

# Research on the Implementation Strategies of Employee Psychological Assistance Plans from the Perspective of Corporate Culture——Taking a Certain Art Training Institution as an Example

Xinyang Liu

Hanhong College, Southwest University, Chongqing, China

jichuan2002@email.swu.edu.cn

**Abstract.** Based on the reform of educational structure, the demand for art training institutions is also constantly increasing. The group of teachers in art training institutions is developing and growing, and their physical and mental health issues are also receiving increasing social attention. The Employee Assistant Program (EAP) is a systematic and long-term welfare support program set up by an organization for its employees. On the basis of investigating the current situation of physical and mental stress among teachers in art training institutions and the demand for EAP services, this study designed an EAP plan for the teacher group in art training institutions and put it into practice to examine the effectiveness of EAP services, providing a reference plan for enterprises to purchase EAP services.

**Keywords:** Corporate culture, employee assistance plan, implementing countermeasures.

## 1. Introduction

With the continuous development of the times, the pace of work and life for employees is accelerating, the internal structure of enterprises is rapidly changing, work pressure is increasing, and employees' psychological problems are gradually becoming prominent, facing serious mental health problems. According to data, the management and grassroots employees of most Chinese companies bear pressure from various sources, with over 50% of employees reporting relatively high levels of work and life stress, which has led to issues such as but not limited to memory decline, anxiety, depression, occupational burnout, and suicidal tendencies [1].

In the past, scholars often started to improve employee pressure by adjusting organizational structure, hierarchical relationships, and other aspects, such as adjusting promotion channels, strengthening salary and benefits, and increasing the number of job rotations. However, these methods have high costs and a large impact, and their operability in actual enterprise operations is limited.

In the 1930s, the Employee Assistant Program (EAP) began to be practically applied in European and American countries [2]. The development of the International EAP Association in practical projects defined it as follows: EAP is a project implemented in the workplace, and the main purpose of EAP implementation is to help solve and address various problems and constraints in production, thereby helping to solve various problems of employees, including health problems, marital problems, family problems [3]. Over the past century, EAP has made significant progress. According to statistical data, over 80% of the fortune 500 companies currently offer employee psychological assistance programs. In China, employee assistance programs are also gradually becoming popular. Compared to Western countries, Chinese scholars still have a relatively shallow understanding of EAP, especially when most companies overlook the psychological health issues of their employees in the process of development. Chinese companies still need to develop their understanding and application of EAP.

With the increasing frequency of education policy reform, the government's attitude towards art training institutions is also fluctuating. Various types of art training institutions in China have been greatly affected, and the sources of psychological pressure on employees are gradually increasing.

Psychological problems are becoming more serious. In the high-pressure environment of the education industry, art training institutions need to maintain the physical and mental health of teachers, and they hope to use EAP to alleviate the psychological pressure on employees, and optimize the work status of employees.

This article focuses on a medium-sized art training institution in the main urban area of Chongqing, which carried out a series of EAP activities from 2021 to 2022, laying a certain foundation. However, due to the lack of targeted and professional guidance, there are still many problems. Therefore, this article takes this medium-sized art training institution as the research object, explores the current situation of its internal work environment and the actual psychological needs of its employees, proposes targeted implementation strategies, and provides theoretical thinking for its future reform.

## 2. Literature Review

In terms of defining the concept of EAP, different scholars have different understandings, but there are similarities. Wallace believes that EAP is a formal plan implemented within an organization to help employees solve work efficiency problems caused by personal emotions, effectively addressing employee work stress and emotional control issues.

The theory of EAP includes two opposite branches: humanistic management and stress management. The humanistic management theory is based on aspects such as family, work, health and leisure, and emotional management. It adheres to the people-oriented concept and achieves the emotional regulation of employees through three aspects: motivation management, flexible management, and talent management. Firstly, in terms of power management, enterprises need to ensure that employees have sufficient motivation and strive to drive their careers forward. When observing a lack of employee motivation, enterprise managers need to adjust their management mode, conduct internal self-inspection, identify the reasons for the lack of employee motivation, and adjust the company's system [4]. This method requires managers to have high qualities and maintain a high level of motivation, otherwise efficient management cannot be carried out. Secondly, in terms of flexible management, it is the opposite of rigid management, which believes that the authority of managers lies in constraints and supervision, and even has the nature of mandatory punishment. Flexible management, on the other hand, is more in line with the people-oriented thinking mode, paying more attention to guiding, motivating, and enlightening employees. Combining with the personal situation and psychological laws of employees, it integrates the development and culture of the enterprise into their motivation, enabling them to work spontaneously and hard under noncoercive means, thereby stimulating their enthusiasm. Thirdly, in terms of talent management, EAP requires the inclusion of psychological testing, situational testing, behavioral testing, etc. in the process of business implementation, to comprehensively grasp employee data, explore its potential value, fully tap into its potential, and provide more scientific evaluations of individual behavior.

