CHAPTER III

RESEARCH METHODOLOGY

3.0   Introduction

This chapter includes the following aspects pertaining to research methods: research design and rationale, research respondents' population and sampling method, research variables, research timeline estimation, research procedures and products, validity and reliability test, research protocols, research measurement and types of scales, research instrumentation and data analysis procedures.

This study aims to identify the teachers' perceptions toward the counseling services and to determine the teachers' expectations toward Employee Assistance Services (EAS). This study also proposed the suitable criteria of an Employee Assistance Services (EAS) handbook for school teachers in District G through the handbook development as well as to identify the effectiveness of the Employee Assistance Services (EAS) handbook developed for the school teachers.

3.1   Research Design and Rationale

Research design refers to the structure of an enquiry and it is a logical matter rather than a logistical one (De Vaus, 2001). Supporting to the same understanding, Salkind (2009) has stated that the research design refers to how to obtain information and the procedures taken in order to achieve an objective study. According to Cooper and Schindler (2008), research design aids the researcher in the allocation of limited resources by posing crucial choices in methodology while it also help obtain answers to research questions.

Based on the four main questions in this research; (1) What are the teachers' perceptions toward the counseling services? (2) What are the teachers' expectations toward Employee Assistance Services (EAS)? (3) What are the suitable criteria of an Employee Assistance Services (EAS) handbook for school teachers in District G? and (4) How effective is the Employee Assistance Services (EAS) handbook developed for the school teachers?; the researcher combined the quantitative and qualitative approaches to find answers to all these research questions through four (4) phases by combining the mixed method approach of data collection and data analysis (see Table 3 and Figure 11).

These phases of research design were similar to Knott (2011) in his study of developing a leadership training program. The researcher also discussed the models of mixed method approach which combines both quantitative and qualitative approaches for a better understanding. Discussion of mixed method approach is very important to allow researcher to choose the appropriate model for this study. The discussion is followed by the rationale of why the researcher combined both quantitative and qualitative approaches in this study.

Research design is a logical task undertaken to ensure that the evidence collected in a research enables the researchers to answer questions or to test theories as unambiguously as possible (De Vaus, 2001). In designing this research, it is essential for the researcher to identify the type of evidence required to answer the research question in a convincing way. This means that researcher must not simply collect evidence that is consistent with a particular theory or explanation. Research needs to be structured in such a way that the evidence also bears on alternative rival explanations and enables it to be identified which of the competing explanations is most compelling empirically. It also means that researcher must not simply look for evidence that supports the favourite theory which means that researcher should also look for evidence that has the potential to disprove the preferred explanations.

Quantitative and qualitative are two common research approaches and both have been used for many years. These two research designs have been utilized for they each have their own strengths and weaknesses. A third common research approach is mixed methods. Mixed method approach is fairly new when compared to quantitative and qualitative research designs and with the increase growth comes reasoning for utilizing a methodology that combines both quantitative and qualitative approaches.

According to Creswell (2003), a quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge, employs strategies of inquiry such as experiments and surveys as well as collects data on predetermined instruments that yield statistical data. Comparing it to the quantitative approach, he added that a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or participatory perspectives. It means that, the usage of strategies of inquiry such as narratives, phenomenology, ethnographies, grounded theory studies or case studies will be employed to emerging data with the primary intent of developing themes from the findings.

Quantitative and qualitative methods consist of different but complementary approaches to gathering, organizing, analyzing, and reporting data. They also differ in their inherent worldview or philosophy which governs their perspective on how the world works. Through their combination, the resulting mixed methods approach provides a middle ground built at the convergence of methods, strategies, and world views (Driscoll. Appiah-Yeboah, Salib & Rupert, 2007).

The use of questionnaires (quantitative) and semi-structured interviews (qualitative) employed in this study allowed for the collection of data from large and varied groups of teachers, counselors, school administrators and EAS providers. After the data collection and analysis phase is complete, the results will contribute to the development of an instructional design handbook for Employee Assistance Services (EAS) for the school teachers in District G. The study utilized a survey with both closed-ended (quantitative) and open-ended (qualitative) items to form complementary data.

Table 3**:** The Research Phases & Approaches (of this study)

Research Phases	Research Approach
Phase 1	Quantitative
Phase 2	Qualitative
Phase 3	Program Development
Phase 4	Quantitative & Qualitative

3.1.1 The Mixed Method Approach

This research followed a mixed method approach as it combines both quantitative and qualitative approaches. A mixed method by definition is a procedure incorporating both quantitative and qualitative data in order to more fully understand a problem or issue. According to Creswell (2003), "a mixed method research design is a procedure for collecting, analyzing and 'mixing' both quantitative and qualitative data in a single study to understand a research problem".

The mixed method research alternative uses quantitative and qualitative approaches in combination to complement each other, enabling more complete analysis and understanding (Driscoll et al., 2007). Therefore, the choice of a mixed methods approach in this study was based on the judgment that neither quantitative nor qualitative methods used alone are sufficient to advance understanding of a situation as complex as transforming and developing a suitable stress management service for the school teachers in this research.

The goal of mixed method research is to combine quantitative and qualitative research so that the advantages of each methodology are maximized and the disadvantages of those same methodologies are minimized (Gelo et al., 2008). Creswell and Plano Clark (2007) also expand on the advantages of mixed method research. They indicated mixed method research has inherent strengths that offset the weakness of a purely quantitative or qualitative study. In quantitative research, often the context and setting are not well understood by the researcher. Also, the results of a quantitative study do not typically include quotations from subjects or participants and very little is known about the researchers' biases.

However, researchers also argue that in qualitative research the researcher has too much influence on data interpretation (Creswell and Plano Clark, 2007); this is not a weakness of quantitative research. Also, since a researcher may utilize many types of data collection in mixed method research, a researcher is able to provide more evidence to answer their research questions in a mixed method study than in a study that 28 involves only one methodology. Along with having additional evidence for their findings and interpretation, researchers are also able to ask different research questions in mixed methods studies and use multiple worldviews or paradigms than they would be able to in a purely quantitative study or purely qualitative study. Overall, Creswell and Plano Clark (2007) state that mixed method research is "practical in the sense that the researcher is free to use all methods possible to address a research problem".

