**THE ROLE OF WORKPLACE WELL-BEING INITIATIVES IN PROMOTING EMPLOYEE WELL-BEING AND TRAINING TRANSFER IN SEVENTH-DAY ADVENTIST INSTITUTIONS IN CAMEROON: A CONCEPTUAL MODEL**

by

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Open Rubric

# DEDICATION

I dedicate this work to my dear husband Alain Ikito and my children Clara and Allan Ikito for their abundant love and unfailing support.



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## DECLARATION

Name: Rakotoarimanga Chantal Lala

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**The role of workplace well-being initiatives in promoting employee well-being and training transfer in Seventh-Day Adventist Institutions in Cameroon: A conceptual model**

I declare that this thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

Chantal

March 19, 2024

SIGNATURE DATE



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# ACKNOWLEDGMENTS

I started this thesis trusting that whatever came my way, I would handle it courageously. However, things did not happen as I expected. At the start of my third year of PhD studies, I became seriously ill. Managing an illness and conducting a research study at the same time was not easy and I became discouraged. When I finally recovered a bit and struggled to pull myself together so that I could progress, my supervisor, Prof Joubert, passed away. Trial after trial! I asked myself if one day I would see the end of the tunnel. By God's grace, I have seen the light today. Glory be to the One who has strengthened me every day and has enabled me to do all things.

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## ABSTRACT

The purpose of this study was to elucidate the role of workplace well-being initiatives in promoting employee well-being and training transfer in Seventh-Day Adventist institutions (SDAI) in Cameroon and to portray this understanding in a conceptual model entitled "Role of workplace well-being initiatives in promoting employee well-being and training transfer". The importance of both employee well-being and training transfer became evident to me during my experience as a human resource manager, and the importance of these concepts was confirmed by the literature. On the one hand, the literature on employee well-being highlights its importance and informs the role that workplace well-being initiatives play in promoting employee well-being. On the other hand, the literature on training and training transfer reveals its importance for organisational success and informs the role that a motivation to transfer triggered by a motivational factor plays in order for training transfer to take place.

To achieve the objective of the study, a qualitative research design was used along with an interactive approach. Interviews were held in 11 focus groups to explore the perceptions of 67 employees on training, training transfer and employee well-being in SDAI in Cameroon. In addition, 12 managers participated in individual interviews to express their points of view. Data analysis was then carried out and it was found that well-being is strengthened by resources and weakened by challenges. Moreover, well-being results in positive outcomes for both employees and the organisation. It was also discovered that training is an activity aimed at the improvement of knowledge, skills and abilities and the promotion of the right attitude to face challenges. Training can result in positive outcomes for both employees and the organisation in an environment suitable for training transfer. Besides, some workplace well-being initiatives can produce motivation to transfer, thereby encouraging training transfer. Nevertheless, the capacity of workplace well-being initiatives to promote training transfer depends on the individual employee. These findings, which were framed by an interactive approach, were tested using a deductive approach. They allowed for the construction of a conceptual model on the role of workplace well-being initiatives in promoting employee well-being and training transfer, with a specific emphasis on SDAI in Cameroon. The model may contribute to practice associated with well-being initiatives within the context of church-owned institutions in Cameroon.

**KEY TERMS:** Well-being, employee well-being, workplace well-being initiatives, training, training transfer, motivation to transfer, qualitative research, interactive approach, resources, challenges, norm of reciprocity



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# OPSOMMING

Die doel van hierdie studie was om die rol van welstandsinisiatiewe in die werkplek ter bevordering van werknemerwelstand en opleidingsoordrag in Sewendedag Adventiste-instellings (SDAI) in Kameroen toe te lig en om hierdie begrip in ’n konseptuele model getiteld “Rol van welstandsinisiatiewe in die werkplek ter bevordering van werknemerwelstand en opleidingsoordrag” uit te beeld. Die belangrikheid van beide werknemerwelstand en opleidingsoordrag het vir my duidelik geword gedurende my ondervinding as menslikehulpbronbestuurder. Die literatuur het ook die belangrikheid van hierdie konsepte bevestig. Aan die een kant beklemtoon die literatuur die belangrikheid van werknemerwelstand en bevestig die rol van welstandsinisiatiewe in die werkplek ter bevordering van werknemerwelstand. Aan die ander kant, werp die opleiding- en opleidingsoordragliteratuur lig op die belangrikheid daarvan vir organisasiesukses. Dit bevestig ook die rol van motivering tot oordrag soos deur ’n motiveringsfaktor geaktiveer in opleidingsoordrag. Vir opleidingsoordrag om plaas te vind, word die rol van motivering tot oordrag, soos deur ’n motiveringsfaktor geaktiveer, bevestig.

