CHAPTER IV

DATA ANALYSIS

4.0   Introduction

This chapter aims to explain the research findings which were based on the teachers' perceptions toward help seeking through the counseling services and their expectations of the Employee Assistance Services (EAS) through Phase I as well as the suggested criteria which are appropriately for the needs of the school teachers in District G through Phase II.

This chapter also consists of the Phase IV research findings of the live-experienced tests on the school teachers whom volunteering and referred by the school administrators as the pilot internal EAS clients. One (1) of these teachers have previous experience being a client in the existing counseling services under the Ministry of Education while twenty-two (22) of them have no experience joining in any workplace wellness program or services. Their opinions were gathered through both quantitative and qualitative methods which consist of two types of questionnaires and also group interviews.

Discussions in this chapter were based on the phases mentioned above. This is to facilitate a systematic compilation of the research analyses and findings. Therefore, in-depth analyses of the data were based on the data collected and were divided into the following phases;

i. The *first phase* contains findings on the basis of three divisions conducted through quantitative research method:

a. Analysis of the demographic studies.

b. Analysis of mean values of the findings on respondents' perceptions of help-seeking through counseling; perceptions on social stigma, self stigma, anticipated utility & risk, and emotional openness.

c. Analysis of mean values of the findings related to respondents' expectations towards Employee Assistance Services (EAS) based on the suggested types of services, location, procedures, and referral system.

ii. The *second phase* consists of the study conducted through a qualitative research method which aimed to gain information of the EAS criteria appropriate for school teachers in the District G. It was based on findings through the first phase study which later presented in the focus group discussions. This phase also involved the process of observations and in-depth interviews through email conversations, telephone interviews as well as face-to-face interviews conducted with the officials from selected departments, units, and divisions in the Ministry of Education Malaysia, National Union of Teaching Profession (NUTP) as well as the selected schools' administrators.

iii. The ***third phase*** was the Internal Employee Assistance Services Module development and shall not be discussed in this chapter. The module was developed based on the research findings from this chapter, guided and based on the Employee Assistance Professionals Association (EAPA) Standards and Professional Guidelines For Employee Assistance Programs (2010). The module development was closely monitored and validated by the EAP consultants, trainers and the Research Supervisory Committee Members.

iv. The ***fourth phase*** was conducted by using the same set of the questionnaires used in Phase I for the purpose of pre and post-test of the participants' perceptions towards help-seeking through counseling and a set of Employee Satisfaction Survey toward Employee Assistance Programs/Services (Harlow, 1998). An in-depth group interview was conducted after completing six sessions (18 hours) of group counseling on Self & Emotional Development Consultation Service with 23 participants of the pilot Internal Employee Assistance Services in *Zone K*, District G, Selangor.

4.1   Phase 1: Quantitative Research Findings

This phase answered the first and second research objectives as follow;

4.1.1 To identify the teachers' demographic background and their feelings toward work-life and home-life challenges as well as their challenges toward help-seeking through the counseling services.

4.1.2 To identify the teachers' levels of perceptions toward help-seeking through counseling services.

4.1.3 To identify the teachers' levels of expectations toward Employee Assistance Services.

4.1.1   Respondents' Demographic Background

i)   Based on Gender

The respondents' based on gender has shown that the female respondents were 64% which consisted of 375 respondents while the male respondents were 36% which consisted of 208 respondents from the total of 583 respondents.

Table 11: Gender

Gender	No. of Respondents	Percentage
Male	208	36%
Female	375	64%
Total	583	100%

ii)   Based on Race

The respondents' based on race has shown that the Malay respondents were 73% with the majority of 427 respondents while other races showed 13% (Indian), 11% (Chinese) and others 3%.

Table 12: Race

Race	No. of Respondents	Percentage
Malay	427	73%
Indian	75	13%
Chinese	64	11%
Others	17	3%
Total	583	100%

iii) Based on Religion

The respondents' based on religion has shown that the Muslim respondents were 447 (76.7%), Hindu respondents were 53 (9.1%), Christian respondents were 36 (6.2%), Buddha respondents were 34 (5.8%) and others were 13 (2.2%).

Table 13: Religion

Religion	No. of Respondents	Percentage
Islam	447	76.7%
Hindu	53	9.1%
Christian	36	6.2%
Buddha	34	5.8%
Others	13	2.2%
Total	583	100%

iv) Based on Age

The respondents' based on age has shown that the respondents between the ages of 20-30 were 202 (36.4%), between the ages of 31-40 were 271 (46.5%), between the ages of 41-50 were 99(17%) and between the ages of 51-60 were 11 (0.1%).

Table 14: Age

Age	No. of Respondents	Percentage
20-30	202	36.4%
31-40	271	46.5%
41-50	99	17%
51-60	11	0.1%
Total	583	100%

v) **Based on Marital Status**

The respondents' based on marital status has shown that respondents with married status consisted of 432 (74.1%), single were 134 (23%) and single parent were 17 (2.9%).

Table 15: Marital Status

Marital Status	No. of Respondents	Percentage
Married	432	74.1%
Single Parent	17	2.9%
Single	134	23%
Total	583	100%

vi) **Based on Education Background**

The respondents' based on educational background has shown that respondents with certificate or diploma were 178 (30.5%), bachelor degree were 393 (67.4%), masters or PhDs were 12 (2.1%).

Table 16: Education Background

Education Background	No. of Respondents	Percentage
Cert/Diploma	178	30.5%
Bachelor Degree	393	67.4%
Masters/PhDs	12	2.1%
Total	583	100%

vii) **Based on Teaching Experience**

The respondents' based on teaching experience has shown that respondents with teaching experience 1 to10 years were 320 (54.9%), 11 to 20 years were 186 (31.9%), were 21 to 30 years were 76 (13%) and 31 to 40 years consisted of 1 respondent (0.2%)

Table 17: Teaching Experience

Teaching Experience (Years)	No. of Respondents	Percentage
1-10	320	54.9%
11-20	186	31.9%
21-30	76	13%
31-40	1	0.2%
Total	583	100%

viii) **Based on Type of Schools**

The respondents' based on the type of schools has shown that respondents from national primary schools were 361 (61.9%), national secondary schools were 124 (21.3%), Chinese primary schools were 54 (9.2%) and Tamil primary schools were 45 (7.6%).

Table 18: Type of Schools

Type of Schools	No. of Respondents	Percentage
Primary (National)	361	61.9%
Secondary (National)	124	21.3%
Primary (Chinese)	54	9.2%
Primary (Tamil)	45	7.6%
Total	583	100%

ix) **Based on Location of Schools**

The respondents' based on the location of schools has shown that respondents urban schools were 307 (52.7%) and suburban schools were 276 (47.3%).

Table 19: Location of Schools

Location of Schools	No. of Respondents	Percentage
Urban	307	52.7%
Suburban	276	47.3%
Total	583	100%

Based on the demographic background findings, from all total respondents of 583, there were 4 respondents participated in the existing counseling services. The respondents are Malay and Muslim teachers. 3 of them were female respondents from the age group of 31-40 years old while 1 of them was a male respondent from the 41-50 years old group of age. 3 of them are married and 1 is a single parent. There were 2 respondents from the Bachelor Degree group of education background while another 2 respondents were from the Certificate/Diploma and Masters/PhDs education background's group. 2 of the respondents have been teaching for 11-20 years while another 2 of the respondents have been teaching for 21-30 years. 3 of them were teaching in the national primary schools while 1 of them was teaching in the national secondary school. 3 of these respondents were teaching in the urban area while 1 of them in the suburban area.

