

**EMPLOYEE ASSISTANCE SERVICES (EAS) HANDBOOK
BASED ON TEACHERS' EXPECTATIONS AND PERCEPTIONS
TOWARD HELP-SEEKING THROUGH COUNSELING**

NURHAFIZAH BINTI YAACOB

UNIVERSITI SAINS ISLAM MALAYSIA

**EMPLOYEE ASSISTANCE SERVICES (EAS) HANDBOOK
BASED ON TEACHERS' EXPECTATIONS AND PERCEPTIONS
TOWARD HELP-SEEKING THROUGH COUNSELING**

Nurhafizah Binti Yaacob
(Matric No. 4100015)

Thesis submitted in fulfillment for the degree of
DOCTOR OF PHILOSOPHY
HUMAN RESOURCE MANAGEMENT

Faculty of Leadership and Management
UNIVERSITI SAINS ISLAM MALAYSIA
Nilai

July, 2016

DECLARATION OF THESIS AND COPYRIGHT

إقرار البحث العلمي وحق النشر

Student's Full Name / اسم الطالب بالكامل	Nurhafizah Binti Yaacob		
Academic Session / الفصل الدراسي	2015/2016	Matric No. / رقم التسجيل الجامعي	4100015
Research Title / عنوان البحث	Employee Assistance Services (EAS) Handbook Based on Teachers' Expectations and Perceptions Toward Help-Seeking Through Counseling.		

I hereby declare that the work in this thesis/ project paper is my own except for quotations and summaries which have been duly acknowledged /

إني أقر وأعترف بأن هذا البحث من عملي وجهدي الشخصي، أما المقتطفات والاقتباسات، فقد أشرت إلى مصادرها في هامش البحث

I acknowledged that Universiti Sains Islam Malaysia reserves the right as follows /

أقر بأن تحتفظ جامعة العلوم الإسلامية الماليزية بالحقوق التالية:

1. The thesis/ postgraduate project paper is the property of Universiti Sains Islam Malaysia /
إن ملكية هذا البحث العلمي لجامعة العلوم الإسلامية الماليزية


2. The library of Universiti Sains Islam Malaysia has the right to publish my thesis/ postgraduate project paper as online open access (fulltext) and make copies for the purpose of research or teaching and learning only /

تحتفظ مكتبة جامعة العلوم الإسلامية الماليزية بحق النشر لهذا البحث العلمي أو المشروع العلمي على الإنترنت (البحث الكامل) وحق الطباعة بهدف إجراء البحث العلمي أو التعليم والتعلم فقط

Nurhafizah Y.
.....
(Student's Signature)

800115-03-5816
.....
(IC No./Passport No.)

29.07.2016
.....
(Date)


.....
(Supervisor's Signature)

Prof. Madya Datin Dr. Sapora Binti Sipon
.....
(Name)

29.07.2016
.....
(Date)

BIODATA OF AUTHOR

Nurhafizah Binti Yaacob (Matric No: 4100015) was born on the 15th January 1980 (MyKad No :800115-03-5816). She is currently residing at Sungai Buloh, Selangor. She previously was a student of Universiti Teknologi Malaysia (UTM) and obtained Master of Science in Human Resource Development (HRD) from the Faculty of Management and Human Resource Development. She pursued a Ph.D from the Faculty of Leadership and Management, University of Islamic Science Malaysia (USIM) majoring in Human Resource Management (HRM).

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

السلام عليكم و ارحمة الله و بركة

First and foremost, I am most grateful to Allah SWT and His Messenger, Muhammad SAW.

In preparing this thesis, I was in contact with many people, researchers, academicians, and practitioners. They have contributed in so many ways toward my understanding and thoughts. In particular, I wish to express my sincere appreciation to Ministry of Education Malaysia and the involved educational division and department. To my main thesis supervisor, Associate Professor Datin Dr. Sapora Sipon – thank you for all the guidance, advice and motivation. I am also very thankful to my co-supervisors, Dr. Abdul Rahim Zumrah and Allahyarham Dr. Adanan Mat Junoh, my thesis examiners - Professor Dr. Durrishah Idrus, Associate Professor Dr. Nik Hasnaa Nik Mahmood, Dr. Khairunneezam Mohd Noor, thank you for all encouragement, guidance and support.