Ten einde die doelwit van die studie te bereik, is ’n kwalitatiewe navorsingsontwerp tesame met ’n interaktiewe benadering gebruik. Onderhoude is met 11 fokusgroepe gevoer om die persepsies oor opleiding, opleidingsoordrag en werknemerwelstand van 67 werknemers in SDAI in Kameroen te ondersoek. Daarbenewens het 12 bestuurders aan individuele onderhoude deelgeneem om hul sienswyses deur te gee. Data-ontleding is gedoen en daar is bevind dat welstand deur hulpbronne versterk en deur uitdagings verswak word. Origens het welstand in die organisasie positiewe uitkomste vir beide werknemers en die organisasie tot gevolg. Daar is ook vasgestel dat opleiding ’n aktiwiteit is wat gemik is op die verbetering van kennis, vaardighede en vermoëns en die aanwakker van die regte houding om uitdagings die hoof te bied. Opleiding kan positiewe uitkomste vir beide werknemers en die organisasie tot gevolg hê in ’n omgewing wat geskik is vir opleidingsoordrag. Afgesien daarvan, kan sommige welstandsinisiatiewe motivering tot oordrag lewer en sodoende opleidingsoordrag aanmoedig. Met dit alles, hang die kapasiteit van welstandsinisiatiewe in die werkplek om opleidingsoordrag te bevorder van die individuele werknemer af. Hierdie bevindinge wat deur ’n interaktiewe benadering omraam is, is getoets met behulp van ’n deduktiewe benadering. Dit het ruimte geskep vir die konstruksie van ’n konseptuele model oor die rol van welstandsinisiatiewe in die werkplek in die bevordering van werknemerwelstand en opleidingsoordrag met spesifieke klem op SDAI in Kameroen. Die model kan moontlik bydra tot die praktyk wat met welstandsinisiatiewe binne die konteks van instellings in kerkbesit in Kameroen, geassosieer word.



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**SLEUTELTERME:** Welstand, werknemerwelstand, welstandsinisiatiewe in die werkplek, opleiding, opleidingsoordrag, motivering tot oordrag, kwalitatiewe navorsing, interaktiewe benadering, hulpbronne, uitdagings, wederkerigheidsmaatstaf



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## OKUCASHUNIWE

Inhloso yalolu cwaningo kwakuwukucacisa indima yezinhlelo zempilo enhle emsebenzini ekukhuthazeni inhlalakahle yabasebenzi kanye nokudluliselwa kokuqeqeshwa ezikhungweni ze-Seventh-Day Adventist (SDAI) eCameroon kanye nokuveza lokhu kuqonda esifanekisweni somqondo esinesihloko esithi "indima yezinhlelo zempilo enhle emsebenzini ekukhuthazeni inhlalakahle yabasebenzi kanye nokudluliselwa kokuqeqeshwa". Ukubaluleka kwakho kokubili inhlalakahle yabasebenzi kanye nokudluliselwa kokuqeqeshwa kwaba sobala kimi ngesikhathi sokuhlangenwe nakho kwami njengomphathi wezabasebenzi, futhi ukubaluleka kwale mibono kwaqinisekiswa izincwadi. Ngakolunye uhlangothi, izincwadi ezikhuluma ngenhlalakahle yabasebenzi zigqamisa ukubaluleka kwazo futhi zazisa ngeqhaza elidlalwa amasu okusebenza kahle emsebenzini ekukhuthazeni inhlalakahle yabasebenzi. Ngakolunye uhlangothi, izincwadi eziphathelene nokuqeqeshwa nokudluliselwa kokuqeqeshwa zembula ukubaluleka kwako empumelelweni yenhlangano futhi yazisa indima ukuthi isisusa sokudlulisa esibangelwa yisici esishukumisayo esidlalayo ukuze ukudluliselwa kokuqeqeshwa kwenzeke.