Stress management, based on the application of EAP theory, focuses on categorizing the sources of stress and developing corresponding plans to help employees cut off sources of stress or effectively reduce stress. Firstly, improve the work environment by understanding employees' personal needs, combining the type of enterprise and past foundation, creating an efficient, comfortable, and suitable work environment close to the corporate culture, reducing the pressure caused by the environment, and enhancing employee comfort. Secondly, building corporate culture. A good corporate culture is a foundation for high organizational cohesion and efficiency. For enterprises, valuing the construction of corporate culture has become a necessary path in the new era. Regulating employees' inner selves with a positive and upward corporate culture, resolving stress, improving their self-care abilities, and ultimately achieving psychological relaxation. Thirdly, strengthen the construction of enterprise management procedures. For employees, fixed and efficient procedures are conducive to avoiding most meaningless disputes, improving their work efficiency, and reducing the sense of oppression caused by unreasonable procedures. Employees have a clear positioning of themselves in the

company, clarify their strengths and weaknesses, and strive to achieve their best state, effectively resolving psychological pressure.

Currently, research on EAP mostly remains qualitative research, discussing various aspects such as definition, influencing factors, and final effects. However, there is a lack of effective data analysis, which makes EAP relatively lacking in practical application, especially in China. Therefore, based on a certain art training institution in Chongqing as the research object, this study evaluates and predicts the effects through data collection and analysis, ensuring the authenticity and effectiveness of the research, and providing an effective theoretical reference for the EAP of the psychological health of employees in art training institutions.

### **3. The Needs of Employees in Art Training Institutions and Development of EAP Plans**

#### **3.1. Investigation on the Psychological Health Status and EAP Needs of Employees**

A survey was conducted on 98 in-service teachers from a medium-sized art training institution in Chongqing, using convenient sampling methods and online and offline on-site questionnaires. Exclude questionnaires with missing information, random answers, and short duration as invalid questionnaires, leaving 82 valid questionnaires. Using SPSS 25.0 statistical software analyzes and processes data.

Using a convenient sampling method, a semi-structured interview was conducted with 5 in-service teachers from an art training school in Chongqing by studying previous literature and referring to Cao Aihua's EAP needs survey questionnaire [5]. The interview consisted of 7 questions, covering the sources of perceived work pressure, mental health status, understanding and opinions on EAP, and EAP service needs. The interview recordings and records were coded in three stages, and the demand categories were extracted to form an EAP demand questionnaire for the teacher group in art training institutions.

The teacher community in art training institutions has an urgent need for emotional management in EAP projects (70, 24%), Stress Management (69, 12%), improved work performance (68, 93%), improved working hardware environment (67, 57%), etc. Teachers have the highest demand for improving their emotional management skills. The teacher group of art training institutions has a high tendency to use EAP, reaching 59, 2%. Among the interviewed teachers, the majority (85%) do not know or understand the EAP project, which leads to doubts about its actual effectiveness. Therefore, when launching the EAP project, it is important to focus on promoting theoretical and practical knowledge of EAP.

#### **3.2. Intervention Design and Impact of the EAP Program**

This study selected in-service teachers from a medium-sized art training institution in Chongqing as the research object, recruited 98 in-service teachers using a convenient sampling method, and divided them into an intervention group (n=45) who participated in EAP services and a control group (n=44) who did not participate in the intervention based on their self-awareness and EAP design data. The research results were collected in the form of questionnaires, and questionnaires that were missed, randomly answered, and used for a short time were excluded as invalid questionnaires. 92 valid questionnaires were remaining, including 42 in the intervention group and 40 in the control group. The subjects are aged between 25 and 40 years old, with an average age of 27.3 years and an average industry working experience of 3 6 years, including 19 males (20.7%) and 73 females (79.3%); Education level: 5 students (5.4%) in high school (vocational school), 32 students (34.8%) in junior college, and 55 students (59%) with a bachelor's degree or above (8%); 40 married people (43.5%) and 52 unmarried people (56 5%).