My beloved husband, parents, and family members - Thank you for all the love, support and prayers.

My sincere appreciation also goes to all my colleagues, all research respondents and participants as well as individuals who have provided assistance at various occasions.

Thank You

ABSTRAK

Perkhidmatan Bantuan Pekerja (EAS) juga dikenali sebagai Program Bantuan Pekerja (EAP) telah memainkan peranan sebagai medium yang membantu para pekerja menghadapi cabaran yang mungkin mengganggu prestasi kerja mereka sama ada dalam kehidupan di rumah mahupun di tempat kerja. Perkhidmatan yang ditawarkan menerusi EAS adalah melalui khidmat konsultasi, kaunseling, khidmat kejurulatihan dan juga seminar yang berkaitan isu-isu kekeluargaan dan perkahwinan, pembangunan kerjaya, isu-isu hubungan industri serta kesihatan mental juga fizikal. Suatu kajian berkonsepkan penjelasan telah diadakan dalam kalangan guru-guru di sekolah kebangsaan harian di dalam Daerah G, Selangor menerusi empat (4) fasa kajian secara kaedah campuran. Objektif kajian telah dianalisis berdasarkan fasa-fasa ini. Dalam Fasa I, kajian kuantitatif telah dijalankan bagi mengenalpasti latar belakang demografi guru-guru serta cabaran di dalam kehidupan dan pekerjaan. Fasa ini juga turut mengenalpasti ekspektasi para guru terhadap EAS sekiranya menjadi program kesihatan di tempat kerja serta persepsi mereka terhadap bantuan menerusi khidmat kaunseling. Ekspektasi para responden telah menunjukkan bahawa suatu penambahbaikan terhadap khidmat kaunseling sedia ada adalah diperlukan dari aspek jenis-jenis perkhidmatan yang ditawarkan, prosedur-prosedur, sistem rujukan dan juga lokasi pertemuan dengan kaunselor sementara persepsi mereka terhadap bantuan menerusi khidmat kaunseling telah menunjukkan bahawa responden mempunyai stigma sendiri, stigma sosial, keterbukaan emosi dan kebimbangan terhadap risiko & utiliti pada tahap yang sederhana. Dalam Fasa II, suatu kajian kualitatif telah dijalankan ke atas pihak berkepentingan menjaga kebajikan serta kesejahteraan para guru berdasarkan dapatan kajian dari Fasa I. Kajian fasa ini dijalankan menerusi perbincangan kumpulan fokus dan temubual bagi membincangkan kriteria EAS yang paling sesuai dan dapatan perbincangan telah mencadangkan pembinaan buku panduan EAS dibina pada Fasa III. Bagi mengenalpasti keberkesanan perkhidmatan dan juga kepuasan peserta, suatu perkhidmatan EAS dalaman telah dilaksanakan dalam Fasa IV. Pada fasa ini, kajian kuantitatif dan kualitatif telah digabungkan bagi menguji persepsi para peserta sebelum dan selepas menyertai perkhidmatan kaunseling menerusi EAS dalaman tersebut. Hasil daripada program rintis ini telah menunjukkan bahawa terdapat perubahan persepsi yang tinggi secara statistik iaitu suatu perubahan positif terhadap persepsi stigma sendiri dan stigma sosial peserta terhadap bantuan melalui khidmat kaunseling. Keterbukaan emosi dan kebimbangan terhadap risiko dan tanggungan penyertaan khidmat kaunseling juga telah menunjukkan suatu perubahan positif serta signifikan secara statistik. Peserta turut menunjukkan kepuasan yang tinggi terhadap penyertaan mereka menerusi kajian rintis EAS secara dalaman yang telah dilaksanakan. Kajian ini turut memberikan cadangan bagi kajian akan datang.