Ukuze kuzuzwe inhloso yocwaningo, kwasetshenziswa umklamo wocwaningo ngokuchazayo kanye nendlela yokusebenzisana. Izingxoxo bezibanjwe emaqenjini ayi-11 okugxilwe kuwo ukuze kuhlolwe imibono yabasebenzi abangama-67 ngokuqeqeshwa, ukudluliswa kokuqeqeshwa kanye nempilo enhle yabasebenzi e-SDAI eCameroon. Ngaphezu kwalokho, abaphathi abayi-12 babambe iqhaza ezingxoxweni zomuntu ngamunye ukuze baveze imibono yabo. Ukuhlaziywa kwemininingwane kwase kwenziwa futhi kwatholakala ukuthi inhlalakahle iqiniswa yizinsiza futhi ibuthakathaka ngenxa yezinselele. Ngaphezu kwalokho, inhlalakahle enhlanganweni iholela emiphumeleni emihle kubo bobabili abasebenzi kanye nenhlangano. Kuphinde kwatholakala ukuthi ukuqeqeshwa kuwumsebenzi ohloselwe ukuthuthukisa ulwazi, amakhono nokwenza kahle kanye nokugqugquzela isimo sengqondo esifanele sokubhekana nezinselele. Ukuqeqeshwa kungaholela emiphumeleni emihle kubo bobabili abasebenzi kanye nenhlangano endaweni efanele ukudluliswa kokuqeqeshwa. Ngaphandle kwalokho, ezinye izinhlelo zenhlalakahle endaweni yokusebenza zingaveza ugqozi lokudlulisa, ngaleyo ndlela zikhuthaze ukudluliswa kokuqeqeshwa.

Noma kunjalo, amandla ezinhlelo zezenhlalakahle emsebenzini ukuze kukhuthazwe ukudluliswa kokuqeqeshwa ancike kusisebenzi ngasinye. Lokhu okutholakele, okwakhiwe ngendlela yokusebenzisana, kwahlolwa kusetshenziswa indlela yokusuka emibonweni evamile uye eziphethweni ezithile. Ivumela ukwakhiwa kwesifanekiso somqondo ngeqhaza lezinhlelo zempilo enhle emsebenzini ekukhuthazeni inhlalakahle yabasebenzi kanye



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nokudluliselwa kokuqeqeshwa, ngokugcizelela okukhethekile ku-SDAI eCameroon. Isifanekiso singase sibe negalelo ekuzijwayezeni okuhambisana nezinhlelo zenhlalakahle ngaphakathi komongo wezikhungo eziphethwe yisonto eCameroon.

**AMAGAMA ASEMQOKA:** Inhlalakahle, inhlalakahle yabasebenzi, izinhlelo zenhlalakahle emsebenzini, uqeqesho, ukudluliswa kokuqeqeshwa, ukukukhuthaza ukudluliswa, ucwaningo ngokuchazayo, indlela yokusebenzisana, izinsiza, izinselele, okujwayelekile kokuvumelana



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## List of abbreviations

| | |
|---|---|
| **CAIPO** | Context, administration, inputs, process**,** outcomes |
| **CIRO** | Context, input, reaction, outcome |
| **CNPS** | Caisse Nationale de Prévoyance Sociale |
| **CUM** | Cameroon Union Mission |
| **DCM** | Demand control model |
| **ERI** | Effort-reward imbalance |
| **FGI** | Focus group interview |
| **GST** | Goal-setting theory |
| **HR** | Human resources |
| **HRM** | Human resource management |
| **HRP** | Human resource practice |
| **HRT** | Human resource training |
| **II** | Individual interview |
| **ILO** | International Labour Organisation |
| **JD-R** | Job demand and resources |
| **KSA** | Knowledge, skills and abilities |
| **LoC** | Locus of control |
| **M** | Manager |
| **MTL** | Motivation to learn |
| **MTT** | Motivation to transfer training |
| **NEWSTART** | Nutrition, exercise, water, sunshine, temperance, air, rest, trust in God |
| **OSH** | Occupational safety and health |
| **P** | Participant |
| **PAE** | Physical and aesthetic environment |
| **PCI** | Psychological capital intervention |
| **PsyCap** | Psychological capital |
| **ROI** | Return on investment |
| **SDAC** | Seventh-Day Adventist Church |
| **SDAI** | Seventh-Day Adventist institution |
| **SHRM** | Strategic human resource management |
| **SoC** | Sense of coherence |
| **TC** | Trainee characteristics |
| **TD** | Training design |
| **TNA** | Training needs analysis |
| **TP** | Training programme |
| **TT** | Training transfer |
| **WE** | Work environment |
| **WHO** | World Health Organisation |
| **WLB** | Work-life balance |
| **WWI** | Workplace well-being initiative |



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# CHAPTER 1

# OVERVIEW OF THE RESEARCH STUDY

## 1.1 INTRODUCTION

The reinforcement of human resources through training is, more than any other resource in the organisation, vital for any business (Jasson & Govender, 2017). According to Mills (2005) and Ozkeser (2019), the success of today's organisations depends on well-equipped employees, hence the importance of training activities for organisations. For this reason, organisations invest in the training of employees in order to reinforce their knowledge, skills and abilities (KSA) (Lehmann-Willenbrock & Kauffeld, 2010; Rahman & Akhter, 2021).