Table 20: Responses toward Challenges in Work-life & Home-life as well as Challenges toward Help-Seeking through the Counseling Services

Items: Section B (Demographic Background)	No. of Respondents
Dealing with frustration in work-life & home-life	311
Dealing with stress in work-life & home-life	90
Challenges in life are manageable	117
Want to join counseling services to talk about challenges in life	206 (Yes)
	118 (No)
	259 (Maybe)
Not sure of the procedure to join counseling services offered	501
Not sure of the type of services offered	436
The location to meet the counselors are far	411
Working hour constraint forbid to meet the counselors	407
Travelling constraint forbid to meet the counselors	398
Afraid of other's opinion if seen meeting with the counselor	109

Section B of the demographic studies aimed to identify the respondents' challenges in their work-life and home-life as well as to identify their challenges toward help-seeking through the existing counseling services. 311 respondents felt that they need to deal with frustration in their work-life and home-life. 90 respondents felt that they deal with stresses while 117 respondents felt that their challenges in life were manageable.

However, 206 respondents felt that they want to join counseling services to talk about their challenges in life while 259 respondents answered 'Maybe' and 118 respondents answered 'No'. 501 respondents were not sure of the procedure to join the counseling services offered while 436 respondents were not sure of the type of services offered. The respondents also admitted that their working hour constraint forbidden them to meet the counselors (407 respondents). 398 respondents were having travelling

constraint to meet the counselors while 109 respondents were afraid of other's opinion if they were seen meeting with the counselor.

4.1.2 Respondents' Perceptions toward Help Seeking through Counseling Services

Based on Table 21, the respondents (*n: 583*) have shown moderate perceptions level toward help seeking through EAS. As in the result, the perception on anticipated risk and utility attached to seeking professional counseling has been identified as a major deterrent to seeking counseling among the employees in the educational institutes. Self stigma has been identified as the second perception that comes after the employees' perception on the anticipated risk and utility while social stigma resulted as the third perception that also showed moderately perceived among the employees in the educational institutes. The emotional openness has been identified as the fourth perception which refers to the level of comfort to disclose personal information to others.

Table 21: Perceptions Level toward Help Seeking through Counseling Services

	Mean	Perception Level
a. Self Stigma	3.04	Moderate
b. Social Stigma	3.06	Moderate
c. Emotional Openness	3.38	Moderate
d. Anticipated Risk & Utility	2.95	Moderate

*PERCEPTION LEVEL of Emotional Openness/Anticipated Risk & Utility (Mean): 1.00-1.80 (Very Bad), 1.81-2.60 (Bad), 2.61-3.40 (Moderate), 3.41-4.20 (Good), 4.21-5.00 (Very Good) while PERCEPTION LEVEL Self-Stigma/Social Stigma (Mean):1.00-1.80(Very Good), 1.81-2.60(Good), 2.61-3.40(Moderate), 3.41-4.20(Bad), 4.21-5.00(Very Bad).

4.1.3 Respondents' Expectations toward Employee Assistance Services

Table 22: Expectations toward Employee Assistance Services

	Mean	Expectation Level
a. Type of Services	4.23	Strongly Agree
b. Procedures	4.04	Agree
c. Location	4.1	Agree
d. Referral System	3.89	Agree

*EXPECTATION LEVEL (Mean): 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree),
2.61-3.40 (Not Sure), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree).

Table 22 has shown that the respondents (*n: 583*) agreed on the suggested procedures of the Internal EAS, the location of the services and the suggested referral system for the Internal EAS. While for the suggested types of services showed the level of strongly agree. Based on the respondents expectations, the type of services are consisting of;

(a)   Wellness Services in the local Teachers Activity Centre (TAC)
(b)   Family Relationship Consultation Service
(c)   Education & Career Development Consultation Services
(d)   Health & Nutritional Consultation Service
(e)   Self & Emotional Development Consultation Service
(f)   Sexual Related Help Service
(g)   Monetary Advisory & Consultancy Service
(h)   Substance Abuse and Drugs Addiction Help Service
(i)   Addictions Help Service (Alcoholisms & Gambling)
(j)   Industrial Relations Consultancy

The respondents also agreed on the suggested meet-up location; to meet the appointed counselor based on their own accessibility which means they can either meet the counselor at the district education office , *BPsK, Putrajaya* (on-site) as well as at the local Teacher Activity Centre within their zones (off-site). They have also agreed on the procedures which to appoint the school guidance counselors as their mediators that organize and provide the Employee Assistance Services forms at school. They also agreed that the school guidance counselor will help them to mediate between them and the school administrators as well as the Employee Assistance Services coordinator if they feel uncomfortable to do so. They agreed to have both Employer-Initiated and Self-Initiated which mean the respondents can also request directly to their school administrators and the Employee Assistance Services coordinator to fix their appointment date. The respondents also preferred to have an Internal Employee Assistance Services as they believed that counselors that involved in the local educational system will understand them better compared to the external counselors.

In terms of the referral system, the respondents agreed that the Employee Assistance Services coordinators and counselors shall have the responsibility to making the referral arrangement on necessity basis with the school administrators as well as the third parties such as their family members, hospital or police.

4.2   Phase 2: Qualitative Research Findings

Based on the findings in Phase 1, focus group discussions, in-depth interview sessions through telephone calls, e-mails, and face-to-face meetings have been conducted with the primary stakeholders involved as the research's informants. During the focus group discussion and the in-depth interview sessions, the primary stakeholders have been given slides presentation on the Employee Assistance Services concepts and the comparison with the existing counseling services offered to the school teachers. The presentation also shared and revealed the research findings from Phase 1

which consisted of the respondents' participation in the existing counseling services based on their demographic backgrounds, their perceptions toward help-seeking through counseling services, and their expectations toward the suggested Employee Assistance Services.

There were a few questions that acted as the main script in each focus group discussions and the in-depth interview sessions. The questions were adapted based on the study conducted by Scanlon (1990);

(a) How the EAS can be beneficial to the teachers?

(b) Whether the goal of return-on-investment can be achieved?

(c) Whether the EAS will help to improve the quality of work and life of the teachers?

(d) What are the suitable criteria that they (stakeholders) recommended for the module development and the implementation of the pilot internal Employee Assistance Services?

(e) What are the possible barriers toward the implementation of Employee Assistant Services?

The stakeholders were the representatives from human resources unit (HR), the counseling unit, sectors, division (CU1,CU2, CU3, CU4), the teachers' supervisors (Sup), the school administrators (Adm) as well as the committee members from the Teachers Union (TU).

The stakeholders were appointed based on purposive sampling method as Lisa M. Given (2008) suggested the stakeholder sampling as the appropriate sampling strategy in conducting qualitative research similar to the conducted research;

"Stakeholder sampling is particularly useful in the context of evaluation research and policy analysis, this strategy involves identifying who the major stakeholders are who are involved in designing, giving, receiving, or administering the program or service being evaluated, and who might otherwise be affected by it."

(Lisa M. Given, 2008)

The researcher also used the expert sampling (Lisa M. Given, 2008), where the researcher looked for individuals who have particular expertise that is most likely to be able to advance the researcher's interests and potentially open new doors in the research conducted.