ABSTRACT

Employee Assistance Services (EAS) also known as Employee Assistance Program (EAP) plays the role as the medium of helping employees in both work-life and home-life challenges that might interfere the employees' job performance. The services in EAS offer assistance through consultation, counseling, coaching and seminar related on family and marital issues, career development, industrial relation issues, mental and also physical health. An explanatory study has been conducted among the teachers in the national daily schools in District G, Selangor through four (4) phases of mixed-method research. The research objectives of this study were analysed phase by phase. In Phase I, a quantitative research was conducted to identify the teachers' demographic background and their challenges in work-life and home-life. This phase also identifies the teachers' expectations toward the EAS as the medium of workplace wellness program and their perceptions toward help-seeking through counseling services. The respondents' expectations have shown that enhancement on the existing practice of counseling services is needed on the aspects of the type of services, procedures, referral systems and meet-up location while their perceptions' toward help-seeking through counseling services have shown that the respondents' self-stigma, social stigma, emotional openness and anticipated risk & utility were rated at the moderate level. In Phase II, a qualitative research was conducted with the key stakeholders based on the data gathered in Phase I. Through focus group discussions and in-depth interviews, the most suitable criteria of the EAS structure was suggested which followed by the Internal EAS Handbook development in Phase III. To identify its effectiveness and participant's satisfaction, a pilot Internal EAS was conducted in Phase IV. Through this phase, quantitative and qualitative approaches were conducted as the participants' pre and post-perceptions toward help-seeking through counseling services were tested. The major findings of the test have proven to be statistically significant and highly improved participants' self-stigma and social stigma by decreasing both stigmas toward help-seeking through counseling. Participants' emotional openness and anticipated risk & utility have also proven to be positively impacted and statistically highly significant. The percentage values of the EAS satisfaction among the participants also found to be positively high toward the pilot Internal EAS. This study also provides recommendation for future research of its kind.

ملخص البحث

كانت خدمة مساعدة الموظفين (إي. أيه. إيس) معروف أيضا بالاسم برنامج مساعدة الموظفين (إي. أيه. بي). وكانت دورها كالوسائل في مساعدة الموظفين ليوّجه التهديدات التي تمكن في إزعاج إنجازاتهم في الحياة إما أن يكون في بيتهم أو عملهم. وتوفر الخدمة مثل التوجيهات، والإرشادات، خدمة المتضرّبين، والورش العمل مما تتعلّق بقضايا الأسري والزواج، والمهاني، والقضايا في الصناعة، وما تتعلّق بصحة العقلي والجسدي. وقامت الباحثة بالدراسة البياني لدى المعلمين في مدرسة الوطني العامة في منطقة جي، سلاجور من خلال أربع فترات من الدراسة في منهج الخليطة بينهما. ويتمّ تحليل أهداف البحث حسب هذه الفترات. في الفترة الأولى، تقام الباحثة بالدراسة الكمية لتحديد خلفية المعلمين والتهديدات التي تدور في حياتهم وعملهم. وفي هذه الفترة تحديد الإدراك لدى المعلمين حول رؤيتهم لو يقوم هذا البرنامج كالبرنامج الصحي في مكاتبهم وتجمع رؤيتهم حول المساعدة من خلال خدمة التوجيهات. ومن الإدراك وافقت بما العينات من هذه الخدمة أن تحسّن من أجل الخدمات المتوفرة، والإجراءات، ونظام المرجعي، وموعد الإرشادات. وهذا نتائج يدلّ على العينات ذو مميزات نفسية، واجتماعية، والانفتاح، ولديهم مستوى المتوسط في القلق عند الخطورة والمصلحة لهذه الخدمة. وفي الفترة الثانية، تقام بالدراسة الكيفية على فريق محافظة بر المعلمين نتيجة عن نتائج البحث في الفترة الأولى. تقع هذه الفترة من خلال مناقشة مع فريق التركيز ومقابلة عن معايير مناسبة لهذه الخدمة وبعدها قامت بنتائج لإنشاء الكتاب المنظم في الفترة الثالثة. ومن أجل تحديد أثر هذه الخدمة والإقناع المشتركين، قامت بخدمة التجريبية في الفترة الرابعة. وفي هذه الفترة، قامت بخلط بين المنهج الكمي والكيفي لتوقع الإدراك بين المشتركين قبل وبعد خدمة التوجيهات من خلال اختبار التجريبية. ويدلّ نتائج من اختبار التجريبية على التغيرات العالية في الإدراك إحصائيا في مميزات نفسية، واجتماعية المشتركين في مساعدة من خلال التوجيهات. وأيضا في الانفتاح والقلق عند الخطورة والكفل تمّ تغييرها بشكل إيجابيا إحصائيا. وتظهر المشتركين مستوى القناع العالية بعد المشاركة في هذا اختبار التجريبية. وهذه الدراسة ستقترح في البحث القادم.