Saks and Smalley (2014) point out that if training is to help organisations acquire a competitive advantage and improve performance, it is crucial that trainees use and transfer what they learnt through training. Training investments are considered effective if there is successful training transfer (TT) (Tonhauser & Buker, 2016). However, ensuring that learning acquired through training is successfully transmitted in the workplace remains of critical significance and a challenge for researchers and practitioners (Burke & Hutchins, 2008). Rahman (2020) refers to this challenge as the "transfer problem" that organisations have been dealing with for more than three decades.

To solve the transfer problem, numerous research has been conducted on factors contributing to TT (Tonhauser & Buker, 2016), including employee perceptions, trainee characteristics and the work environment (Cifci, 2014; Rahman, 2020; Santos & Stuart, 2003; Zhang, 2015). Among the characteristics of trainees that influence TT is the motivation to transfer training (MTT) (Baldwin & Ford, 1988) which is considered critical for TT to take place. In the TT process, motivation takes the lead, as effective TT is difficult without motivation (Dewayani & Ferdinand, 2019). However, despite increasing evidence of the association between MTT and TT, the existing literature is still too limited in relation to both employee stories and voices to allow for a comprehensive picture (Tonhauser & Buker, 2016). In particular, the mediating function of MTT and the various sources of MTT have not been sufficiently explored (Tonhauser & Buker, 2016). For the purposes of this study, well-being initiatives, that is, the actions that organisations implement to promote employee well-being, will be explored as a source of MTT.

The well-being of employees has been found to have a positive impact on productivity (Karapinar et al., 2019), and thus organisations show great interest in the well-being of the workforce (Mills, 2005). Moreover, evidence proposes that employee well-being is one of the



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elements of great importance for organisational results (Bakker et al., 2019) and has been related to positive organisational attitudes such as team cohesion and commitment (Bakker, 2008).

Well-being initiatives promote employee well-being and result in better organisational outcomes (Hewett et al., 2018), customer satisfaction, employee commitment and appropriate organisational behaviour (Tisu et al., 2020). Globally, organisations give high importance to employee well-being and invest more and more in the well-being initiatives to care for their employees' physical, social, financial and emotional health (Bakker et al., 2019). According to Aon's 2022-2023 Global Well-being Survey, 87% of organisations implement at least one well-being initiative. Concerning the African continent, the Africa Wellness Initiative implements well-being initiatives that strengthen well-being institutions and promote training and human resource development (Murashov et al., 2017). Still, little is known about the influence of well-being initiatives on TT. If well-being initiatives were to constitute a source of MTT, they could possibly solve the TT problem. Researchers, however, have not yet paid significant attention to how workplace well-being initiatives (WWIs) might affect employees' transfer motivation especially in the Cameroonian context. This research therefore intends to develop an understanding of the role of WWIs in promoting TT to develop a conceptual model that can promote TT in Seventh-Day Adventist institutions (SDAIs) in Cameroon.

This chapter discusses the background and motivation for the study, as well as the motive behind the choice of this topic. The disciplinary context is described and a theoretical basis is provided for this study. The problem statement and the research objectives and questions are provided, and the study context and research paradigm are explained. The chapter concludes with the ethical considerations, study limitations, anticipated contribution and thesis statement, and finally, a demarcation of the chapters is provided.

## 1.2 BACKGROUND TO THE STUDY

Human resource management (HRM) is the main field that framed this study. HRM forms part of the greater discipline of management science (Marciano, 1995), in which a scientific approach is used to address management problems in order to assist managers in decision-making (Anderson et al., 2009; Taylor, 2010). According to Lussier (2021, p. 3), a manager is "the individual responsible for achieving organisational objectives through efficient and effective utilisation of resources". Managers focus on management functions such as planning, organising, leading and controlling (Obedgiu, 2017).