A 2x2 mixed experimental design was adopted with the intervention group, control group, pre-test, and post-test, where the group was the inter-group variable and time was the intra-group variable.

Firstly, the participants were evaluated as a whole (i.e. pre-test), and then EAP services were provided to the intervention group. The control group did not receive any intervention, and after the intervention, the two groups of participants were evaluated as a whole (i.e. post-test). To avoid the Hawthorne effect, this study used a double-blind method.

The survey questionnaire is divided into three parts: the first part is a demographic factor scale, which investigates basic information such as gender, age, years of work, highest education level, and marital status of employees in the institution [6].

The second part investigates the physical and mental reactions of employees in the institution after stress, consisting of four dimensions: physical performance, psychological performance, behavioral performance, and work performance. A Likert 5-point rating was used, with 1 being "strongly disagree", 2 being "disagree", 3 being "average", 4 being "agree", and 5 being "strongly agree". The higher the score, the worse the physical and mental health of the participants. This part of the scale  $\alpha$ . The coefficient is 0.91 [7].

The third part investigates the organizational support of employees in the organization, consisting of 8 questions. The Likert 5-point rating is used, with 1 being "strongly disagree", 2 being "disagree", 3 being "average", 4 being "agree", and 5 being "strongly agree". This part of the scale  $\alpha$ , the coefficient is 0.87[8].

Based on the survey and interview results of Study 1, design a two-month EAP intervention plan for the teacher group. This plan adopts an integrated model, where the EAP service provider is a consultant from a well-known Chinese university's affiliated counseling institution of the Department of Psychology.

The specific intervention plan is as follows: before the development of the EAP project, an organizational and individual-level needs assessment was conducted through interviews and questionnaire surveys to develop a detailed, specific, and realistic EAP plan. Establish a project execution team, actively cooperate with training institutions, provide support for the smooth progress of the project based on existing resources, and develop targeted regulations for the implementation of the project. At the initial stage of the project, the online and offline publicity will be carried out on the same frequency. The advantages of mobile terminals will be fully used online to publish relevant articles on microblogs, official accounts, official websites, and other platforms, and interactive activities such as lottery will be carried out. Conduct offline themed meetings, hold launch ceremonies, set up fun games for group psychological counseling to increase personnel participation, prepare relevant props in advance (such as flip flops, flyers, brochures, posters, etc.), let institutional teachers understand the distance of EAP projects, and improve their enthusiasm for participating in subsequent activities. Activity 1: theme training. Conduct themed training, group teachers with different needs according to the requirements of the preliminary investigation, and conduct offline training on different topics. Set interesting themes for stress, emotions, performance, and other aspects to improve teachers' self-control and self-stress relief abilities, alleviate sources of stress, and adopt a parallel teaching approach of theory and practice. Activity 2: psychological counseling. Before the formal event begins, based on preliminary research, teachers with needs will be selected, their opinions will be asked, and voluntary psychological counseling will be arranged according to the principle of voluntary participation. Customized plans will be developed to identify the main sources of stress, improve self-control and management levels, popularize relevant knowledge on stress relief, and help them understand the rationality of stress in their work. With the help of consultants, methods for stress relief will be learned, to lay the foundation for facing pressure alone in the future. Activity 3: mutual aid team building. In the teacher group participating in EAP, regularly organize team building activities, customize team building plans, change team building themes according to the progress of EAP, maintain teachers' freshness in team building, create team cooperation awareness, improve cohesion among teachers in the team, make teachers in art training institutions better understand each other, effectively alleviate conflicts within the team, popularize knowledge of cooperation between superiors and subordinates, and communicate and cooperate with students, and correspond with the progress of EAP. Activity 4: evaluation and research. Regularly

distribute evaluation questionnaires to employees and conduct one-on-one interviews to understand their satisfaction with the current work situation, help them make positive changes, and make improvements to EAP's work based on the suggestions received. Evaluate and summarize each stage of EAP services, including consultation effectiveness, training effectiveness, overall evaluation.