3.1.2   The Mixed Method Designs

Creswell and Plano Clark (2007) described five mixed method approaches in two broad categories based on the phasing of data collection and data analysis activities. The first grouping, called sequential designs, consists of three variations which were referred to as the Explanatory Design, the Exploratory Design, and the Embedded Design (see Figure 11). There are also two concurrent mixed method designs, including the Embedded Design and the Triangulation Design (see Figure 12). Each of these broad categories of approaches provides a variety of uses, strengths, challenges, and procedures.
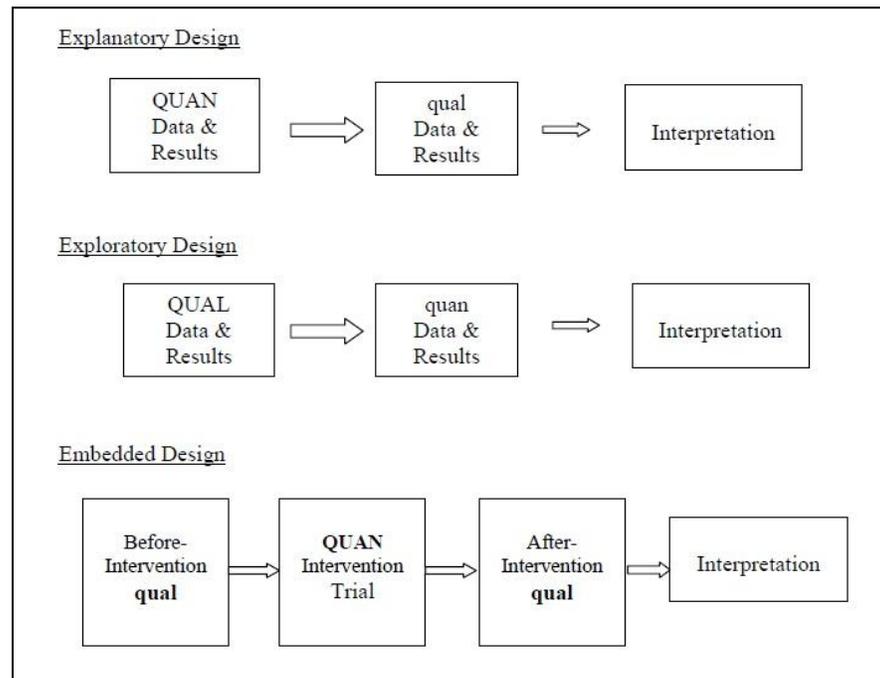
Figure 11: Sequential Mixed Methods Designs
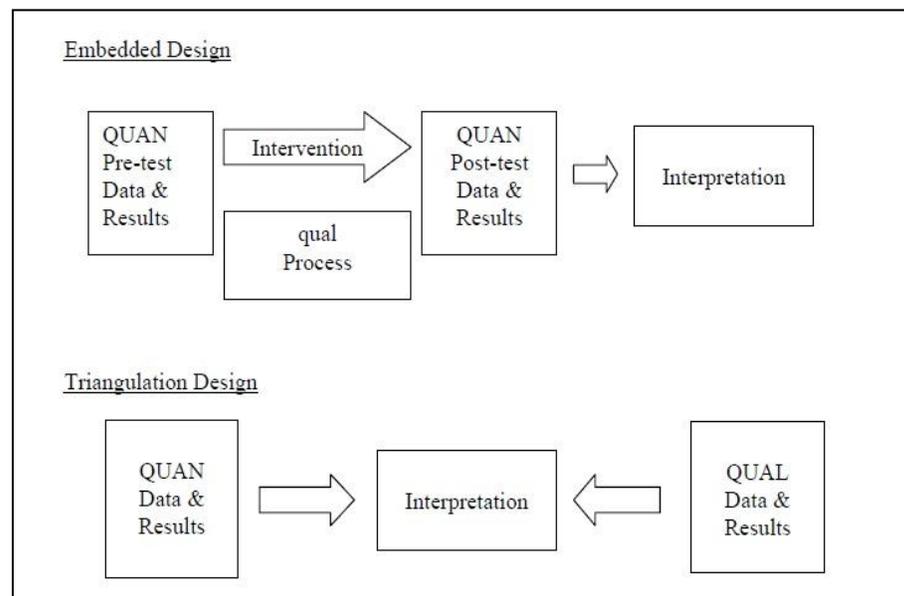
(Creswell and Plano Clark, 2007)

Figure 12: Concurrent Mixed Methods Designs

(Creswell and Plano Clark, 2007)

The Explanatory Design, the type of study chosen for this research, is a two-phase mixed methods design, where the researcher uses qualitative data to help explain, or to build upon, initial quantitative results. The first phase is quantitative followed by the second phase which is qualitative. This design might be used where qualitative data are needed to explain significant (or non-significant) results, outlier results or surprising results (Creswell and Plano Clark, 2007). It might also be used where first-phase quantitative results guide the selection of subsamples for follow-up in-depth qualitative investigation in the second phase. This last type of design in particular is important, with wide potential applicability in education research.

According to Creswell and Plano Clark (2007), there are two variants of the Explanatory Design: the follow-up explanations model and the participant selection model. Although both models have an initial quantitative phase followed by a qualitative phase, they differ in the connection of the two phases, with one focusing on results to be examined in more detail and the other on the appropriate participants to be selected. The Explanatory Design is considered the straightest forward of the mixed method designs. The advantages of this design is that, its two-phase structure makes it straightforward to implement, because the researcher conducts the two methods in separate phases and collects only one type of data at a time. This means that a single researcher can conduct this design; a research team is not required to carry out the design. Other than that, this design lends itself to multiphase investigations, as well as single mixed methods studies. This design also appeals to quantitative researchers, because it often begins with a strong quantitative orientation.
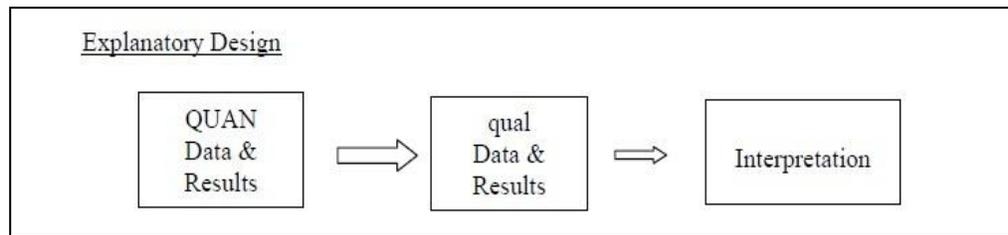
Figure 13: Explanatory Design

(Creswell and Plano Clark, 2007)

However, a more detailed design of the steps in the research process for this study is adapted from Tashakkori and Teddlie (2003). As represented in Figure 14, the mixed model design allows for the research questions in the second phase of research to emerge from the inferences of the first phase. The first phase is usually explanatory and data collection, analysis and inferences are in one approach as is conducted in this study. A quantitative survey focusing on the factors influencing teachers' low participation toward the existing services of the counseling method is conducted and a qualitative study deliberately used to gather information in the Focus Group Discussion (FGD) consisted of the stakeholders (counselors, school administrators, supervisors, union representatives and human resource personnel) and the in-depth interview with the EAS providers. After the development and implementation of the Employee Assistance Services (EAS), selective subsamples of teachers are needed, to help the researcher's understanding on how they perceive the beta version EAS through interviewing method. This is done in order to gain fuller understanding of the nature of occupational stress management method used and the way different services offered might influence it.

According to Tashakkori and Teddlie (2003), the resulting final meta-inferences in sequential mix method design are made as either confirmatory or disconfirmatory of the inferences made at the end of the two phases. Inferences as used in mixed method approach refer to the inferences made from what is studied as opposed to the results of a study (see Figure 14).
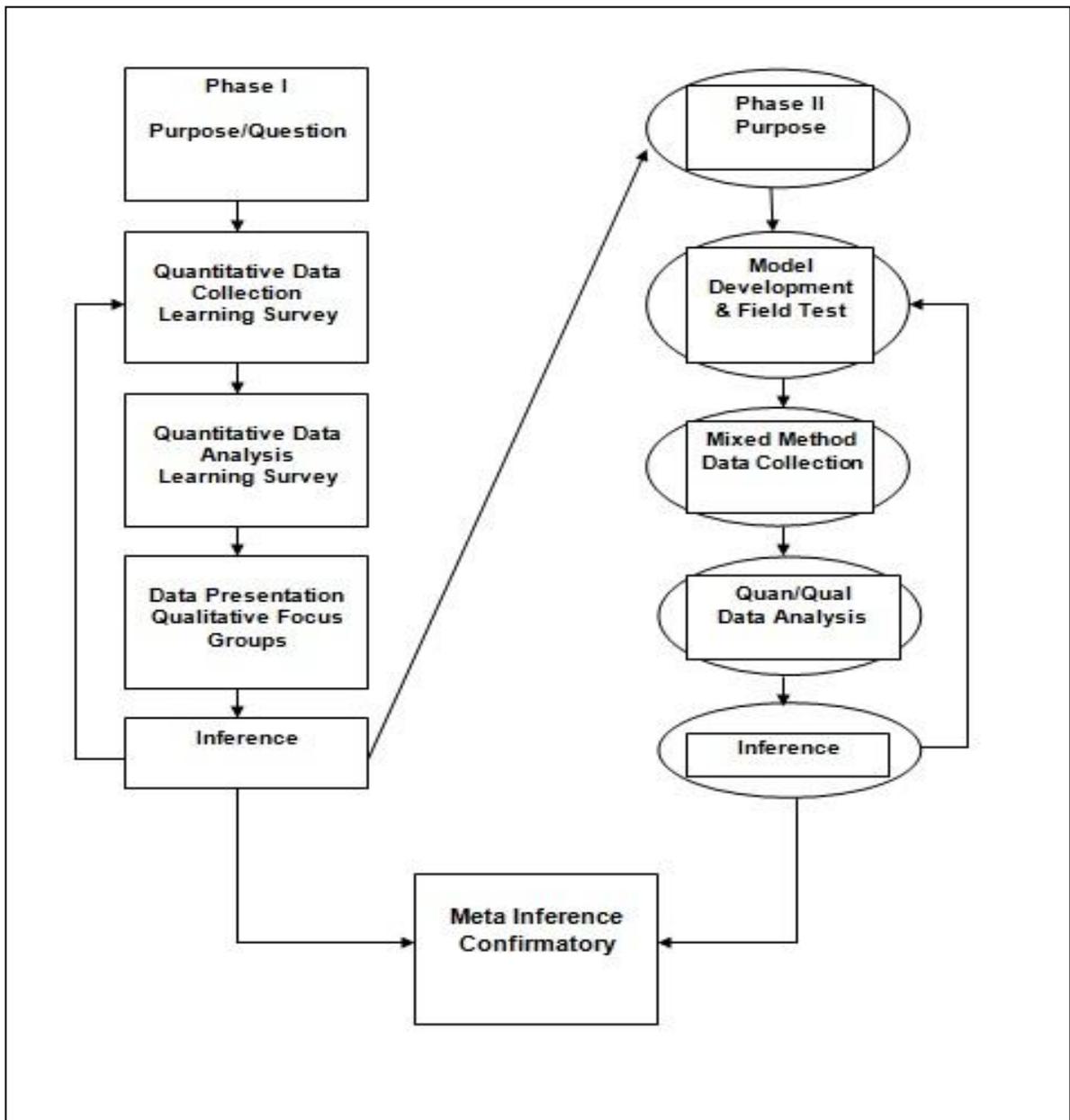
Figure 14: Sequential Mix Method Design