HRM emerged from the human relations movement of the early 20th century, a period during which researchers started to use the strategic management of employees to create business



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values (Obedgiu, 2017). It consists of managing work and people to attain desired outcomes; it is an essential activity in any structure where human beings are hired and is an unavoidable consequence of building an organisation (Boxall & Purcell, 2008).

Armstrong (2016, p. 7) defines HRM as "a strategic, integrated, and coherent approach to the employment, development, and well-being of people working in organisations". As for Boxall and Purcell (2016), HRM is the process used by management to build the workforce and achieve the results that the organisation wants to achieve.

According to Armstrong (2016), the goal of HRM is to

- provide support to the organisation through the use of HR strategies that are in sync with the business strategy
- take part in the principles of high-performance development
- guarantee the existence of competent and dedicated employees in the organisation
- ensure a constructive employment liaison between employers and employees and an environment of reciprocated trust, and
- reinforce the use of an ethical approach to employee management.

For the attainment of these goals, the following functions, which constitute subfields, are attributed to the HRM department (Joshua, 2019):

- *Recruitment and selection*. This function involves making job offers, screening applicants, conducting interviews and making a final selection.
- *Health and safety*. This involves putting in place all the necessary actions to protect the health of employees and provide a safe workplace.
- *Employee relations*. This involves implementing all actions that reinforce the relationship between employer and employee.
- *Employee well-being*. This involves developing and implementing strategies to safeguard the well-being of employees.
- *Compensation and benefits*. This involves designing fair compensation system.
- *Compliance*: this involves ensuring that the organisation complies with labour and employment regulations.
- *Training and development*. This involves training needs assessments and the identification and implementation of training-related actions so that the identified training needs can be addressed.



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Within the field of HRM, the subsequent subfields were used to frame the inquiry on well-being with a specific emphasis on employee well-being, WWIs and training transfer which will be discussed in detail in Chapters 2 and 3.

Various reasons can motivate the choice of a particular research study. In qualitative research, the researcher is considered a research tool (Terre Blanche et al., 2006). As such, the researcher is challenged to indicate the reasons that motivated her choices during the research process (Fossey et al., 2002).

### 1.2.1 Personal motivation to study this topic

The Seventh-Day Adventist Church, for which I have been working as a missionary for 31 years, is a worldwide church that owns various institutions such as secondary schools, universities, hospitals, radio stations, development and relief agencies, printing houses, and conferences (offices that oversee the management of churches in a particular area) in different parts of the world.

During those years, I have served in different capacities, including a lecturer in Business at Bugema University in Uganda, Business Manager of the Adventist University Wallace in the Democratic Republic of Congo, and Vice-President of Finance for the Adventist Development and Relief Agency of the Africa Regional Office in South Africa. I am currently the Human Resources Manager at Adventist University Cosendai in Cameroon. I have observed that those institutions, though located in different parts of Africa, have common realities: (1) their administrations implement well-being initiatives according to their working policies which are designed by management; (2) they invest in the training of their employees to enhance individual employee competencies; (3) there is little improvement in the performance of the said organisations despite the high training investment; (4) in many cases, employees continue with their old ways of doing things; and (5) many employees complain about their working conditions. As a result, some questions that needed urgent answers came to mind. What are the root causes of this situation? Why is there a lack of training transfer? What is the impact of well-being initiatives on employees?

Driven by the desire to understand the prevailing situation, I took the initiative to discuss informally in a small circle of colleagues their perceptions about the situation and the possible reasons behind the problems our institutions are facing. The following remarks were made during our discussion: (1) employees have so many challenges and preoccupations that drain their energy; they need resources to overcome those challenges; (2) there are few opportunities to perform; in other words, the occasions provided to employees to use the KSA they just acquired are few; (3) when an employee wants to use the KSA acquired from training,



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they are supposed to find a supportive environment, along with the required equipment and material needed. Unfortunately, this is not always possible.

I identified great challenges in these remarks and the need to investigate the situation became evident to me. According to existing organisational records, many training investments have not produced the expected returns due to a lack of TT. This is supported by Burke and Hutchins (2007), who state that only 50% of investments allocated to training result in better organisational or individual performance. Latham (2007, p. 3) describes this situation in the following way: "The time, money, and resources an organisation devotes to ways of increasing a person's abilities are wasted to the extent that an employee chooses not to apply newly acquired knowledge and skills in the workplace."