TABLE OF CONTENTS

CONTENTS	Page
AUTHOR DECLARATION	i
BIODATA OF AUTHOR	ii
ACKNOWLEDGEMENTS	iii
ABSTRAK	iv
ABSTRACT	v
MULAKHKHAS AL-BAHATH	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
ABBREVIATION	xvi
CHAPTER I: INTRODUCTION	1
1.0 Background	1
1.1 Managing the Occupational Stress	3
1.2 Statement of Problem	5
1.3 Research Objectives	9
1.4 Significance of the Study	10
1.5 Scope of Study	11
1.6 Definition of Terms	12

CHAPTER II: LITERATURE REVIEW	17
2.0 Introduction	17
2.1 Counseling in Malaysian Education System	18
2.2 Perceptions towards Seeking Professional Counseling	19
2.2.1 Emotional Openness	22
2.2.2 Social Stigma	23
2.2.3 Self Stigma	24
2.2.4 Anticipated Risk and Utility	25
2.3 Employee Assistance Services (EAS)	26
2.4 The Evolution of Employee Assistance Services (EAS)	29
2.5 Challenges of EAS as the Occupational Stress Management	31
2.5.1 Identifying Individual's Type of Stress and Stressors	32
2.5.2 Acculturating Public Awareness	32
2.5.3 Differences in Individual's Demographic Background & Expectations	33
2.6 Model of Job Stress and Health	35
2.7 Employee Assistance Programs and Services in Malaysia	38
2.8 Services Offered through Employee Assistance Services	40
2.8.1 Counseling Services	41
2.8.2 Life Coaching and Consultations	42
2.8.3 Industrial Relations and Financial Consultancy Services	42
2.8.4 Family Relationship Consultancy	43
2.8.5 Critical Incident Stress Debriefings (CISD)	44
2.8.6 Telephone and Email Consultation	44
2.9 Employee Assistance Services Policy & Procedure	45
2.10 Employee Assistance Programs Association (EAPA) Standards	47
2.11 Program Design	50
2.12 The Implementation of Employee Assistance Services	52
2.13 Choosing the Right Employee Assistance Services Models	54
2.13.1 Supervisory Referrals Model	56
2.13.2 Internal EAS Model	58
2.13.3 External EAS Model	60
2.13.4 EAS Affiliates	63
2.13.5 Integrated EAS Model	64
2.14 Methods of Evaluation	66
2.15 The Effectiveness and Satisfaction of EAS	70
2.16 Summary	72