(Tashakkori and Teddlie, 2003)

Mix method lead to multiple inferences that can either complement or confirm each other. In mixed method research, inferences are obtained from each phase of a mixed method study and are distinguished from meta-inferences which are obtained by integrating the initial inferences (Tashakkori and Teddlie, 2003).

3.1.3   The Mixed Method Advantages

Gelo (2008) stated that mixed method research is strong because it allows researchers to have multiple worldviews and paradigms. This in turn allows researchers to ask research questions that may be different and more complex questions than one could answer with one methodology. Bryman (2006) reviewed 232 articles examining the methods and design of the articles to understand the researchers' rationale for using the article. Bryman found that most researchers say that the reason they use mixed methods research is to enhance the study, complete the study, and triangulate the findings, for sampling reasons and for a diversity of views.

The study furthered examined what researchers actually practice and found that researchers mainly use mixed methods to enhance the findings, triangulate findings, provide completeness, and illustrate findings. O'Cathain (2007) also expand on this work by providing justifications for undertaking mixed methods studies. Findings show that researchers justify mixed methods because it is comprehensiveness, increases validity, improves development of one method due to the other, can give voice to marginalized groups, can save another weaker method, or mixed methods is used because a single method is not sufficient.

Mixed method researchers also address the concerns raised by Toomela (2008) by arguing that mixed method research allows the data collection and analysis stage to be integrated better than a single methodology study. Researchers argue that by collecting qualitative data, researchers can overcome the concern about the information that is encoded in quantitative variables and therefore lead to meaningful interpretations. For example when conducting a quantitative study a researcher

measures a construct and draws interpretations off of the results. Those interpretations are only accurate if the construct measured exactly what the researcher intended to measure. Some researchers argue that this is why qualitative research can help because the researcher can ask participants exactly what the researcher wants to know. In qualitative research the researcher is better able to determine what information is encoded in the quantitative variables.

3.2   Population and Sampling

A population is a group of potential respondents or participants that help generalize the results of a study while a sample is a subset of that population (Salkind, 2009). Currently, there are 8,234 teachers whom serve in both primary and secondary daily national schools in the district. As the research scope only aimed on the teachers from primary and secondary daily national schools as its potential respondents and participants, the researcher have excluded the boarding schools' teachers and religious schools' teachers as these teachers are obliged to different school environment, working culture and pressures.

Table 4: Research Population

Research Population	Numbers
School Teachers in District G	8,234
Total	8,234

As the population in this research consisted of a few types of schools, the researcher conducted the stratified random sampling technique as there might be different characteristics assumed in these different types of schools in Phase 1. Stratified sampling will be used to help to identify which schools will be consisted as of the respondents in the group administered questionnaires answering session (before the handbook development).

The stratified random sampling is a sampling technique that follows two steps: partitioning the population into subpopulations and selecting the elements by a random procedure (Cooper & Schindler, 2008). The main advantage with stratified random sampling is how it captures key population characteristics in the sample. Similar to a weighted average, this method of sampling produces characteristics in the sample that are proportional to the overall population.

Table 5: Total Schools in District G by Strata

Schools in Gombak District	
Primary Schools	**Numbers**
National Schools	53
Chinese Schools	7
Tamil Schools	7
Secondary Schools	
National Schools	29
Total	96

An independent simple random sample is then drawn from each group using the Random Number Generator in Microsoft Excel 2007. Through Table 6, the numbers of the school that has been chosen randomly determined the respondents' numbers for each school selected.

Table 6: Numbers of School Chosen in District G

Schools Chosen in Gombak District		
Primary Schools	**Total**	**Nos. Chosen**
National Schools	53	30
Chinese Schools	7	7
Tamil Schools	7	7
Secondary Schools		
National Schools	29	9

The schools involved were located in both urban and suburban area in the District G. Despite the location, these schools are entitled for the same services offered by the district education office including the counseling services. The only concern on the dissimilarities of these schools is the distance between the school and the counselor's office. Therefore, the research instrumentation also involved the questions on this matter as it might affect the teachers' participation in seeking help through current counseling services.

In Table 7, the researcher divided the respondents' number by each school that has been chosen. Through this division, the researcher had a clearer aim on how many respondents should be adequate to meet the total number of respondents needed in this research. Using the manual calculation by dividing the total respondents with the total number of chosen schools from each stratum, the respondent's number for each school was obtained.

Table 7: Respondents among Chosen Schools

Total Number of Respondents	
Primary Schools	**Respondents**
National Schools	341
Chinese Schools	80
Tamil Schools	80
Secondary Schools	
National Schools	269
	770

Sample size for this study was based on Krejcie and Morgan's (1970) suggestion and the predicted response rate was based on the previous studies' experience. According to Krejcie and Morgan (1970), the suggested sample size for a population of 8000 is 367 and for a population of 9000 are 368. However, to avoid missing potential respondents from each zone in District G, the researcher used the stratified sampling and took out the percentages from each school's types. Based on Krejcie and Morgan, it showed that 341 teachers out from 3000 teachers were chosen as the potential respondents for the National Primary Schools, 160 teachers out from 200 teachers were chosen as the potential respondents for the both Chinese and Tamil Schools while 269 teachers out from 900 teachers were chosen as the potential respondents for the National Secondary Schools. Even the total sample of teachers in this research shows the number of 770, the researcher was determined to collect the data at least 70% from the total samples.

In Phase 2, the convenience and purposive sampling were used to identify the potential stakeholders (participants) in this stage of research. The sample for the focus group discussion (FGD) has involved individuals with expertise of the overall population and it can contribute to helping the researcher to gain a greater understanding and data from the conducted session.

The convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher while the purposive sampling is best used when there are a limited number of people that have expertise in the area being researched (Teddlie and Tashakkori, 2009). The advantage of purposive sampling is that it allows the researcher to select on people or events, which have good grounds in what they believe and will be critical for the research. Researcher was able to concentrate on instances which display wide variety. In this sense it might not only be economical but might also be informative in a way that conventional probability sampling cannot be.

However, due to the stakeholders work and time constraints, 8 informants consisted of the stakeholders whom were the school administrators (*Adm*), school supervisors (*SV*), counseling unit representatives (*CU1,CU2,CU3 and CU4*), human resource unit representative (*HR*), and teachers' union representatives (*TU*) were able to present on the FGD session. According to Krueger and Casey (2000), a focus group is most effective with 7 to 12 participants. Therefore, based on Krueger and Casey (2000), the researcher felt that the size of the FGD was an optimal size to promote discussion and brainstorming development.

In-depth interviews (IDI) involved not only by asking questions but often require repeated interview sessions with the 23 participants of the study. Therefore, in Phase 4, the researcher had chosen the purposive sampling to conduct IDI after analyzing the client feedback forms from the participants. These participants were selected by their school administrators in *Zone K* at the District G and on voluntarily self-initiated basis.