During my reflection on the situation, I recalled a statement made by a trainer at a training session organised for missionaries by the Adventist Mission Institute. He mentioned that missionaries should help their colleagues experience well-being; this way, the success of their employing organisation will follow. Chaves (2021) indicates that well-being involves a feeling of satisfaction with a life that is lived to its fullest. When one is well, one can experience well-being with an abundant life. As a denominational worker, I often heard in our morning worship that Jesus came so that we might have abundant life (John 10:10). Putting together all the ideas that crossed my mind, I realised that as a human resource manager who has accepted the teaching of Christ, I too have a role to play in the well-being of my colleagues and in the success of my employing organisation.

I started asking myself various questions, such as can employees be helped to have an abundant life? But what is an abundant life? Each would have his or her own perception of a life lived to its fullest. Is there a difference in an abundant life within a materialistic context versus the Christian context? What can a workplace do to help employees feel well? Would implementing well-being initiatives according to employee perceptions address the above-mentioned problems? In other words, if institutions engage in actions that can make employees feel well and comfortable, would they be motivated enough to transfer the KSA acquired during training? Can workplace well-being initiatives serve as motivators for TT? Simply put, could a win-win situation be created by being what Guest (2017) calls more human towards employees?

I was thus motivated to conduct this research by the need to study the perceptions of employees about whether WWIs can influence TT and my wish to contribute to solving the institution's TT problem. In addition, this research study allowed for the development of a conceptual model on the role of WWIs in promoting TT. Using the conceptual model, problems of TT in general, and specifically those of SDAIs in Cameroon, may be addressed. Such a



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model may possibly bring positive changes to my workplace, to SDAIs in Cameroon, to Cameroon in general, and to the HRM domain. This constitutes a great stimulus for me.

As my interest in the matter kept growing, I started to peruse the available literature to see if I could find an answer to my questions. To ensure that the research project can contribute to the extant literature, a literature review is of great importance before engaging in a research journey (Lewis & Nicholls, 2014). With time, I realised the existence of a gap in the literature, since the role of WWW in promoting employee well-being and TT has not been clearly established.

At this stage, I had to make a decision on the perspective from which this study should be conducted (Baxter & Eyles, 1997). There was a need to understand how people’s thoughts and perceptions might affect their behaviour. According Sutton and Austin (2015), a qualitative analysis can help researchers understand the how and why of people’s behaviour, calling on participants to provide their own viewpoints on and experiences of their well-being. Therefore, a qualitative analysis was used since it was necessary to understand how and why people’s thoughts and perceptions about WWIs could affect their behaviour and motivate them to undertake TT.

It was deemed necessary to have a profound understanding of the phenomena to be studied (training, TT, MTT, employee well-being and WWIs). My perception of the research questions inspired me to conduct a qualitative research study. I believe that well-being is a personal matter and there could be multiple realities depending on the perceptions of the participants in the study. Accordingly, how could insight into these multiple realities be obtained and combined in order to come up with actions for implementation in the workplace so that employees feel well and are motivated to transfer training? Qualitative research allows for a profound understanding of the topic from the participant’s viewpoints (Alase, 2017), which is yet another reason to justify the choice to conduct the study from a qualitative point of view.

Another reason that motivated me to do this research is my passion for HR, not only due to the relevance of HR to my career, but also to the apparent mysteries hidden in HR behaviour. Moreover, as a lecturer in the Business Department, this topic will increase my knowledge of HRM and enrich the knowledge passed on to students, thus improving the quality of my teaching.

In qualitative research, the context of the study is of great importance (Morrow, 2007) for data gathering. The context comprises the location of the research study which is characterised by factors such as time and people (Roller & Lavrakas, 2021). In qualitative research, situations



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and people can be understood in various ways, and such understanding is context-specific (Babbie, 2008). As such, the context of this study will be elaborated next.

### 1.2.2 The study context

The Seventh-Day Adventist Church (SDAC) is a worldwide church. In Cameroon, the SDAC is represented by the Cameroon Union Mission (CUM), which owns 70 institutions other than churches. These institutions include a diversity of industries including schools (education industry), hospitals and clinics (medical industry), a radio station (information industry), a development and relief agency, a printing house, an auditing office, and conferences (offices that oversee the management of churches in a particular area).

Owing to the presence of different industries, the SDAI employees are composed of different categories specialising in different disciplines such as pastors, university lecturers, secondary school teachers, medical doctors, nurses, accountants, secretaries, etc. Most of the employees are members of the SDAC and the institutions are located in different parts of Cameroon. More information on the population to be studied is provided in Chapter 4 (see section 4.4.2).