Table 23: Informants Demographic Info's

Informants	Department/Presenting	Code
Informant 1	Psychology & Counseling Sector	CU1
Informant 2	Psychology & Counseling Sector	CU2
Informant 3	Psychology & Counseling Division	CU3
Informant 4	Counseling Units, District G	CU4
Informant 5	School Administrator	Adm
Informant 6	School Supervisor	SV
Informant 7	Teachers Union	TU
Informant 8	Human Resource Unit	HR

4.2.1 Can EAS be beneficial to the teachers?

Table 24: Informants' Responses on Code A01

Item No. 1: Can EAS be beneficial to the teachers? Code No. : **A01**	
Informants' Codes	**Descriptions**
CU1	"Based on the findings, the teachers are expecting both on-site and off-site counseling which we can't afford to offer in the existing services right now. So, if Employee Assistance Services can provide the kind of services mentioned earlier, I think it is beneficial for them. But, I suggest for a further study to ensure how ready the teachers are for the suggested Employee Assistance Services."
CU2	"The suggestion of counselor-teacher meeting up at their home-based Teachers Activity Center can be called as an enhancement of the services offered, prior to what we have now. Consideration on appointing more counselors must be made, together with their travelling allowances and safety coverage."
CU3	"No, it is not a threatening idea to what we are practicing currently. It is just like, rebranding the existing services..Rebranding is a popular strategy in 'marketing'. Maybe this is what we can offer to the teachers in need."
CU4	"Yes. I always believe that counseling offers charitable service for those in need – especially when it does not involve any payment, of course. So, yes. I believe that Employee Assistance Services also offer the same thing with new ideas added to the current practices of the counseling programs."
Adm	"So, teachers are not ashamed if they tell others they're joining in the Employee Assistance Services – because others do not know whether it means they are attending counseling session, seminars or the gym facilities, right?"
SV	"From my understanding, the Employee Assistance Services suggested will help to counter some constraints that the teachers might be dealing if they are to be joined in as clients or talks participants. The Employee Assistance Services offer something that we have now in our institutional with some new additional elements. So, I think..it might be beneficial for my
TU	"It is a considerable idea of a systematic platform of help services to the school teachers. Currently, we have the platform but it is said to be troublesome for teachers to travel out of their zones because of the working constraint."
HR	"We can act more proactively when dealing with employee problems if the Employee Assistance Services is implemented in the workplace." "It is an enhancement of the systematic platform of a workplace counseling to that we have implemented."
Results: All informants (stakeholders) from differing perspectives agreed that the implementation of the suggested Employee Assistance Services can be beneficial to the teachers as Employee Assistance Services will act proactively as an enhancement of the existing systematic platform of the workplace counseling. Employee Assistance Services has also said as a considerable idea and a rebranding of the existing services. The counselor-teacher meet-up point will be at their home-based Teachers Activity Center which is nearer to the teachers' school as to help teachers dealing with travelling issues.	

4.2.2 Whether the goal of return-on-investment can be achieved?

Table 25: Informants' Responses on Code A02

Item No. 2: Can the goal of return-on-investment (ROI) be achieved? Code No. : **A02**	
Informants' Codes	**Descriptions**
CU1	"What we are offering now (existing counseling services and programs) is good enough. The question is, how satisfied are the current clients (teachers) with the offered services? Are they fully satisfied? Once this achieved, we are able to measure the impact of all the efforts made for their workplace wellness services."
CU2	"The employees' productivity and motivation in work and life must be boosted up by letting them experience the services provided in the Employee Assistance Services. Then, we will know whether the ROI is achieved or the other way around. "
CU3	"The high ROI has been one of the objectives in our current mission. They (the teachers) need to cooperate with us to let us help them."
CU4	"Definitely. If any person comes to work with sincerity and always have a good support system around them..I trust their desire to serve their organization would be lasting longer.
Adm	"We did pop-out many questions to the teachers if they can't commit to any task given, well..just because we care and we have the right to do so, but sometimes we were misunderstood. They tend not to talk about it. Maybe it is hard. We are the person in-charge for their reputation marking and grading (Key Performance Index). So you see, we need to provide them with the services that suit them. Not just to show we care but also to ensure their loyalty last long."
SV	"We might lower down the disciplinary issues among the employees." "Some of them were questioned on their regularity for taking leaves, switching school sessions and also on medical leaves at least two days on the same month. So, yes. I do hope the Employee Assistance Services will help to improve the ROI rate."
TU	"Yes. The ROI can be achieved if the teachers are satisfied and willing to join the services offered. The services must be beneficial for them. It will impact their work-life and home-life equally."
HR	"We don't have much problem on job turnover. The rate wasn't that worrying. However, the request for school transfer has always being high. We have come to realize that something wasn't right in some area including in District G."
Results: All informants (stakeholders) from differing perspectives strongly agreed that the goal on return-on-investment (ROI) can be achieved by encouraging teachers to experience the services provided in the Employee Assistance Services. Through the clients' satisfaction, the measurement of the impact of all the efforts made in their workplace wellness services can only be done.	

4.2.3   Whether the EAS will help to improve the quality of work and life of

the teachers?

Table 26: Informants' Responses on Code A03

Item No. 3 : Whether the Employee Assistance Services will help to improve the quality of work-life and home-life of the teachers? Code No. : **A03**	
Informants' Codes	**Descriptions**
CU1	"Proven that counseling services are meant to help those (clients) in need. However, if they refuse to be helped or having their problem talk to us, we are far from achieving the aim."
CU2	"Yes. Counseling and its programs are meant to help improve the clients' feelings on whatever challenges they have; whether it is their work or home-life."
CU3	"I strongly believe the clients (teachers) will improve their work and home-live after they were able to settle all problems they have been carrying in them. In most cases I have catered, the clients needed 'a shoulder to cry on' without being judge. That is one of our policies. In fact, 'everything' is safe sealed in the files.
CU4	"It is what we have been trying. Yes. Workplace wellness programs offered in every level and departments are meant to help the clients to improve the quality of their lives. Accepting the facts that we (the counselors) are here to help them and it is fine to do so – is something difficult for some of them. The awareness level among them has been quite questionable. The stigmas are thickening."
Adm	"We need to inculcate the culture of believing in getting help through counseling and joining the services offered in the suggested Employee Assistance Services to those in need to get better."
SV	"Yes. Even in Islam we are taught and reminded about helping each other. However, I believed, some of the teachers talked among themselves with what they are holding on in their lives. They are also strong people and believe in God's will."
TU	"Definitely. There's no doubt about it. Proven that workplace wellness program is a must offered charity for all employees. They never know when they might walk-in as a client."
HR	"Yes. It might help to improve the quality of both work and home-life of the clients. Only if they are willing to join in the services. We hope to help reduce the problem they (teachers) carry between their work-life and home-life as well."
Results: All informants (stakeholders) from differing perspectives agreed that the implementation of the suggested Employee Assistance Services can help to improve the quality of work-life and home-life of the teachers based on its offered services and programs as well as the teachers' willingness to join in as clients.	