3.3   Data Collection Procedure

This study consisted of four (4) phases of data collection procedure. This procedure was similar to Knott (2010) which had also combined both quantitative and qualitative data collection to develop leadership training program. According to Knott (2010), the phases of data collection in his study were conducted to ensure that the program development process would capture most potential findings.

3.3.1   Quantitative Data Collection

Quantitative research is empirical methodology that gathers data in numeric form (Creswell, 2003). The quantitative research method is sometimes chosen when the purpose of the research is to collect primary data, that is, data gathered and assembled specifically for the study, as will be the case in this study. This study will employ quantitative research design which will include the descriptive research studies which describes the characteristics of an existing phenomenon (Salkind, 2009).

However, Toomela (2008) reported that quantitative variables are often ambiguous, and because of the ambiguity the interpretation may not be meaningful. Toomela (2008) also explained further by stating that without knowing what information is encoded in a variable it is not possible to make an interpretation that is meaningful. Another critic of quantitative methods is that the method does not investigate the phenomenon researchers are interested in it only looks at the size of the problem (Chow, Quine, & Li, 2010). Since quantitative research focus on the magnitude of a construct, the "how" and "why" gets lost which some researchers argue are just as important as looking at the magnitude.

This quantitative research will present a set of research questions aim at determining the significance between the independent variables and dependent variable. Quantitative research will permit the use of descriptive research as well as surveys that will indicate general tendencies in the data and allow a comparison of how a score related to all others (Creswell, 2003).

The types of surveys can be divided into two broad categories; the questionnaires and the interview (Cooper & Schindler, 2008). The researcher conducted a group administered questionnaire, by which all the respondents in each school were brought together and asked to respond to a structured sequence of questions. The questionnaires answering sessions were administered in group settings for convenience. If the respondents are unclear about the meaning of a question, they can ask for clarification during the session and chances for high response rate are predicted to be greater.

By using the questionnaire which was developed for this study, the collection of the quantitative data started through the distribution of questionnaires to the teachers in the schools that have been selected in this study. After requesting the permission from the schools' administrators, the researcher met the schools' counselors to explain more about the questionnaires. Schools' counselors have acted as the intermediary between the researcher and the respondents in some of these schools. These school counselors' have been willing to help and acted as the researcher intermediary. However, the researcher has taken the initiative to explain in detail on the purposes of this study to these schools' counselors. This was to ensure that the objectives of this data collection are achieved. Among other factors on the reason why the researcher chose the schools' counselors to act as the intermediary was due to the counselors' job scope as an officer who manages the human resource development program as in-service training, seminars, motivation and other social activities in schools.

3.3.2 Qualitative Data Collection

Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter (Thomas, 2003). Generally, qualitative research aims to help the researcher to understand better on the related matters that might affect the studies (Ritchie & Lewis, 2003). Qualitative research methods originated in the social and behavioral sciences: sociology, anthropology and psychology (*www.qrca.org*). This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials such as case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in people's lives (Denzin & Lincoln, 2011) This statement was supported by Joubish, Khurram, Ahmed, Fatima and Haider (2011) which also stated that qualitative research is used to gain insight into people's attitudes, behaviors, value systems, concerns, motivations, aspirations, culture or lifestyles.

Qualitative research helps the researcher to get an in-depth understanding of most interactions, actions or drives by many formal approaches such as through the focus group discussion, interviews, content analysis, ethnography, evaluation and semiotics (Joubish et al., 2011). However, it can also involve the analysis of any unstructured material such as the customer feedback forms, reports or media clips (Joubish et al., 2011). This concludes the mean that qualitative methods include in-depth interviews with individuals, group discussions (from two to ten participants is typical); diary and journal exercises; and in-context observations. Sessions may be conducted in person, by telephone, via video conferencing and via the Internet communications.

Kasinath (2013) stated that qualitative methods are used in research that is designed to provide an in-depth description of a specific program, practice, or setting. This statement has supported the reason of the usage of qualitative research in this study. As for the aims to gather as much as sufficient data from the research participants (the selected school teachers and the stakeholders), the qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter (Kasinath, 2013).

The need for careful design of a qualitative research and the special requirements of qualitative research design must be clearly understood by the researcher. According to Richards (2005), a qualitative research usually involves ongoing processes of design as the researcher designs and reviews the scope of the project and the nature of the data required.

This process was mentioned by Berg (2004), the elements of process encountered in designing qualitative researches are based from the Spiral Research Approach as in Figure 15.

Ideas ⟶ Literature Review ⟶ Design ⟶

Data Collection & Organization ⟶ Analysis & Findings ⟶

Dissemination.

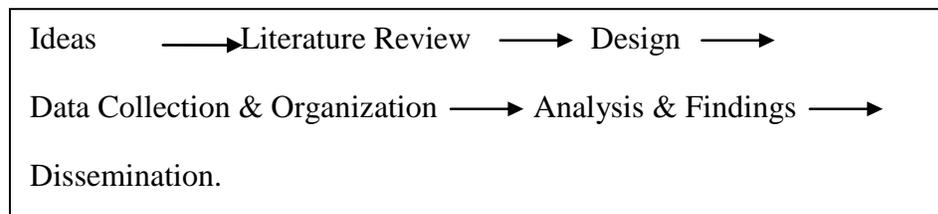**Figure 15**: The Spiraling Research Approach *(Berg, 2004)*

Berg (2004) suggested that qualitative research begins with a rough idea for the research study. This stage later followed by the thinking and reading about the topical ideas. These ideas need to be transformed into the research questions so that the ideas should flow into a potential research questions and shall be the focus in the process.

Berg also stated that the questions may continue to shift, change and take form as the research process unfolds.

Qualitative research design created by the researchers must be molded by the method and is responsive to the context and the participants. According to Richards (2005), once the researcher has decided the research methodology, the need to design the pacing of processes begin and the strategies to be used were decided, and at the same time, the researcher must be able to see the project as a whole. The design of the qualitative research in this research must be able to help the researcher to collect and analyze the data that were later included in the Employee Assistance Services handbook developed for the school teachers. The qualitative data were gathered based on the quantitative data analyses and has helped in leading the questions asked in the Focus Group Discussion (FGD) session and also in In-Depth Interview (IDI) sessions. From these two methods, the researcher was able to collect the data from the targeted participants. The reason why there were targeted participants in this whole qualitative research has been explained in the subsection of the qualitative research population and sampling method.

The overall design of the research must be aimed to answer the research questions specifically. It is an important need to design based on the selected topic and the research goals. Research design must be treated as a problem to be considered carefully at the beginning of the research and to be considered throughout the research process as well.

> "A qualitative research design is more like a journey in which each stage builds on previous experiences. Planning flexibly for these stages helps you to confront the work that is often not factored into a design; to budget time and money, and to distribute workloads and manage relationships with your significant others."
>
> *(Richards, 2005)*

Richards' thoughts on qualitative research design were supported by Maxwell (2005). According to Maxwell, the researcher may need to reconsider or modify any design decision during the study in response to new developments or to changes in some other aspects of the design. This means that the flexibility to modify the design based on the needs of the research must be well adapted by the researcher. The researcher must also be prepared to adapt on the modification if it is a need to do so.

Collecting qualitative data involved a very careful procedure so that the researcher did not miss any important data and ethically professional used the data gathered without any bias. In order to collect the data needed to help the Employee Assistance Services handbook in Phase 3, data from Phase 2 were used to guide the handbook development.

In the qualitative portion of this study, this research followed an inductive approach to develop an understanding of the stress management services that were been studied. Qualitative research was applied in the phase two in this study during the data collection through the focus group discussion (FGD) and in-depth interviews (IDI) with the school administrators, school supervisors, counseling unit representatives, human resource unit representative, and teachers' union representatives (the stakeholders) as well as the school teachers (clients in the pilot Employee Assistance Services) in Phase 2 and Phase 4. IDI also conducted in Phase 4 which was after the development of the EAS handbook and the implementation of the pilot Employee Assistance Services. The qualitative data collection process focused on confirming, expanding, and explaining data collected concurrently with that collected through quantitative research analysis means.