CHAPTER III: RESEARCH METHODOLOGY	74
3.0 Introduction	74
3.1 Research Design and Rationale	75
3.1.1 The Mixed Method Approach	78
3.1.2 The Mixed Method Designs	79
3.1.3 The Mixed Method Advantages	84
3.2 Population and Sampling	85
3.3 Data Collection Procedure	90
3.3.1 Quantitative Data Collection	90
3.3.2 Qualitative Data Collection	92
3.3.3 Research Protocols and Ethics	97
3.4 Research Instrumentations Development	98
3.4.1 Stage 1: Observations & Informal Interviews	99
3.4.2 Stage 2: The Draft of Instrumentations Based on Literature Review	100
3.4.3 Stage 3: Language Translation	103
3.4.4 Stage 4: Preliminary Study	103
3.4.5 Stage 4: Pilot Study	104
3.4.6 Stage 5: Instruments Validation	105
3.5 Data Analysis	106
3.5.1 Quantitative Data Analysis	108
3.5.2 Qualitative Data Analysis	109
3.5.3 Validity and Reliability of Qualitative Data	111
3.5.4 The EAS Handbook Development & Field Test	112
3.5.5 Field Test Limitations	113
3.6 Summary of Research Procedures, Measurements and Products	114
CHAPTER IV: DATA ANALYSIS	119
4.0 Introduction	119
4.1 Phase 1: Quantitative Research Findings	121
4.1.1 Respondents' Demographic Background	122
4.1.2 Respondents' Perceptions toward Help Seeking through Counseling Services	128

4.1.3	Respondents' Expectations toward Employee Assistance Services	129
4.2	Phase 2: Qualitative Research Findings	130
4.2.1	Can EAS be beneficial to the teachers?	133
4.2.2	Whether the goal of return-on-investment can be achieved?	134
4.2.3	Whether the EAS will help to improve the quality of work and life of the teachers?	135
4.2.4	What are the suitable criteria recommended for the module development and the implementation of the EAS?	136
4.2.5	Barriers toward the Implementation of the EAS for the School Teachers.	142
4.3	Phase 4: Quantitative & Qualitative Research Findings	144
4.4	Evaluating the Pilot Internal Employee Assistance Services (EAS)	147
4.4.1	The Effectiveness of the Pilot Employee Assistance Services based on the Participants Pre & Post-Perceptions toward Help-Seeking Through Counseling Services	148
4.4.2	Satisfaction Survey of the Pilot Internal Employee Assistance Services (EAS)	151
4.4.3	Results of the In-Depth Group Interviews	155
CHAPTER V: DISCUSSIONS, CONCLUSION & RECOMMENDATION		161
5.0	Introduction	161
5.1	Phase 1: Quantitative Research Findings	162
5.1.1	Teachers' Levels of Perceptions toward Help-Seeking through Counseling Services	162
5.1.2	Teachers' Levels of Expectations toward Employee Assistance Services	170
5.2	Phase 2: Qualitative Research Findings	173
5.3	Phase 3: Employee Assistance Services Handbook	177

5.4	Phase 4: Quantitative and Qualitative Research Findings	178
5.4.1	Teachers' Pre and Post Perceptions toward Help-Seeking Through Counseling Services of the Internal Employee Assistance Services	179
5.4.2	Teachers' Satisfaction toward Help-Seeking through Counseling Services of the Internal Employee Assistance Services	181
5.4.3	Teachers' Opinion toward Help-Seeking through Counseling Services of the Internal Employee Assistance Services	181
5.5	Limitation	186
5.6	Contribution of the Study	188
5.7	Implication and Recommendation	190
5.8	Conclusion	192
	REFERENCES	195
	APPENDICES	219