## 1.3 STATEMENT OF THE PROBLEM

This study identified three different gaps, namely the literature, the practical and the empirical gaps.

### 1.3.1 The literature gap

The literature on the influence of WWIs on TT is scarce and limited, especially in the Cameroonian context. As a country, Cameroon has natural resources, but Cameroonians languish in a silent crisis of poverty (Sikod, 2001). This has limited the ability of decision makers to detect the possible source of the TT problem. Previous studies on employee well-being have focused mainly on the link between organisational performance, productivity and customer satisfaction, to name but a few (Dowling, 2015; Carmichael et al., 2014; Hagelstam, 2017). Similarly, several studies have been carried out to assess the influence of variables like employee perception, trainee characteristics and organisational work environment factors on TT (Cifci, 2014, Zhang, 2015); however, to date, theories explaining the influence of WWIs on TT are very limited.

### 1.3.2 Practical gap

Most SDAIs in Cameroon invest in the training of their employees. However, in spite of the training investment, training does not produce the expected returns due to the lack of TT. This gradually results in a loss of competitiveness in a world where human resources are crucial



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for creating a competitive advantage and continued non-intervention may lead to (Shin et al., 2019) the following negative consequences:

- Discouragement and demotivation in employees because their job security is threatened
- Difficulties in retaining employees with strategic competencies.
- Financial loss

All the above negative consequences could result in a dramatic failure of SDAIs to accomplish their mission, which is their reason for being. For the organisation to survive, a solution to this problem must be found.

Discussions with colleagues revealed that employees seem to be so overwhelmed by challenges in the workplace that they lack the strength and courage needed to transfer training. In other words, their well-being must be enhanced. Assuming that this declaration is true, then initiatives that will enhance the well-being of employees, identified as workplace well-being initiatives (WWIs), would resolve the issue of training transfer (TT). Therefore, a study on the influence of WWIs on TT is necessary.

### 1.3.3 Empirical gap

Qualitative research on employee well-being and its impact on TT in a church institution context in Cameroon is required. Susen (2015) asserts that the choice of a qualitative approach to research related to well-being is justified by the contrasts between a qualitative-interpretive and a postmodernist approach. These contrasts involve three factors:

- *Fact versus perception*. Many of the aspects related to well-being are a question of individual perception instead of collective truth.
- *Clarity versus ambiguity*. Many facets of well-being are intangible and elusive.
- *Popularity versus peculiarity*. Many of the factors pertaining to well-being are not worldwide truths but relate to a particular environment and situation(s).

Furthermore, despite the influence that employee well-being enhanced by WWIs may have on employees' MTT, the TT provoked by employee well-being is not objectively quantifiable. A qualitative approach will provide a deeper insight and understanding of the phenomenon from the perspective of the employee (Jormfeldt, 2019), which is not possible when using a quantitative approach.

In addition, among qualitative research studies conducted in the Cameroonian context, very few have investigated well-being, and so far, none is conducted in the context of church



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institutions. As an example, the following well-being studies have been conducted in the Cameroonian context but not in the context of church institutions:

- Fathers, families, & child well-being in Cameroon (Nsamenang, 2000)
- Epilepsy, culture, identity, and well-being: A study of the social, cultural, and environmental context of epilepsy in Cameroon (Allotey & Reidpath, 2007)
- Explaining well-being and inequality in Cameroon: A regression-based decomposition (Arrey, 2020)
- Is well-being possible when you are out of place? Ethnographic insight into resilience among urban refugees in Yaoundé, Cameroon (Yotenieng et al., 2018).

Furthermore, none of the research listed above addresses the role of WWIs in promoting TT, thus justifying the existence of a research gap on the role of WWIs in TT promotion. Therefore, the objective of this research study was achieved by using a qualitative research design.

## 1.4 STATEMENT OF THE RESEARCH ASSUMPTION

Many concepts are involved in this research. Hence, a diagram is used to show how those concepts fit together as well as to provide a statement of the research assumption. Figure 1.1 is a representation of the assumed link between the different concepts involved in the research study.

Psychological, physical and social resources are needed by employees to overcome psychological, physical and social challenges. It is assumed that WWIs can enhance employee resources and decrease the negative effects of challenges, thus promoting employee well-being. An employee experiencing well-being is grateful to the organisation that has implemented WWIs and is therefore motivated to transfer training.



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**Figure 1.1**

*Research Assumption*


## 1.5 RESEARCH AIM AND RESEARCH OBJECTIVES

The aim of this study was to explore how WWIs promote employee well-being and TT specific to SDAIs in Cameroon.