Focus group is a small structured group with selected participants and normally led by a moderator (Litosseliti, 2003). According to Stewart, Shamdasani and Rook (2007), 'Focus groups emerged in behavioral science research as a distinctive member of a qualitative research family, which also includes individual depth interviewing, ethnographic participant observation and projective methods'. To identify the criteria of an Employee Assistance Services for the school teachers, the researcher conducted discussion sessions through the focus groups in Phase 2. Through FGD, the researcher aimed to have better understandings on the scenarios in the current teachers counseling services through the key elements of teachers' awareness of the importance of counseling services, types of counseling services offered to the teachers, the role of involving parties in helping teachers understand the counseling process and its requirements, and the view of the Employee Assistance Services criteria that should be put under major and minor consideration if it is to be implemented as a special program to upgrade the existing counseling services for school teachers in District G. The FGD was participated by the stakeholders consisted of the school administrators (*Adm*), school supervisors (*SV*), counseling unit representatives (*CU1,CU2,CU3,CU4*), human resource unit representative (*HR*), and teachers' union representatives (*TU*).

In order to identify the criteria of an Employee Assistance Services for the school teachers, the researcher conducted the FGD based on the exploratory focus group tasks which were suitable to create, collect, identify, discover, explain and generating thoughts, feelings, as well as behaviors as according to Fern (2001). The purpose of focus groups in this case is to develop a list of criteria to either confirm or reject the decision makers' based on the quantitative data collected in Phase 1.

The researcher also conducted In-Depth Interview (IDI) in Phase 2 and Phase 4. IDI is an open-ended, discovery-oriented method that is well suited for describing both program processes and outcomes from the perspective of the target audience or key stakeholder (Minichiello, Aroni & Neville Hays, 2008). The goal of an IDI is to deeply explore the point of views, feelings, and perspectives of the research participants. For

this reason, the researcher also by chance conducted IDI method to understand any issues arose from any stakeholder after the FGD session.

While in Phase 4, the participants were also interviewed (IDI) face-to-face to help the researcher defined the findings holistically and to test the consistency with the clients' feedback from the survey analysis.

3.3.3   Research Protocols and Ethics

Before the research questions can be distributed and the data collection can be done in Phase 1, the researcher had applied the authorities consent to conduct the research from the Education Planning and Research Division (EPRD), Education Ministry of Malaysia in Putrajaya. Through the consent letter provided by the EPRD, the researcher later appealed for permission from the Selangor State Education Department, school administrators and also District G Counseling Unit Board. This is to avoid any obstacles containing the authority procedures or misunderstanding that can occur if no proper explanations were done.

Researchers have an ethical obligation to their colleagues, their study samples, and the larger research population. According to Berg (2004), researchers must ensure the rights, privacy, and welfare of the people and communities that form the focus of their studies. In the ethics literature, confidentiality is commonly viewed as akin to the principle of privacy (Oliver, 2003). Therefore, the researcher has a duty to report only on the findings of the research and avoid any disclosure of identifiable information about the respondents and participants.

The most important part is to ensure the confidentiality and anonymity of the research respondents and participants. This responsibility must be bound with an informed consent as well as an implied consent.

Informed consent means the knowing consent of individuals to participate as an exercise of their choice, free from any element of fraud, deceit, duress, or similar unfair inducement or manipulation while implied consent is indicated by the subject taking the time to complete the lengthy questionnaire or maybe in any recorded interviews (Berg, 2004). The researcher explained clearly to the level of the research respondents and participants understanding which the purpose of data gathering is part of the research design and only be used for the educational purpose only. The researcher also prepared the consent letters and slips for each phases of the research.

3.4   Research Instrumentations Development

This section aims to discuss the instrument development process and explains how the components and items of the questionnaires for the first phase of the study are chosen and tested. Overall, the construction of this instrument, taking into account the fundamentals of literature review, observation and informal interviews as well as previous studies done by other researchers. In addition, the factors that help to improve the research instruments for this study were the preliminary study, pilot study and the analysis of instruments validation that have been made by the appointed subject matter experts in counseling services and EAS as the committee members.

(a) Stage 1 – Observation & Informal Interviews
(b) Stage 2 – The draft of instrumentations based on literature reviews
(c) Stage 3 – Language Translation
(d) Stage 4 – Preliminary Study
(e) Stage 5 – Pilot Study
(f) Stage 6 - Instruments Validation

3.4.1   Stage 1: Observations & Informal Interviews

Observations were carried out to identify whether the challenges in the lives of teachers every day had been handled positively or negatively. Observation process had been conducted indirectly through conversations between teachers. From the observations, the researcher has identified the common problems lingering in these teachers' life as being a teacher and as a family member.

The purpose of the informal interview in the instruments developing process was to identify the items of the variable before validating them through literature reviews. The interview involved a total of 15 teachers in the District G. Notes taken on all the information provided by the respondents were transferred in the form of field notes as soon as the interviews ended.

The questions asked during the interviews were adapted from Scanlon (1990);

1. What do you think in general about counseling services?
2. In your opinion, do teachers need counseling services?
3. In your opinion, are counseling services meant only for teachers with mental illnesses or also for those in need of help?
4. What factors prevent teachers from getting help in counseling services?
5. What kind of services do you expect to be part of the counseling program to help the teachers better?
6. What are the costs to bear by teachers for any counseling services?
7. Where do you think the appropriate location for counseling services to be held?

The basis of the chosen questions during the interview was to gather deeper understanding about the teachers' perceptions toward the existing counseling services and to help the researcher to choose the best variables representing the teachers in

District G. All information obtained from the interviews were recorded and analyzed to specific items based on the research questions that the researcher wanted to identify. The information obtained subsequently used as the guide in the construction of the instruments in Stage 2.

3.4.2   Stage 2: The draft of Instrumentations Based on Literature Review

Based on the observation and informal interviews, the researcher has made extensive literature reviews to understand the instruments which were used in this study. The instruments were selected following a systematic and careful review of the counseling and human resource development as well as human resource management literature. After analyzing the literature, the researcher identified several variables which proved to be pertinent to the goals of this study. Instruments were selected based on the applicability to the content of this study as well as based on the psychometric properties.

The *Social Stigma for Receiving Psychological Help (SSRPH)* Instrument was designed by Komiya, Good and Sherrod (2000) to assess an individual's perception of how stigmatizing it is to receive psychological treatment. The SSRPH consists of five (5) items which are scored on a Likert-type scale ranging from strongly disagree to strongly agree. The items are summed and higher scores indicate a greater perception of stigma associated with receiving psychological help. A sample item is "*It is a sign of personal weakness or inadequacy to see a psychologist for emotional or interpersonal problems.*" The higher scores ranging from 12-20 indicate greater perception of social stigma associated with receiving professional psychological help whereas the lower scores ranging from 4-11 indicate less social stigma (Komiya et al., 2000).

The *Self-Stigma of Seeking Help (SSOSH)* Instrument was designed by Vogel, Wade, and Haake (2006) to evaluate concerns about the loss in self-esteem and overall sense of worth a person would feel if they decided to seek help from a psychologist or other mental health professional. The SSOSH consists of ten (10) items which scored on a Likert-type scale ranging from strongly disagree to strongly agree. Scores ranging from 10-30 indicate the participant has less self-stigma and scores ranging from 31-50 indicate the participant has more self-stigma (Vogel et al., 2006). A sample item of *SSOSH* is "I would feel inadequate if I went to a therapist for psychological help".