4.2.4 What are the suitable criteria recommended for the handbook development and the implementation of the EAS?

- **In-term of Types of Services**

Table 27: Informants' Responses on Code A04

Item No. 4: The suitable criteria recommended in term of **the types of services.** Code No. : **A04**	
Informants' Codes	**Descriptions**
CU1	"The types of services offered in Employee Assistance Services are actually quite similar to what we have offered. It is a version of a combined and centralized services manage by a coordinator."
CU2	"Yes. I think the services offered are covering the perspectives of most issues being brought up by our past clients."
CU3	"It will need lots of paper work if Employee Assistance Services are to be implemented in the real scene. It must include the services that also consist of the preventive measure such as the health seminar and also personal issues, say it monetary and debts management – as suggested in the presentation just now."
CU4	"Of course I will agree to any good service for the sake of the teachers in need. It must provide updated services and information."
Adm	"The school administrators have issues dealing with teachers coming in and out the schools for certain programs and seminars especially during the schooling days. I am suggesting a type of service that the teachers will not have to take time off just by having to travel far away from their schools."
SV	"Both employees and employers will have the power to choose the types of services they need."
TU	"It shall always be free services, easy to be accessed, friendly enough for the teachers, provide brief information on each services, toll-free call line would be great."
HR	"Employee Assistance Services must provide updated services, not just counseling. It should be acted as the branch of the main program that we have now."
Results: All stakeholders agreed that Employee Assistance Services must provide updated services, not just counseling services alone. The services shall be acting as the branch/franchise of the main branch of the main program that has been offered now (*BPsK*). The services also consist of the preventive seminars and programs on personal issues on health, monetary advices, and debts management. The services must be free, easy to be accessed, friendly, provide brief information and not burdening for the teachers to travel out far away and left their work (according to necessity). Toll-free call line was also suggested based on the current type of services offered in the Employee Assistance Services. The teachers and the administrators shall liable to choose the type of services that they think is the best for the situation handled.	

- **In-term of Location**

Table 28: Informants' Responses on Code A05

Item No. 5: The suitable criteria recommended in term of **location.** Code No. : **A05**	
Informants' Codes	**Descriptions**
CU1	"The suggested location (Teachers Activity Center/Pusat Kegiatan Guru) is conducive and offers confidentiality to all employees. However, nobody can enter the space provided easily; the files will be kept systematically at the counselors' office."
CU2	"Maybe some modification is needed at the *PKG* rooms which will be used for the services and programs. However, the chosen location is undeniably closer for the teachers to meet-up with their counselors and of course to attend any related small group seminars or talks."
CU3	"I think it is more conducive for the teachers to come here (*BPsK*) as we have many consultation rooms and other facilities as well. But yet, the Employee Assistance Services are offering both on-site counseling and off-site counseling. The combination might work well. The teachers can choose their preferred meet-up location. However, proper and comprehensive paper work must be made as it has widened the counselor's job scope."
CU4	"I used to travel to schools for small group counseling talk. Usually the school will invite me as the speaker to fulfill their *Latihan Dalam Perkhidmatan* hours. Travelling out is not a problem for me. My main concern is my works at this office and of course the walk-in clients."
Adm	"As mentioned earlier, the school administrators have issues dealing with teachers coming in and out the schools for certain programs and seminars especially during the schooling days. I like the idea of the suggested location as the teachers will not have to take time off just by having to travel far away from their schools."
SV	"Yes. I agree with the idea of having both on-site counseling services at the counselor offices and also the off-site counseling services at the *PKG*."
TU	"The suggested location is very conducive and it is spacious enough for any kind of activities; including the group activities and seminar. With the chosen location, employees will not have to travel out to get help, it is definitely offers some cost saving."
HR	"The *PKG* are meant for the useful purposes of the teachers activities. The idea is good. However, we might need to concern on some modification on the floor layout at the *PKG*. Maybe, a sound proof room to maintain the confidentiality of sessions conducted there."
Results: All stakeholders from differing perspectives agree that the Pusat Kegiatan Guru (PKG) or also can be called as Teacher Activity Center (TAC) can be used as the off-site counseling sessions and other suitable Employee Assistance Services. However, some modification of the PKG floor-layout might be needed as to add to more conducive rooms and to maintain the confidentiality of the sessions conducted.	

- **In-term of Procedures**

Table 29: Informants' Responses on Code A06

Item No. 6: The suitable criteria recommended in term of **procedures.**	
Code No. : **A06**	
Informants' Codes	**Descriptions**
CU1	"Teachers must have the right to see the counselors during their working hours. However, if the meet-up location is nearby to their place, the coordinator can suggest an appointment after the school's over." "As for the services through the Internet, I must say we are out of hand right now. If the Employee Assistance Services are to offer those kinds of services, I suggest a team of trained people to handle it. So does the toll-free line suggested. It's good but we do not have enough staffs."
CU2	"Teachers shall be put on hold based on availability not more than 3 days of waiting period for approval to join in as client. School administrators shall be acknowledged of their involvement in the Employee Assistance Services through the signed forms for cases during the working hours."
CU3	"We do provide our contact numbers in case the teachers wanted to call us. However, it is not a toll-free service and of course it cannot be operated by 24hours basis. If we have a group of trained motivational consultants as part of the group – handling issues outside the office hours – of course it would be nice." "It would be great to have coordinators for the services offered. So that, the meet-up place can be suggested (as the Employee Assistance Services are suggesting both on-site and off-site counseling services) and the appointment can be made anytime of the day – not only during the office hours."
CU4	"The Guidance and Counseling Unit at schools will have to play the role as the Employee Assistance Services module's keeper, so that; teachers may have a direct access other than the online website as their reference. Teachers can get the sign up forms from the school Guidance and Counseling Unit as well." "I certainly need to have a team of counselors to deal with so many *PKG* in the District G. The Employee Assistance Services must suggest a team of certified counselors to be working together. All I can suggest is a team combining the counselors, life coaches and mentors."
Adm	"All consents must be through the school administrators – if it is during the working hours and of course if we are the one suggesting the teacher to join in as the Employee Assistance Services client (Employer Initiated). However, for them to want to meet the counselors by voluntary method – I don't think we have a much say on that matter. We fully support their right to do so."

SV	"If the Employee Assistance Services coordinators can help me to suggest the suitable services and programs for the teachers – I believe it will be a big help. If you ask me now, I only can advice the teachers to go to the *Pejabat Pelajaran Daerah Gombak* (PPDG) to see the counselor and ask the teacher to make their own appointment. However, I did suggest a motivational talk in the *Latihan Dalam Perkhidmatan* (LDP) slot and invited the counselor to the school."
TU	"I totally think, we have good relationship with the representatives from the MOE and of course we were well-acknowledged about the role of the *BPsK* and the counselors appointed at all the institutional levels. The main idea offered in Employee Assistance Services is the procedures are briefer as to promote what the teachers can choose if they want to join it. Say, their preferred counselors – male or female, their preferred languages, beliefs and religion as well. However, for me it is a bit complicated. The coordinator can help by suggesting but for certain walk-in cases, the coordinator must also be ready with a certified counselor especially for off-site counseling. What if the counselor suggested by the coordinator does not match the teacher's scope of choice? Would it be frustrating for the teacher?" "I suggest if the off-site counseling is to be implemented, let it be clear to the teachers, how long the process will take time. The Employee Assistance Services must provide a list for walk-in services so that everybody involves are well-inform."
HR	"The appointed staff will act as the EAS coordinators while the internal counselors will be appointed as the Employee Assistance Services counselors. They need to be sent for professional courses and getting prepared to promote and organize the services." "The EAS coordinators will be the mediators between the employees and the whole components in the suggested services." "The certified counselors are not an issue if the school Guidance and Counseling Unit counselors have the professional certification to handle such cases. Do you know how many certified counselors we can have in the whole District G if this happened? They can claim for traveling allowances as the off-site counselors. My suggestion might be for the future as we don't have this currently, right? But, all I am saying, it is not impossible."