LIST OF TABLES

	Page
Table 1: The Bench Marking Process	52
Table 2: The EAS Stages of Adoption and Installation	54
Table 3: The Research Phases & Approaches	77
Table 4: Research Population	85
Table 5: Total Schools in District G by Strata	86
Table 6: Numbers of School Chosen in District G	87
Table 7: Respondents among Chosen Schools	88
Table 8: The Cronbach's Alphas	105
Table 9: Questionnaire Itemization	106
Table 10: Mean Score Distribution	108
Table 11: Demographic Background : Gender	122
Table 12: Demographic Background : Race	122
Table 13: Demographic Background : Religion	123
Table 14: Demographic Background : Age	123
Table 15: Demographic Background : Marital Status	124
Table 16: Demographic Background : Education Background	124
Table 17: Demographic Background : Teaching Experience	125
Table 18: Demographic Background : Type of Schools	125
Table 19: Demographic Background : Location of Schools	126
Table 20: Responses toward Challenges toward Help- Seeking through Counseling Services	127
Table 21: Perceptions Level toward Help Seeking through Counseling Services	128
Table 22: Expectations toward Employee Assistance Services	129
Table 23: Informants Demographic Info's	132
Table 24: Informants' Responses on Code A01	133
Table 25: Informants' Responses on Code A02	134
Table 26: Informants' Responses on Code A03	135
Table 27: Informants' Responses on Code A04	136
Table 28: Informants' Responses on Code A05	137
Table 29: Informants' Responses on Code A06	138
Table 30: Informants' Responses on Code A07	140
Table 31: Informants' Responses on Code A08	142
Table 32: Participants of the Pilot Internal Employee Assistance Services	146
Table 33: Pre & Post-Perceptions Comparison of the Pilot Internal Employee Assistance Services (EAS)	149
Table 34: Pre & Post-Perceptions Level toward Help-Seeking through Counseling	150
Table 35: Results of the Employee Satisfaction Survey	154
Table 36: Participants' Responses on Code B01	155

LIST OF TABLES

	Page
Table 37:Participants' Responses on Code B02	156
Table 38:Participants' Responses on Code B03	156
Table 39:Participants' Responses on Code B04	157
Table 40:Participants' Responses on Code B05	158
Table 41:Participants' Responses on Code B06	159

LIST OF FIGURES

	Page
Figure 1: Mulla Sadra Perception Stages	21
Figure 2: The Model of Job Stress and Health Relationship	37
Figure 3: General EAS Structure	55
Figure 4: EAS Supervisory Referral	57
Figure 5: Internal EAS Model	58
Figure 6: Member Assistance Program	59
Figure 7: External EAS Staff Model with Affiliate	62
Figure 8: External EAS with Affiliate and MCO	63
Figure 9: Integrated EAS	65
Figure 10: The EAS Sequence of Process	69
Figure 11: Sequential Mixed Method Designs	80
Figure 12: Concurrent Mixed Method Designs	80
Figure 13: Explanatory Design	82
Figure 14: Sequential Mix Method Design	83
Figure 15: The Spiraling Research Approach	93
Figure 16: Sequential Embedded and Explanatory Design	107
Figure 17: Summary of Research Phases & Design	116

LIST OF APPENDICES

	Page
Appendix A: Demographic Questionnaires	219
Appendix B: Self-Stigma of Seeking Help (SSOSH)	220
Appendix C: Social Stigma for Receiving Psychological Help (SSRPH)	221
Appendix D: Distress Disclosure Index (DDI)	222
Appendix E: Disclosure Expectations Scale (DES)	223
Appendix F: Type of Services	224
Appendix G: Procedures	225
Appendix H: Meet-Up Location	226
Appendix I: Referral Systems	227
Appendix J: The Employee Satisfaction Survey	228
Appendix K: Consent Letter from Ministry of Education	229
Appendix L: Consent Letter from Jabatan Pelajaran Negeri Selangor	231
Appendix M: The Handbook of the Internal Employee Assistance Services	233
Appendix N: EAPA Standards and Professional Guidelines For Employee Assistance Programs	266

ABBREVIATIONS

MOE	Ministry of Education
JPN	Jabatan Pelajaran Negeri
PPD	Pejabat Pelajaran Daerah
BPsK	Bahagian Psikologi dan Kaunseling
EAS	Employee Assistance Services
EAP	Employee Assistance Program
EAPs	Employee Assistance Programs
EAPA	Employee Assistance Program Association
NIOSH	National Institute for Occupational Safety and Health
NUTP	National Union for Teaching Profession
MCOs	Managed Care Organization
MAP	Member Assistance Program
EFR	Employee & Family Resources
SSOSH	Self Stigma of Seeking Help
SSRPH	Social Stigma for Receiving Psychological Help
DDI	Distress Disclosure Index
DES	Disclosure Expectations Scale
EtEAS	Expectations toward Employee Assistance Services
TAC	Teacher Activity Center
PKG	Pusat Kegiatan Guru