South African Employee Assistance Programmes**

will be storing all the research data and/or documents referring to the above-mentioned study in the following department:

____Social Work and Criminology_____

We understand that the storage of the mentioned data and/or documents must be maintained for a minimum of <u>15 years</u> from the commencement of this study.

Start date of study: January 2013

Anticipated end date of study: January 2014

Year until which data will be stored: January 2029

Name of Principal Researcher(s)	Signature	Date
Hlobokazi Caleni		
Name of Supervisor(s)	**Signature**	**Date**
Prof L S Terblanche		
Name of Head of Department	**Signature**	**Date**
Prof A Lombard		

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