Results: All stakeholders from differing perspectives agreed on the suggested procedures of the Employee Assistance Services implementation (Internal EAS). However, there are a few concerns especially on the shortages of certified counselors in the District G. The stakeholders also agree that the teachers must have the right to see the counselors during their working hours. However, if the meet-up location is nearby to their place, the coordinator can suggest an appointment after the school's over. The stakeholders also agree on the suggested services through the Internet – emails, Facebook mails, online chats with the counselors, with the suggestion of a team of trained staffs to handle it. So does the toll-free line suggested. The role of the Employee Assistance Services coordinator is very important in the access and offers of assistance process of handling the meet-up procedures, the chosen counselors, the type of services for on-site and off-site services, walk-in services as well as the referral systems.

- **In-term of Referral System**

Table 30: Informants' Responses on Code A07

Item No. 7: The suitable criteria recommended in term of **referral system.** Code No. : **A07**	
Informants' Codes	**Descriptions**
CU1	"Right now, we cater both self-referral and employer-referral cases. I think it is best for the Employee Assistance Services to maintain both referral-systems with the added Teacher Union and family members as the referral system components. Or maybe, a co-worker and a supervisor as suggested in the elements of referral systems in the Employee Assistance Services."
CU2	"Self-referrals are the best as the teachers recognizes their own problems and issues to be talked and discussed. However, the role of the people around these teachers is very important as the can suggest the use of the counseling method and of course the Employee Assistance Services."
CU3	"The decision to participate in Employee Assistance Services must be voluntary and maintaining its confidentiality by bounding the services offered especially the counseling services – face to face and group counseling- with written consent letters. Make sure that the teachers understand their rights as clients and they also understand the rights of the appointed counselor in helping them." "There are certain areas of the discussion that need to be written down and some tests conducted are not to judge them as a bad or good person. Example if the counselor suggested a psychometric test in the beginning of the session, it is just a test to understand the client better and to help the client better. So maybe, the counselor can refer the client to another counselor for a specific discussion. But of course, it always depends to the clients' agreement. We can't force the clients. We can suggest but never force. It depends. Some cases take some time to understand."
CU4	"Yes. I have been dealing with both self-referral and employer-referral cases. The Employee Assistance Services offers the TU, family members and friends as the referral system components. It's good. Some cases need other people around them to support them to meet with the counselors. It is like letting them know that it is fine to meet the counselors. They are not having mental disorders. People have issues in life. If we can't deal with it wisely then maybe it is time to talk about it with people that might help them think better and lend their ears to listen to their problems."
Adm	"All stakeholders shall have the right to promote Employee Assistance Services to the teachers needing help in any circumstances." "Both self-referral and employer-referrals are important and must be understood well by all the teachers and the stakeholders."

SV	"Definitely I will suggest the teachers that need help to call the coordinator or I will call the coordinator to help me explain the Employee Assistance Services purposes of approaching the teachers in need. I remembered a teacher that happened to have lost her only daughter of leukemia. This teacher cried whenever she felt sad about it. We supported her anyway by listening to her thoughts and regrets. But it took some time for me and her co-teachers to see she smiles again. I wish I can refer her to the counselor but I was afraid to be misunderstood if I suggested that to her during that time."
TU	"Any teachers in need that come to us will be suggested to be part of the services. We definitely will help to promote any good services to the teachers."
HR	"Employee Assistance Services coordinators must play good mediator skills and being able to refer on any serious cases to higher level advisor (*BPsK, hospital, police, and psychologist*) on the client's consent as well as the school administrators' knowledge."
Results: All stakeholders agree on the suggested referral systems. The self-referral (self-initiated) is used when a teacher recognizes that a problem exists and seeks assistance by calling the Employee Assistance Services coordinator directly. This may have resulted from the co-teacher, family members, friends, school administrators, school supervisors, the Teacher Union members informally suggesting the use of the Employee Assistance Services to the teacher. The employer-referral (employer-initiated) is use by the school administrators and school supervisors if the job performance of a teacher shows continuing deterioration as an employee is responsible to keep the job performance at an acceptable level. The school administrators and supervisors may initiate offer of the Employee Assistance Services assistance. Prior to initiating a formal offer of assistance, the supervisor should consult with the Employee Assistance Services coordinator concerning the appropriateness of the offer. Also, family-referral as part of the component in the suggested Internal EAS.	

4.2.5   Barriers toward the Implementation of the EAS for the School Teachers

Table 31: Informants' Responses on Code A08

Item No. 8: Barriers toward the implementation of Employee Assistance Services.
Code No. : **A08**

Informants' Codes	Descriptions
CU1	"Staffing issues in our sector was evident. We only have one qualified counselor in each district in our division. Imagine how we would help teachers and staff that are so many."- **Monetary and Shortage of Resources.** "Teachers with problems are fully aware of the counseling services necessity and importance. The proof is, after each session - many of them showed positive reactions."- **Awareness Campaign (Decreasing Bad Perceptions toward Counseling and Increasing Public Support).**
CU2	"It is a challenge for us at the state department. I mean, even if there are demands from the teachers toward the trend, we are still oblige to the resources that we have – say it the counselors or monetary." "We need to 'filter' the clients' appointments due to the shortage of staffing issues."- **Monetary and Shortage of Resources.** "I can say that we are having problem because of the shortage of accredited counselors in our division. We need to help the school guidance counselors to sit for accreditation exams so maybe in the future; they can be involved actively with us in district and state level."- **Accredited Counselors**. "I can feel that, many teachers are aware but because of the constraints the teachers are facing and issues from our own party. Moreover, we have our Facebook account and of course our website to promote our services."- **Awareness Campaign (Decreasing Bad Perceptions toward Counseling and Increasing Public Support).**
CU3	"So far we have enough staffs and have plan our programs based on the paperwork and budget. However, we might come across any unplanned issues – urgent meetings and stuffs like that. So far, we have managed this kind of cases pretty well."- **Monetary and Shortage of Resources.** "We can be called through phone lines if the teacher wants to speak to us. However, the teachers will be charged by the telephone line providers as local calls. We are bound by the resources problem to have a toll-free hotline service."-**Toll-free Lines**

	"We have gym facilities at our division. However, it is only for clients that come to our place in Putrajaya."-**Gym Facilities & Aerobics Training.**
CU4	"We are like having different 'wide range of coat (shirt)'. In the same hour, we might have to change the counselor role to another role. Managing data (clerical work), program development - such as the seminars and lectures - and others, we need to complete these tasks as well. Not only focusing on the counseling services alone. That's why; I believe if we have a coordinator for such services, it would be great."-**Monetary and Shortage of Resources.**
Adm	"My main concerns are the agreement from the authorities as the Employee Assistance Services integrated so many elements and components from what we have in the current counseling services."–**Endorsement from the Authorities.** "To help decrease the bad perceptions toward help-seeking through counseling and wellness programs, more awareness campaigns need to be launch. I think the suggested location for the Employee Assistance Services is one way to reduce the teachers discomfort when they want to see the counselor at the *PPDG*. As we know, *PKG* is a multipurpose center for teachers' activity. They don't have to worry about bumping with parents and other officers like they fear they will at the *PKG*."-**Awareness Campaign (Decreasing Bad Perceptions toward Counseling and Increasing Public Support).**
SV	"From what I have understood, the Employee Assistance Services shall be acting like a one stop center – combining workplace wellness programs under the management of the Employee Assistance Services coordinators. It will involve so many staffs – Employee Assistance Services coordinators, counselors for both off-site and on-site counseling services, mentors, and coaches in various services. So, staffing issues might be my concern."- **Monetary and Shortage of Resources.**
TU	"We need to let them understand the services provided in the Employee Assistance Services properly so that they can past any hesitation they have in mind. We must also educate the society about the importance of getting help through such services."- **Awareness Campaign (Decreasing Bad Perceptions toward Counseling and Increasing Public Support).**
HR	"There are a few methods to get the endorsement from the authorities before certain programs or services can be implemented. It will need to be discussed from the ground level before reaching the top management." – **Endorsement from the Authorities.** "We have *Talian Nur* but currently act as the operator for the callers. It represents all departments in the government sector as the guide to contact the nearest unit to the public place. As for the counseling programs, they only provide the counselors phone numbers and the address to be contacted by the callers. There is no direct hotline to speak to the counselors yet."-**Toll-free Lines**