The *Disclosure Expectations Scale (DES)* was used to measure an individual's perception of anticipated risk and anticipated utility of seeking professional counseling. The *DES* was designed by Vogel and West (2003), and consists of eight (8) items which assess an individual's expectations about the outcomes of talking about an emotional problem with a counselor. Both subscales consist of four items which are rated on a 5-point Likert-type scale ranging from 1 (not at all) to 5 (very). Respondents' responses are summed for each subscale and lower scores represent less anticipated risk and less anticipated utility (Vogel & Wester, 2003). A sample item for *DES* is "*How risky would it feel to disclose your hidden feelings to a counselor?*"

The *Distress Disclosure Index (DDI)* designed by Kahn and Hessling (2001) was used to measure an individual's perception when talking to others about personally distressing information. The *DDI* consists of twelve (12) items which was used in this study to assess each respondent's level of self-disclosure and self-concealment. The items are rated on a Likert-type scales ranging from strongly disagree to strongly agree. A sample item for *DDI* is "*I prefer not to talk about my problems*"

The *Expectations toward Employee Assistance Services* (*EtEAS*) was an in-house developed instrumentation based on the literature reviews and also informal interviews with the teachers to understand their expectations toward a stress management services through Employee Assistance Services. Each of the variables

included in this section was based on the findings of key studies which based on the need. The teachers' *Expectations toward Employee Assistance Services (EtEAS)* were based from the Employee Assistance Programs and Services Models by Tamara Cagney (1999), the Employee Assistance Program Association (EAPA) Guidelines, EAP provider's handbook, as well as the previous researches on EAP and EAS (Sandys, 2012; Anema, 2011; Matrone, 2008; Walker, 2003). The *EtEAS* consists of thirty-three (33) items to understand teachers' expectation towards types of service in the EAS, location, referral system, and procedures. The items were rated on a Likert-type scales ranging from strongly disagree to strongly agree. A sample item for *EtEAS* is *"I should be given the right to ask further about the Employee Assistance Services provided for me."*

The *Satisfaction Survey* used in this research was also developed in-house and was similar to one developed by Harlow (1998) and Anema (2011) who utilized a five item Lickert-type scale to measure employees' satisfaction toward an internal EAP and EAS. Like the Harlow survey model, the EAP/D examined the variables of accessibility, whether or not EAP would be recommended to others, professionalism, and helpfulness. Among the items assessed in this survey were also about the perceptions and attitudes of the effect of the EAP/EAS use on the career, confidentiality of the programs and services as well as its overall effectiveness. This survey consists of 11 items ranging from strongly disagree to strongly agree. A sample item for *the Satisfaction Survey is "I would recommend EAS to other employees."*

3.4.3 Stage 3: Language Translation

As the items in Phase I (Perceptions) and Phase 4 of this study were originated from the English Language, the researcher took the initiative to translate them into the Malaysia Language (with consents) due to help the respondents to feel more comfortable filling up the questionnaires using their mother tongue language. Further discussions were made in the questionnaire construction workshop for doctorate students and research supervisor to help improved the translated questionnaires.

3.4.4 Stage 4: Preliminary Study

Based on the information obtained from Stage 1 (observation & informal interviews), Stage 2 (literature reviews) and Stage 3 (language translation), the researcher developed the questionnaires form or known as the initial questionnaire draft. A total of 15 respondents from different demographic backgrounds were involved in the preliminary studies. The aims of this preliminary study is to confirm that the items were constructed based on the literature and informal interviews that have been done, to obtain further information on the research of different respondents from the informal interviews phase, to determine whether the items in the preliminary questionnaires draft were well understood by respondents and to improve research instruments based on the feedback from the preliminary study's respondents.

After the preliminary studies, the development of the research instruments consisting of three sections as follow;

a) Instrument A: Demographic Questionnaires

b) Instrument B: Teachers' Perceptions on Help-Seeking through Counseling

c) Instrument C: Teachers' Expectation toward the EAS

d) Instrument D : Satisfaction Survey

3.4.5   Stage 4: Pilot Study

In quantitative research, discussions of "validity" have been common and the importance of validity has been long accepted, and this is well documented in the literature. Onwuegbuzie and Johnson (2006) presented 50 different threats to internal and external validity that might occur at the research design or data collection, data analysis, and data interpretation stages of the quantitative research process.

Another very important work in validity in quantitative research is found in Shadish, Cook, and Campbell (2001). These authors continue to build on classifying research validity into four major types: statistical conclusion validity, internal validity, construct validity, and external validity. To measure the validity and reliability of the quantitative data, the use of the coefficient alpha, otherwise known as the Cronbach's Alpha is the appropriate choices because the survey items were scored as continuous variables, from strongly disagree to strongly agree. Pilot test respondents were chosen from schools at other districts in the state of Selangor and completed the set of questionnaires during the group administered questionnaires session. The respondents of the pilot study must be consisting at least 10% of the total sample (Baker, 1994). However, the researcher only received 28 fully answered questionnaires during the process timeline, whereas it should be at least 77 (10% from 770 samples).

The data obtained from this pilot study sessions were then analyzed using the *Statistical Package For Social Sciences* (SPSS) to get the value of the reliability coefficient value (alpha Cronbach). Table 8 shows the Cronbach's Alpha value that has been derived from the pilot study.

To address validity and reliability, the Cronbach's Alpha coefficient was used to measure how well the survey items measured to constructs as they were designed to measure. Alphas above 0.7 are considered reliable and warrant further analysis (Salkind, 2009). Based on the feedback obtained from the pilot study session, the instrument was then refined and improved before being presented to the appointed

study committee; comprised of subject matter experts in the field of counseling and human resource management for feedbacks and validation. After the pilot study, items in Section A (demographic questionnaires) and Section B (teachers' perceptions toward counseling services) were not been reduced or removed as the Cronbach's Alpha for items in Section B were above 0.7. However, five items need to be removed in Section C, leaving thirty-three items with the value of 0.7 and above to be used to the sample respondents.

Table 8: The Cronbach's Alphas

Instrument	Questionnaire Itemization	Alpha Cronbach
A	Demographic Questionnaires	-
B	Anticipated Risk & Utility	.750
	Emotional Openness	.790
	Self-Stigma	.898
	Social-Stigma	.934
C	Expectations toward Employee Assistance Services	.835
D	Satisfaction Survey	.851

3.4.6   Stage 5: Instruments Validation

Instruments that has been refined and improved after the pilot study were presented to the committee for a final review. The researcher also sought the views from the subject matter experts. Verification of the subject matter experts in counseling and human resource management and development is a very important phase in order to guarantee the authenticity of every item as well as not to stray from the exact meaning.

After receiving views, comments and feedbacks from the committee as well as the subject matter experts, some improvements were made to the instruments. The research instruments were finally composed as the followings:

Table 9: Questionnaire Itemization

Instrument	Questionnaire Itemization	No. of Questions
A	Demographic Questionnaires	18
B	Anticipated Risk & Utility	8
	Emotional Openness	12
	Self-Stigma	10
	Social-Stigma	5
C	Expectations toward Employee Assistance Services	33
D	Satisfaction Survey	11

3.5   Data Analysis

Data analysis approach chosen need to be appropriate to the design being implemented. Creswell and Plano Clark (2007) have identified five basic steps for data analysis in a mixed methods study;

1. Preparing the data for analysis;
2. Exploring the data;
3. Analyzing the data;
4. Representing the data analysis;
5. Validating the data.

The purpose of the sequential mixed method analysis of the data is to use the information from the analysis of the first database to inform the second database. This situation applies to the designs above as the researcher collected the quantitative data first to be analyzed in Phase 1 of the study. The qualitative data were collected in Phase 2 as a follow-up to the quantitative results.

The procedures for accomplishing these basic steps differed for quantitative and qualitative research and each is described in more detail below;
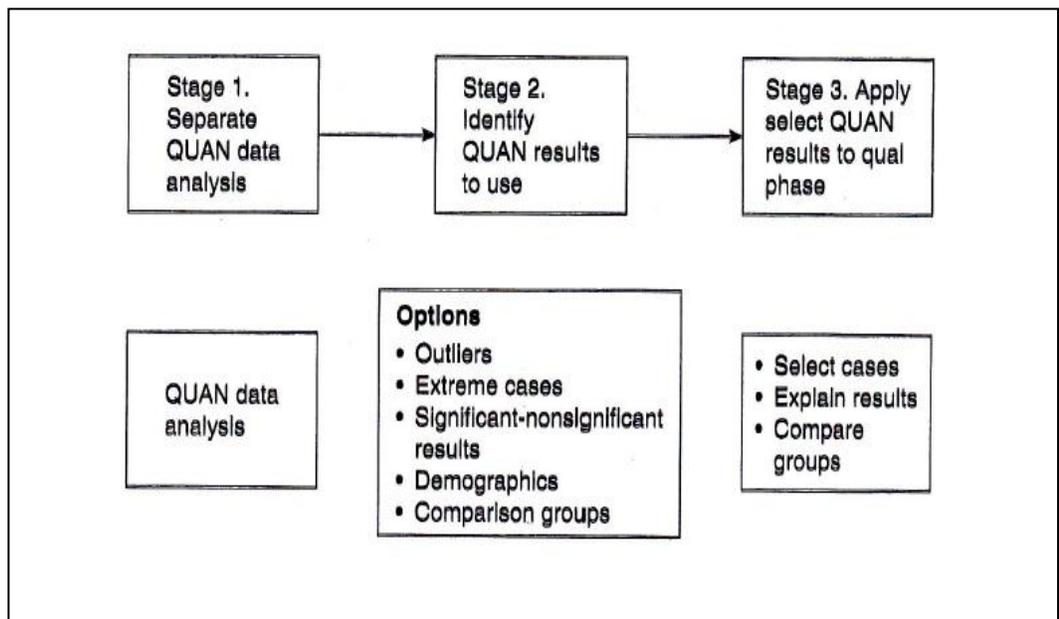

Figure 16: Sequential Embedded and Explanatory Designs

(Adapted from Creswell & Plano Clark, 2007)

3.5.1   Quantitative Data Analysis

The quantitative data analysis procedures were conducted based on the research objectives. For the process of entering data, the used of the *Statistical Package for Social Sciences* (SPSS) software was chosen in this process. By using this software, all data were provided with codes and corresponding labels.