#### 4. Results and Discussion

The post-test results of organizational support and stress response in the intervention group and control group are shown in Table 1. To verify whether there is a significant difference in each variable between the two groups after one year of intervention in the EAP project, independent sample t-tests were conducted on the intervention group and the control group. The results showed that after participating in the EAP project for two weeks, the intervention group's sense of organizational support ( $M=4.12$ ,  $SD=0.70$ ),  $t=3.65$ ,  $p<0.001$ , significantly higher than the untreated group, with physical performance ( $M=3.20$ ,  $SD=0.85$ ),  $t=-0.58$ , psychological performance ( $M=2.07$ ,  $SD=0.90$ ),  $t=-3.85$ ,  $p<0.001$ , behavioral performance ( $M=2.33$ ,  $SD=0.78$ ),  $t=-2.67$ ,  $p<0.01$ , work performance ( $M=2.24$ ,  $SD=0.91$ ),  $t=-2.74$ ,  $p<0.01$ , significantly lower than the pre intervention group. According to the table 1, the intervention group participating in EAP services showed an increase in organizational support and a decrease in stress levels at work, psychological, and behavioral levels after two months.

**Table 1.** Descriptive statistics of pre - and post-tests for each variable in the intervention group and control group (N=82)

	Intervention Group (n=42)		Control group (n=40)		T-test
	M	SD	M	SD	
Organizational support	4.12	0.70	3.99	0.72	3.65
Physical manifestations	3.20	0.85	3.84	0.82	-0.58
Psychological manifestations	2.07	0.90	4.08	0.80	-3.85
behavioral expression	2.33	0.78	4.12	0.92	-2.67
Work performance	2.24	0.91	3.86	0.94	-2.74

#### 5. Conclusion

This study investigated the physical and mental stress status of teachers in art training institutions, designed an EAP service prevention plan for this group, and demonstrated the feasibility of this plan through two months of empirical research. There are relatively few research directions related to EAP scheme design and empirical research in China, and there is also a lack of attention to EAP schemes for art training institution teachers under the new era of the education reform system. Therefore, this study can provide some ideas for future researchers.

At the same time, this study also has certain limitations due to factors such as research time and personal abilities. Firstly, the survey sample is not rich enough, and some in-service teachers from Chongqing art training institutions were selected. However, the overall number is not rich enough, and further expansion of the sample size is needed to expand its breadth. Secondly, the period of EAP services is not long enough to complete a complete EAP guidance system, and over time, the factors affecting stress will also change. Finally, the treatment plan is not comprehensive enough. Due to objective factors, only some teachers were surveyed in the early stage before developing the EAP plan. Due to sample limitations, the promotion of the EAP plan is insufficient, and more improvements are needed.

#### References

[1] Jiang Xiaoxia. Research on the Stress of New Generation Employees in Enterprises [J]. Knowledge Economy, 2018 (11): 20-21+27.

- [2] Ma Dawei. EAP Implementation Plan Design for Daqing Oilfield Cable Company [D]. Daqing: Northeast Petroleum University, 2014.
- [3] Ann Roche, Victoria Kostadinov, Jacqui Cameron, Ken Pidd, Alice McEntee, Vinita Duraisingam The development and characteristics of Employee Assistance Programs surround the world [J] *Journal of Workplace Behavioral Health*, 2018, 33 (3-4): 18-19.
- [4] Liu Jing, Zhou Qifan. Analysis of the effectiveness evaluation of Employee Assistance Program (EAP) and its implications for practice [J]. *Journal of Nanyang Normal University*, 2014, 13 (01): 20-22.
- [5] Cao Jinhua, Cao Aihua (2006). A survey on the assistance needs of enterprise employees Talent resource development, 2006, 3, 42-44.
- [6] Cen Hongyu, Wei Siyao, Zhang Xichao, Zhao Jian. The impact of Employee Assistance Program (EAP) on employees and the mediating role of Organizational Support (POS). *Economic Science*, 2012, 5: 119-128.
- [7] Xu Xiaofeng, Liu Yong . Vocabulary effects in organizational support perception measurement: a multi qualitative and multi method analysis. *Journal of South China Normal University (Social Sciences Edition)*, 2010, 6, 50-54.
- [8] Zhang Jinfeng. Research on Work Stress of Enterprise Employees. Master's Thesis. Beijing Normal University, 2003.