	"It will cost a lot to have such facilities at each Teachers Activity Center. If we are able to provide the facilities, we must think of the maintenance costs for each gym equipment as well as the aerobics trainer fees."-**Gym Facilities & Aerobics Training.**

Results: The main concerns mentioned by the stakeholders are mostly about the **monetary and shortage of the resources**. It combines the staffing issues as well as the budgeting considering the emoluments of the current staffs and needed staffs for the implementation of the Employee Assistance Services. It also involves the need for the maintenance cost and the aerobics trainer fees. Due to this, the stakeholders are very much concerned about the **endorsement level from the authorities** as each program needed a thorough discussion and options, especially those with highly budgeting suggestion such as the **gym facilities**. The **toll-free lines and the Internet counseling (e-counseling)** through emails, Facebook mails and online chat are the suggested services to help the teachers to have better options to avoid their unhealthy perceptions toward help-seeking through counseling. However, the stakeholder believed that to help decrease the bad perceptions toward help-seeking through counseling and wellness programs, more **awareness campaigns** need to be launch. The suggested location for the Employee Assistance Services is one way to reduce the teachers discomfort when they feel intimidated to see the counselor at the *PPDG. PKG* is a multipurpose center for teachers' activity and they don't have to worry about bumping with parents and other officers.

4.3   Phase 4: Quantitative & Qualitative Research Findings

This phase was conducted by using the same set of the questionnaires used in Phase I for the purpose of pre and post-test of the participants' perceptions towards help-seeking through counseling and a set of Employee Satisfaction Survey toward Employee Assistance Programs/Services (Harlow, 1998). An in-depth group interview was conducted after completing six sessions (18 hours) of group counseling on Self & Emotional Development Consultation Service with the 23 participants of the pilot Internal Employee Assistance Services in *Zone K*, District G, Selangor. The consultations were conducted based on their consent; which they were given forms to fill-up and chose their preferred service to join in as client. All sessions were completed within three weeks.

The researcher has acted as the Employee Assistance Services Coordinator in this process and has appointed an accredited counselor to play the role as Employee Assistance Services Counselor. A few sessions of briefing and meeting has been done with the school administrators to ensure the participants that were employee-initiated understood their objectives of participation in this phase. Among the 23 participants, 10 were employer-initiated while 13 were self-initiated. Self-initiated participants were invited through all the school administrators, supervisors and the guidance counselors in *Zone K*, District G.

The basis of participation in the pilot internal Employee Assistance Services was by invitation and voluntary; although if they were employee-initiated. All participants were given explanations on the process of the services and information through slides presentation of the Internal Employee Assistance Services. They were divided into small groups of 8 and 7 members.

4 of the participants had volunteered to join as clients of the Wellness Services (Gym Facilities) and have been brought to the *BPsK*, Putrajaya for a Psychometric Test and Gym Facilities Session conducted by the accredited counselor at the division.

Table 32: Participants of the Pilot Internal Employee Assistance Services

Code	Gender	Type of Schools	Referrals
P1	M	SK/Suburban	Employer-Initiated
P2	M	SK/Suburban	Employer-Initiated
P3	M	SK/Suburban	Employer-Initiated
P4	M	SJK/Suburban	Employer-Initiated
P5	M	SMK/Suburban	Employer-Initiated
P6	M	SMK/Urban	Employer-Initiated
P7	F	SJK/Urban	Employer-Initiated
P8	F	SJK/Urban	Employer-Initiated
P9	F	SMK/Urban	Employer-Initiated
P10	F	SMK/Urban	Employer-Initiated
P11	M	SK/Suburban	Self-Initiated
P12	F	SK/Suburban	Self-Initiated
P13	F	SK/Urban	Self-Initiated
P14	F	SK/Urban	Self-Initiated
P15	F	SK/Urban	Self-Initiated
P16	F	SK/Urban	Self-Initiated
P17	F	SK/Urban	Self-Initiated
P18	F	SK/Urban	Self-Initiated
P19	F	SJK/Urban	Self-Initiated
P20	F	SJK/Urban	Self-Initiated
P21	F	SJK/Urban	Self-Initiated
P22	F	SMK/Urban	Self-Initiated
P23	F	SMK/Urban	Self-Initiated

4.4   Evaluating the Pilot Internal Employee Assistance Services (EAS)

The pilot internal Employee Assistance Services was implemented in order to study the participants' perceptions' levels and their satisfactions toward the suggested services to be part of the enhancement effort toward the existing workplace wellness program offered to them as employees. Before proceeding as clients in the pilot internal EAS, the researcher had randomly chose the listed educational institutes which reportedly having the highest redeployment and turn-over rate in the District G, Selangor.

From this step, the researcher set the meeting sessions with the school administrators and the supervisors for their suggestion on the 'potential clients' of the pilot internal EAS. Offer letters were given to the chosen teachers and only those who voluntarily wanted to be part of the services were invited to the briefing session of the Employee Assistance Services as well as it roles and the responsibilities of each component members. The selected teachers were later been advised to sign their agreements toward the ethics and confidentiality understanding memorandum which were bind together with the services' rules and regulations agreement.

In this phase, the process was divided into two stages which stage one was to identify the clients' perceptions toward help-seeking through counseling services which were recorded as pre-perceptions and post-perceptions. In this stage, the researcher studied the mean differences between each variable consisting of the participants perceptions based on self-stigma (Vogel, Wade, & Hake, 2006), emotional openness (Kahn & Hessling, 2001), social stigma (Komiya, Good, & Sherodi, 2000), and anticipated risk & utility (Vogel & West, 2003) while in stage two, the researcher aimed to identify the clients' satisfactions level by conducting the Employee Satisfaction Survey toward Employee Assistance Programs (Harlow, 1998) as well as the in-depth group interview sessions.

This phase answered the fourth research objectives as follow;

4.4.1 To identify the effectiveness of the pilot Employee Assistance Services based on the participants level of perceptions toward help-seeking through counseling services.

4.4.2 To determine the participants' satisfaction toward the pilot Internal Employee Assistance Services.

4.4.1 The Effectiveness of the Pilot Employee Assistance Services based on the Participants Pre & Post-Perceptions toward Help-Seeking Through Counseling Services

There are numerous of research that have been conducted to examine the relationship between one's perceptions toward seeking help through counseling services and the utilization of mental health services as discussed in the previous Chapter II. Identifying those factors which influence one's attitude towards seeking professional counseling can assist mental health professionals and other service providers in designing interventions aimed at attracting those who are in need of these services (Gilliland, 2010). Professional counseling has been perceived as a difficult, embarrassing and risky process (Vogel, Wade, & Haake, 2006). Such perceptions instill fear and avoidance of mental health services in many who need professional counseling services. Based on the analysis among the participants, they have shown improvements on their perceptions toward the help-seeking through counseling services as part as the workplace wellness program before and after joining in as clients in the pilot Internal Employee Assistance Services.