The statistical method used in this study depends on the scale of the research objectives and the level of variables used. Descriptive statistics were used to analyze the data from the respondents are presented in percentage and frequency. Descriptive statistics were also used to organize, formulate and describes the percentage, frequency, range of mean and standard deviation between the variables.

Table 10: Mean Score Distribution

No.	Mean Score Level	Mean Score Range
1.	Very Good	4.21-5.00
2.	Good	3.41-4.20
3.	Moderate	2.61-3.40
4.	Bad	1.81-2.60
5.	Very Bad	1.00-1.80

In Phase 4, the researcher has analyzed the data by using a paired t-test to identify the effectiveness of the pilot internal Employee Assistance Services through studying the respondents perceptions toward help-seeking through counseling before and after the suggested Employee Assistance Services. According to Shier (2004);

"A paired t-test is used to compare two population means where there are two samples in which observations in one sample can be paired with observations in the other sample. Examples of where this might occur are; before-and-after observations on the same subjects."

The paired t-test provides a hypothesis test of the difference between population means for a pair of random samples whose differences are approximately normally distributed.

3.5.2   Qualitative Data Analysis

Analysis is often conceptually separated from design, especially by writers who see design as what happens before the data are actually collected (Maxwell, 2005). However, based on Merriam (1998), data collection and data analysis in any qualitative research must be conducted on the same time. The researcher listened to the recorded FGD and IDI sessions carefully for at least three times while transcribing the sessions into the transcribed scripts on the same day it was recorded.

To ensure that the data collected through the FGD and IDI sessions answered the research questions, the researcher built the questions based on the research objectives as the guidelines as the first stage. The questions that guide the researcher were to ensure that the data obtained from the FGD and IDI sessions are accurate and meet the research objectives which are; to identify the most suitable criteria for the Employee Assistance Services development as well as to identify the effectiveness of the pilot Employee Assistance Services developed and implemented. The researcher has done the data transcribe verbatim from audio recording using the Sony Vaio E Series Sound Recorder & Express Scribe Pro Mini (NCH Software) soon after the FGD and IDI sessions completed. The researcher also hand written all the field notes in a research journal as to sketch and mark the important ideas arose while the sessions run. By using this data transcribed scripts, the researcher discussed and obtained the

comments from the research committee members consisted of subject matter experts in Human Resource Management and Employee Workplace Wellness Programs field to improve the related questions. It is important to get opinions and comments based on the recorded data to avoid any mislead data transcription and also to avoid bias.

Creswell (2005) describes the steps commonly used in analyzing qualitative data as an interpretive form of research based on its inductive nature. The analysis needed to be proceeding from examining detailed information to developing general codes and themes. Through a duality of simultaneous and iterative analyses, the qualitative data analysis in this study involved developing a detailed description of the Employee Assistance Services developed.

According to Maxwell (2005), the strategies for qualitative analysis falls into three main groups; categorizing strategies (such as coding and thematic analysis), connecting strategies (such as narrative analysis and individual case studies), and memos and displays (for a more detailed discussion). From this statement, the researcher realized the main categorizing strategy in qualitative research is to code the data precisely.

During data analyzing, the researcher read the data written with carefully more than three times. According to Merriam (1998), data analysis is the process of organizing and interpreting the data to obtain meaningful results. During data analysis, the researcher colored the codes based from the written data for each research questions by using different colored highlighter. To ensure that the data analysis is done in a more systematic and precise, researcher has employed the Constant Comparative Method (CCM) during the data analyzing process as suggested by Boeijie (2002). By employing this method, all codes generated for each research questions were transferred to a matrix table based on the research questions and research participants as discussed in the research findings.

3.5.3   Validity and Reliability of Qualitative Data

To measure the validity and reliability of the qualitative data in this research, an extensive literature review and a hybrid research framework based on soundly conducted and widely publicized research provided has been the drive to the research questions. Reliability in the qualitative research context should be seen as relating to the overall quality of a study, with its purpose of generating understanding (Cooper & Schindler, 2008), as is the case in this research. Therefore, in order to establish the reliability in the qualitative context, a research report lies at the trustworthiness consist of credibility, transferability, dependability, and conformability.

Before the actual data collection is carried out, the researcher has conducted a pilot study by interviewing two school teachers that has been redeployed last year. According to Onwuegbuzie and Johnson (2006), a pilot study in qualitative researches will help researchers to improve the procedures that need to be taken during the actual data collection process. Therefore, the researcher has conducted two pilot study interviews to test the reliability of the questions and later to validate them. The first interview was conducted on a 38-year-old Malay teacher through a guided interview questions. The questions were constructed earlier. In this pilot study, the researcher recorded the interview and wrote the field notes as the interview ended. The recorded interview has undergone transcribe verbatim process which was written by the researcher. This is to allow the researcher to get familiar with the data and at the same time to improve the interview questions. After improving the interview questions, the researcher conducted another pilot study on a 35-year-old Malay teacher. The data from this interview was once been analyzed and has helped the researcher to improve the questions that were later asked on the real sessions. After conducted two interviews through the pilot study, the researcher had another meeting with the research supervisor for advice and opinion. The questions were corrected and simplified to help the research participants understand the questions easily and to response sincerely.

All kind of researches done should pay attention to the issue of validity and reliability (Ritchie and Lewis, 2003; Merriam, 1998). According to Mazalan (2002), the validity and reliability refers to the ability of the researchers to measure things that are supposed to be measured in research. According to Merriam (1998), in qualitative research, validity and reliability of the data depends on the researchers themselves as the researchers act as the research instrument. Therefore, to ensure that researchers have the skills to collect and analyze data correctly, the researcher participated in a qualitative research workshop organized by the MPWS as proposed by the research supervisor. In addition, the researcher often gets insights from the research supervisors and the doctoral degree researchers' team during the process of data collection and analysis.

To ensure the validity of the data, the researcher ran pilot studies on participants before the actual interviews were conducted. The pilot study has helped researcher improved the interview questions and the skills of conducting interviews. In addition, researcher also seeks on advice and opinion with the supervisor during the data collection process.

3.5.4   The EAS Handbook Development & Field Test

The EAS handbook development was based on the findings from both Phase 1 and Phase 2. From the findings in the Phase 1, the researcher analyzed the data and compiled the findings which have been the drive for focus group discussion (FGD) and in-depth interviews (IDI) in the qualitative research in Phase 2.

In order to produce the appropriate contents of the Employee Assistance Services handbook, the researcher referred to many Employee Assistance Services handbooks from local and abroad for better understanding on the handbook contents. Aiming to have better understanding, the researcher appointed the Employee Assistance Programs specialists *(www.turningpoint.com)* to be part of the Employee Assistance

Services handbook validations committee members. The researcher also appointed a senior counselor (Research Unit) from the Counseling and Psychology Sector of Ministry of Education to be part of the validation committee. All comments, opinions and ideas were compiled and have helped the researcher to improve the contents writing of the Employee Assistance Services handbook before tested to the participants in the field test.

The field test has took place in the Counseling and Psychology Sector of Ministry of Education Malaysia for the Wellness Center facilities and later took the Psychometrics Test before been briefed on the importance of getting help through counseling services by the counselor. The research participants had also undergo the group counseling by the respective counselor in *Zone K*, District G which implemented after explaining the purpose of the field test, the services provided based on the handbook developed, the procedures and the consent forms that need to be filled up before agreeing to join in the Employee Assistance Services. This field test has been conducted in local schools and also the Teachers' Activities Center in *Zone K* for six sessions of group counseling which was successfully conducted within three weeks.