Table 33: Pre & Post-Perceptions Comparison of the Pilot Internal Employee
Assistance Services (EAS)

| Perceptions | PRE-TEST | | POST-TEST | | | 2-tailed |
	Mean	Standard Deviation	Mean	Standard Deviation	N	Statistical Significant
1. Self-Stigma	32.52	1.904	30.48	1.592	23	0.002
2. Social Stigma	17.65	1.722	16.52	2.371	23	0.025
3. Emotional Openness	35.83	3.916	40.83	2.622	23	0.000
4. Anticipated Risk & Utility	24.04	2.225	27.78	2.628	23	0.000

Notes: Standard Deviation (SD); N (the total respondents involved in both Pre-Test and Post-Test);2-tailed Statistical Significant representing the phi value (p) which indicates the significance value of each tested items of perceptions before and after the respondents undergo the pilot internal Employee Assistance Services. P value of <0.05 shows strong significant value/positive improvement towards each tested items of perceptions on help-seeking through counseling.

Based on Table 33 above, the mean value of the participants' self-stigma toward help-seeking through counseling before joining in the pilot internal Employee Assistance Services was 32.52 (SD: 1.904). However, the mean value of the participants' self-stigma after the program has shown to be improved as with a higher mean value of 30.48 (SD: 1.592). This has proven that there was a positive impact on the participants' perceptions before and after the pilot internal Employee Assistance Services as it also statistically proven to be significant with the *p* value of 0.002.

The mean value of the participants' social stigma toward help-seeking through counseling before joining in the pilot internal Employee Assistance Services was 17.65 (SD: 1.722). However, the mean value of the participants' social stigma after the program has shown to be improved as with a higher mean value of 16.52 (SD: 2.371). This has proven that there was a positive impact on the participants' perceptions before and after the pilot internal Employee Assistance Services as it also statistically proven to be significant with the *p* value of 0.025.

The mean value of the participants' emotional openness toward help-seeking through counseling before joining in the pilot internal Employee Assistance Services was 35.83 (SD: 3.916). However, the mean value of the participants' emotional openness after the program has shown to be improved as with a higher mean value of 40.83 (SD: 2.622). This has proven that there was a positive impact on the participants' perceptions before and after the pilot internal Employee Assistance Services as it also statistically proven to be strongly significant with the *p* value of 0.000.

The mean value of the participants' perception on anticipated risk and utility toward help-seeking through counseling before joining in the pilot internal Employee Assistance Services was 24.04 (SD: 2.225). However, the mean value of the participants' anticipated risk and utility after the program has shown to be improved as with a higher mean value of 27.78 (SD: 2.628). This has proven that there was a positive impact on the participants' perceptions before and after the pilot internal Employee Assistance Services as it also statistically proven to be strongly significant with the *p* value of 0.000.

Table 34: Pre & Post-Perceptions Level toward Help-Seeking through Counseling

	Mean (Pre)	Perception Level (Pre)	Mean (Post)	Perception Level (Post)
a. Self Stigma	3.3	Moderate	3.05	Moderate
b. Social Stigma	3.53	Bad	3.32	Moderate
c. Emotional Openness	2.98	Moderate	3.42	Good
d. Anticipated Risk & Utility	3.01	Moderate	3.47	Good

PERCEPTION LEVEL of Emotional Openness/Anticipated Risk & Utility (Mean): 1.00-1.80 (Very Bad), 1.81-2.60 (Bad), 2.61-3.40 (Moderate), 3.41-4.20 (Good), 4.21-5.00 (Very Good) while PERCEPTION LEVEL Self-Stigma/Social Stigma (Mean):1.00-1.80(Very Good), 1.81-2.60(Good), 2.61-3.40(Moderate), 3.41-4.20(Bad), 4.21-5.00(Very Bad).

Based on the findings in Table 34, the participants' pre and post-perceptions' level toward help-seeking through Employee Assistance Services have shown that their self stigma is moderate. However, there was positive effects after they have completed their sessions which the mean levels have been shown their self stigma has decrease from 3.3 to 3.05 while their perception on social stigma has shown positive effects 3.53 (Bad) to 3.32 (Moderate). Their perceptions toward the emotional openness have been shown to change from moderate level to good level by 2.98 to 3.42 while anticipated risk & utility have shown to be increased from 3.01 to 3.47 which also changed from moderate level to the good level.

4.4.2   Satisfaction Survey of the Pilot Internal Employee Assistance Services

The satisfaction survey used in this study was adapted and was similar to one developed by Harlow (1998) and later used by Anema (2011) who utilized a five item Lickert-Scale to measure employee attitudes toward an internal EAP. Among the items examined in the Harlow survey were perceptions of the effect of the EAP use on the career, confidentiality of the EAP, support among employees and supervisors, and the EAP's overall effectiveness (Anema, 2011). Based on Harlow (1998) and Anema (2011) Satisfaction Survey of the Employee Assistance Programs, the adapted survey was conducted and tested to the 23 participants of the pilot Employee Assistance Services.

In Anema research (2011), it was stated that the purpose of the Harlow (1998) study was to examine the attitudes of adult employees and dependents toward the EAP in his study. The items included in the Harlow study were "easily made contact with the EAP", "EAP protects confidentiality", "I would recommend EAP to other employees", "the location is convenient", "I would contact EAP if needed", "having EAP is worthwhile", "using EAP does not negatively affect career", "EAP is helpful", and "it is important to have an EAP". However, this study employed both the revised survey done by Anema (2011) and the original survey by Harlow (1998) which the items

included in this study were adopted and adapted. The items were consisted of twelve five item Likert-Scale of "EAS was helpful", "EAS responded promptly", "EAS was professional", "EAS understood the situation", "I was satisfied with the results", "I would recommend EAS to other employees", "EAS location is convenient", "EAS services offered were relevant", "EAS referral systems were relevant", "EAS procedures were well-understood", "using EAS does not negatively affect career", and "using EAS does not negatively affect home-life".

The aim of this survey was to identify whether the participants' expectations toward the internal pilot Employee Assistance Services were achieved and to propose another level of betterment suggestions if the participants responded negatively.

Based on the findings from 23 participants, 13 participants (57%) agreed and 10 participants (43%) strongly agreed that 'Employee Assistance Services was helpful'. 5 participants (22%) agreed and 18 participants (78%) strongly agreed that 'Employee Assistance Services responded promptly'. On the third item of the questionnaires, 7 participants (30%) agreed while 16 participants (70%) have strongly agreed that 'Employee Assistance Services was professional'. 4 participants (17%) agreed and 19 participants (83%) were strongly agreed that 'Employee Assistance Services understood the situation'. On the fifth item of the questionnaires, 11 participants (48%) agreed and 12 participants (52%) have strongly agreed that they were 'satisfied with the results of the Employee Assistance Services'.

In the next item, 9 participants (39%) have agreed and 14 participants (61%) have strongly agreed to 'recommend Employee Assistance Services to other employees'. When asked whether the 'Employee Assistance Services location is convenient', 2 participants (9%) have agreed while 21 participants (91%) have strongly agreed. On next survey item, 14 participants (61%) agreed while 9 participants (39%) strongly agreed that the 'services offered were relevant'. 3 participants (13%) have agreed and 20 participants (87%) have strongly agreed that the 'Employee Assistance Services procedures were well understood'. 5 participants (22%) agreed and 18 participants (78%) has been recorded to strongly agreed that 'using Employee

Assistance Services does not negatively affect career'. The last item of the survey was 'Using Employee Assistance Services does not negatively affect home-life' has shown that 7 participants (30%) agreed and 16 participants (70%) strongly agreed.

Based on the results of the Employee Satisfaction Survey above, all 23 participants had shown positive satisfaction toward their participation in the pilot Internal Employee Assistance Services. The researcher also conducted a group interview with all 23 participants to understand their views better toward the Employee Assistance Services.

Table 35: Results of the Employee Satisfaction Survey

Survey Items	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
EAS was helpful.	0	0	0	13 (57)	10 (43)
EAS responded promptly.	0	0	0	5 (22)	18 (78)
EAS was professional.	0	0	0	7 (30)	16 (70)
EAS understood the situation.	0	0	0	4 (17)	19 (83)
I was satisfied with the results.	0	0	0	11 (48)	12 (52)
I would recommend EAS to other employees	0	0	0	9 (39)	14 (61)
EAS location is convenient	0	0	0	2 (9)	21 (91)
EAS services offered were relevant	0	0	0	14 (61)	9 (39)
EAS procedures were well-understood	0	0	0	3 (13)	20 (87)
Using EAS does not negatively affect career	0	0	0	5(22)	18 (78)
Using EAS does not negatively affect home-life	0	0	0	7 (30)	16 (70)

Note: n=23 for each item rating. Figures in parentheses represent percentages.

4.4.3 Results of the In-Depth Group Interviews

The objective of conducting the group interview was to help the researcher to capture any missing point of views from the pilot Internal EAS participants. The group interview was conducted after the final session of the group counseling and the questions asked were based from the items of the Employee Satisfaction Survey;

(a)   How was Employee Assistance Services helpful?

Table 36: How was Employee Assistance Services Helpful?

Item No. 1: How was Employee Assistance Services helpful? Code No. : **B01**	
Participants' Codes	**Descriptions**
P7	"I felt safe when I met people that share the same feelings that I have kept for some time. Through this meeting (EAS), I came to the knowledge that I wasn't alone."
P12	"The coordinator was helping a lot in making me understand the point of joining Employee Assistance Services. I do think sharing our issues also meant I was helping others with the same issues as I have." (P12)
P3	"The meeting was set up well by the coordinator. Everybody at school thinks that I am away to attend seminar/self-development training." (P3)
P6	"I think that the school administrator and supervisors understood the point of me getting the chance to join in such service because they know I am able to get back to school on time. This meet up place is near to my school." (P6)
Results: Employee Assistance Services was helpful by inculcating awareness to the participants that counseling services is a medium to share their thoughts and feelings (P7 & P12). It is also set up to counter the need of maintaining the privacy of the meetings (P3) and the meet-up place was near to the participants working place which was at the Teacher Activity Center (TAC) (P6).	

(b) **How did Employee Assistance Services respond promptly?**

Table 37: How did Employee Assistance Services respond promptly?

Item No. 2: How did Employee Assistance Services respond promptly? Code No. : **B02**	
Participants' Codes	**Descriptions**
P1	"I can *talk* to the counselor through e-mail on the same day after I felt bad from my day of school and the counselor responded in the same hour."
P17	"With the technology around us, Employee Assistance Services has helped me a lot to save up cost. For instance, I can ask about the schedules of the counseling sessions through phone or emails directly to the coordinator."
Results: Employee Assistance Services responded promptly.	

(c) **How was Employee Assistance Services professional?**

Table 38: How was Employee Assistance Services professional?

Item No. 3: How was Employee Assistance Services professional? Code No. : **B03**	
Participants' Codes	**Descriptions**
P12	"We have been referring to the module and have always been punctual during the sessions so that I can reach school safely and on time."
P4	"I saw the counselor wrote something on the paper but I did not see the files he carried written with any name on it. Maybe, it is to maintain everything confidential so people would not know my name."
Results: Employee Assistance Services was professional.	

(d) **Why do you think that Employee Assistance Services understood the situation?**

Table 39: Why do you think that Employee Assistance Services understood
the situation?

Item No. 4: Why do you think that Employee Assistance Services understood the situation?	
Code No. : **B04**	
Participants' Codes	**Descriptions**
P4	"The counselor did not 'lecture' me with advices. He let me passed my turn during some sessions until I was able to speak up my mind. I felt comfortable with his professionalism."
P19	"It is convenient for me to meet the counselor at a place near to my home. I have small children and need to prepare them for nursery before I go to work every day."
P8	"Employee Assistance Services forms and module are to be kept at the school guidance counselor office so it is easy for teachers to read about its services and terms. Teachers can also choose directly on the services just by reading the module."
P22	"The counselor planned a good activity for my group. I feel comfortable to play games among my group members but at the same time starting to realize that the counselor is helping me slowly to take his points."
Results: Employee Assistance Services understood the situation.	

(e) **How satisfied are you with the results of joining in the Employee**

Assistance Services?

Table 40: How satisfied are you with the results of joining in the Employee

Assistance Services?

Item No. 5: How satisfied are you with the results of joining in the Employee Assistance Services? Code No. : **B05**	
Participants' Codes	**Descriptions**
P5	"Punctuality and professionalism are the two main qualities that Employee Assistance Services have."
P21	"Yes. I felt happy and welcome."
P18	"I feel warm accepted and can directly connect to the discussion."
P6	"Before joining Employee Assistance Services, I always thought that counseling is meant for those who are mentally ill. Apparently, it also meant helping each other by trusting and supporting."
Results: Satisfied with the results of joining in the Employee Assistance Services.	

(f)   **Would you recommend Employee Assistance Services to other? Why?**

Table 41: Would you recommend Employee Assistance Services to other?
Why?

Item No. 6: Would you recommend Employee Assistance Services to other? Why?	
Code No. : **B06**	
Participants' Codes	**Descriptions**
P8	"It's free and we can choose to meet up whether at the counselor office or the counselor comes to meet us here, right? So,why not?" (P8)
P17	"I was told that I can also involve my spouse and children in the services. I would like it if I can get the counselor to meet my teenage daughter and my husband. They need to understand each other's role. I am feeling tired to be their middle person." (P17)
P19	"I will recommend the services to my colleagues. They might accept it the same way I just did." (P19)
P6	"Before joining Employee Assistance Services, I always thought that counseling is meant for those who are mentally ill. Apparently, it also meant helping each other by trusting and supporting."
Results: All participants would recommend Employee Assistance Services to others.	

The results support the premise that the pilot Internal Employee Assistance Services positively impact on the workplace wellness efforts. Based on the evaluation of the internal pilot Employee Assistance Services done to 23 participants in District G, Selangor, this study has shown that these participants' perceptions toward help-seeking through counseling services were positively impacted. The perceptions' levels of their

emotional openness, social-stigma, and anticipated risk & utility were recorded shifting from the moderate perception levels toward the good perception levels.

The participants' satisfaction toward the pilot Internal Employee Assistance Services were also studied after they have completed their sessions as clients. The findings reported that all of the participants were rated to have agreed and strongly agreed with the components of the satisfaction survey of the pilot Internal Employee Assistance Services.

The pilot Internal Employee Assistance Services was conducted to study the respondents and participants perceptions and expectations toward help-seeking through the Internal Employee Assistance Services as one of the workplace wellness programs; face-to-face counseling, group counseling, consultations on related industrial relations issues, substance abuse, monetary and debts, health screening and its activities. These suggestions were made to add another intervention of the good efforts of the existing counseling services offered and aim to enhance the current practices of the counseling services and self-development programs provided to the teachers in District G, Selangor.