3.5.5   Field Test Limitations

The researcher faced a few limitations during the field test timeline. The first limitation was the participants' different working hour. To facilitate their working time with the field test timeline, the researcher completed the field test and data gathering within two weeks during the school holiday. The researcher appointed a master's student majoring in the guidance counseling as the research assistant. By having help from the appointed research assistant, all field test sessions and data collection was able to be collected within the timeline.

The need to test the Wellness Center facilities took some time and was a bit challenging in this field test as the facilities were far from *Zone K*, District G. With the participants' consents, the researcher brought the participants to the Counseling and Psychology Sector at Ministry of Education Malaysia, Putrajaya and interviewed the participants as soon as the sessions were over. The researcher was unable to provide the Wellness Center facilities at the Teachers' Activities Center in *Zone K* as in the Employee Assistance Services handbook.

Another limitation was the toll-free and online counseling session. The researcher was unable to test this need due to facilities constraints. However, the participants were interviewed based on their feeling and opinion if the online counseling service is implemented as a part of the field test.

3.6   Summary of Research Procedures, Measurements and Products

This research consisted of four phases. Phase 1 was conducted using the quantitative research which the variables were collected through the set of questionnaires as the research instrument. The researcher used the group administered questionnaires by getting help from the respective school counselors and also the researcher herself. The numeric data was analyzed using the *Statistical Package for Social Sciences* (SPSS) software in this process. By using this software, all data were provided with codes and corresponding labels.

The statistical method used in this study depends on the scale of the research objectives and the level of variables used. Descriptive statistics were used to analyze the data from the respondents are presented in percentage and frequency. Descriptive statistics were also used to organize, formulate and describes the percentage, frequency, range of mean and standard deviation between the variables.

The population involved in this phase was 8,324 national daily school teachers in District G. The researcher applied the stratified random sampling method in order to capture the potential respondents from four types of national daily school in the district (national primary daily schools, Chinese primary daily schools, Tamil national daily schools and national secondary daily schools). From the questionnaires distribution, the researcher collected 583 from 1000 sent out instruments and this has represent 76% of the total respondents (770) in this phase.

Phase 2 was conducted by applying the qualitative research. The data was collected through the Focus Group Discussion (FGD) and In-Depths Interviews (IDI) to the stakeholders consisted of the representatives and officials from the Counseling Unit, School Administrators and Supervisors, Human Resource Unit, Teachers' Union Committee Members. The products of this research were the text data, interview transcripts, memos, responses to open - ended survey questions and also the field notes.

Phase 1 and Phase 2 findings have led the researcher to proceed to Phase 3 which was the Employee Assistance Services handbook development. During this phase, the data findings and compilations were used to develop the EAS handbook in Phase 3. The handbook was presented to the Counseling Unit and Human Resource Unit in district education office as well as the Psychology and Counseling Sector in Selangor Education Department before conducting its field test. The handbook was also validated by the validation committee members appointed which consisted of the EAP providers and counselors. The feedbacks from the validation committee members were collected through face-to-face meetings, telephone calls, and e-mails procedures.

The last phase of this research was Phase 4 which was conducted by applying both qualitative and quantitative research. By using the procedure of getting the clients' feedback forms, and interviews, the mean values, text data and also the interview transcripts were collected and analyzed by using the *Statistical Package for Social Sciences* (SPSS) software and transcribe verbatim process.

Phase 1: Quantitative Research

Collecting and analyzing data from research respondents based on the variables through sets of questionnaires

Phase 2 : Qualitative Research

Collecting and analyzing data from research participants based on Phase 1 findings through sets of questions

Phase 3: Qualitative Research

Developing the Employee Assistance Services handbook contents based on findings in Phase 1 and Phase 2.

Phase 4: Quantitative & Qualitative Research

Collecting and analyzing the clients' feedbacks on the effectiveness of the pilot Employee Assistance Services.

Figure 17: Summary of Research Phases & Design

Overview of Research Procedures and Products

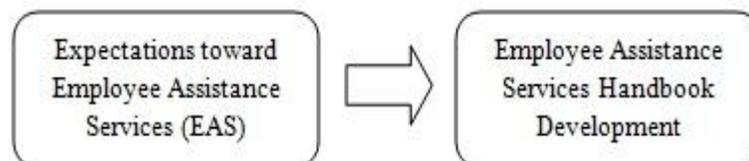
First Phase: Teachers (Quantitative Research)
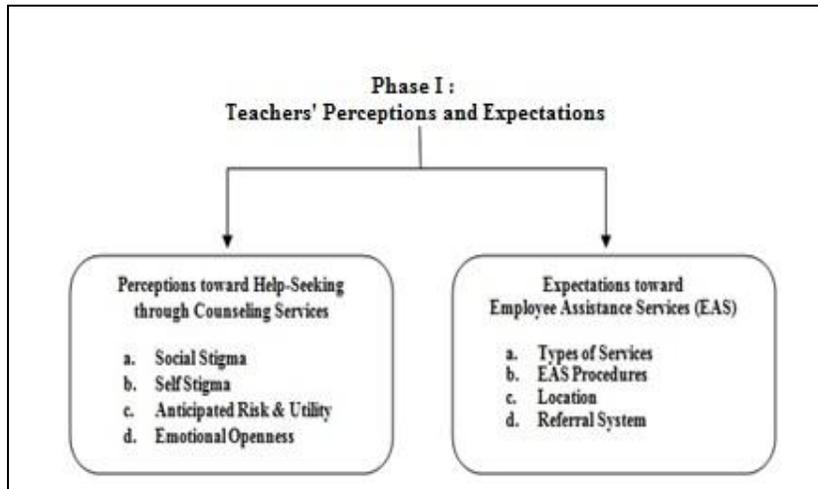
Procedures **: Questionnaires / Group Administered Questionnaires**

Products **: Numeric Data**

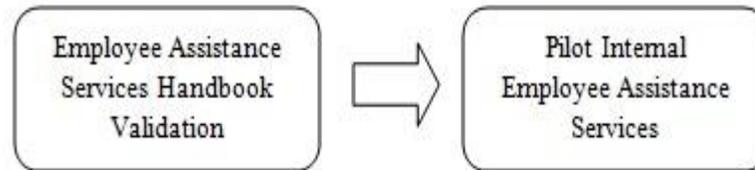**Second Phase: Counseling Unit, School Administrators & Supervisors,**

Human Resource Unit, Teachers' Union (Qualitative Research)

Procedures **: Focus Group Discussion & In-Depth Interviews**

Products **: Text data; Interview Transcript, Documents, Responses to**

open - ended survey questions.

Third Phase: Subject Matter Experts (Handbook Validation)

```
┌─────────────────────┐          ┌─────────────────────┐
│  Employee Assistance │   ⇒      │   Pilot Internal    │
│  Services Handbook   │          │  Employee Assistance │
│      Validation      │          │      Services        │
└─────────────────────┘          └─────────────────────┘
```

Procedures   : Face-to-Face Meetings, Telephone Calls, Emails

Products   : Feedbacks

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Fourth Phase: Teachers (Quantitative & Qualitative Research)

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┌─────────────────────┐          ┌─────────────────────┐
│   Pilot Internal    │   ⇒      │   Identify the      │
│  Employee Assistance │          │  Effectiveness &    │
│      Services        │          │   Satisfaction      │
└─────────────────────┘          └─────────────────────┘
```
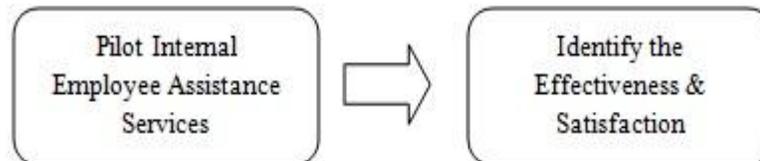
Procedures   : Clients' Feedback Forms, Face-to-face Interview

Products   : Mean values, Paired t-Test, Text data; Interview Transcript, Documents, Responses to open-ended survey questions, Feedbacks.

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