The specific research objectives of this study were the following:

**Research objective 1:** To develop an understanding of how participants perceive employee well-being and TT in the organisation.

**Research objective 2:** To analyse how participants experience the influence of WWIs on TT in the organisation.

**Research objective 3:** To identify the WWIs that motivate TT in participants.

**Research objective 4:** To develop a conceptual model to depict how WWIs promote training transfer in the context of SDAIs in Cameroon.

## 1.6 MAIN AND SPECIFIC RESEARCH QUESTIONS

The main research question of this study is as follows:

**How do WWIs influence employee well-being and TT specific to SDAIs in Cameroon?**

The specific research questions of this study were:



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**Research question 1:** How do participants perceive employee well-being and training transfer in the organisation?

**Research question 2:** How do participants experience the influence of WWIs on TT in the organisation?

**Research question 3:** What WWIs motivate TT in participants?

**Research question 4:** What conceptual model can be used as a basis for depicting the role of WWIs in promoting TT in SDAIs in Cameroon?

## 1.7 RESEARCH METHODOLOGY

To attain the objectives of the study, a qualitative research design was selected as it entails seeking to understand a phenomenon (training, TT, MTT, employee well-being, and WWIs) from the participants' experiences. Qualitative research is used to give meaning and interpret individuals' experiences about life in their natural environment (Babbie, 2008; Ezzy, 2002). Concerning the research paradigm, a constructivist paradigm was chosen because it seeks to comprehend how individuals perceive their lives in their everyday environment (Adom et al., 2016) and assumes that it is impossible to discover reality objectively; instead, realities are constructed by people in the environments in which they participate (Charmaz, 2012).

Purposive sampling, which is a non-probability sampling technique, was used to select individuals who understood the phenomenon under study and could therefore provide explanations to the researcher (Brink et al., 2006). Focus group interviews (FGIs) with employees and individual interviews (IIs) with managers were conducted until data saturation occurred (Charmaz & Thornberg, 2020). Eleven FGIs (one per institution) and twelve IIs were conducted in the participants' natural setting. The data obtained were analysed using Tesch's (1990) method.

## 1.8 ETHICAL CONSIDERATIONS AND TRUSTWORTHINESS AND AUTHENTICITY

In qualitative research, ethical considerations are compound due to the involvement of the researcher in the participants' lives and the course that qualitative research can take (Silverman, 2005). Before starting the research process, I received approval from the University of South Africa (Unisa) Research Ethics Committee. I ensured that all human participants were protected from harm and treated with respect and dignity. The Unisa research protocol ensures that student researchers conduct studies that minimise the risks associated with the safety and privacy of the participants in comparison to the potential benefits. An informed consent document was required to inform participants of their rights. To ensure trustworthiness and authenticity in this qualitative study, the following measures were applied:



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### 1.8.1 Credibility

In this case, credibility means that the findings of the study are true and accurate from the employees' and managers' perspectives. Since the main objective in this research was to identify and understand the participants' perceptions of their experiences regarding the study phenomena, only employees and managers could reasonably judge the credibility of this study (Krefting, 1991; Rossman & Rallis, 2011).

### 1.8.2 Dependability

Dependability occurs when the researcher considers the ongoing changes within the context in which the research occurs. The researcher has to define the changes during data collection and describe how these changes affect the research (Rossman & Rallis, 2011). The researcher will enhance the dependability of this study by working intensively with the data to establish associations between the interpretations and the data.

### 1.8.3 Confirmability

Confirmability takes place when the outcomes of the research study are confirmed by others. The process can be confirmed by checking and rechecking the data that were gathered (Rossman & Rallies, 2011). In qualitative research the researcher has to be involved in the phenomenon. Detailed records, field notes, the tools used and summaries have to be kept safely so that moderators can examine them to reach the same conclusions. In this study, the researcher endeavoured to keep all the records.

### 1.8.4 Transferability

Information on the population and the personal information on the employees and managers is provided to allow the readers of this study to see whether the research findings are pertinent to their personal situations (Krefting, 1991).

### 1.8.5 Authenticity

The researcher and the participants jointly assessed the ability of the research process to help the participants improve their situations.

Terre Blanche et al. (2006) assert that the ethical principles related to research are based on the following: beneficence, non-maleficence, respect for human dignity and justice. These will be discussed in Chapter 4.

## 1.9 STUDY LIMITATIONS

The various limitations related to this study will be elaborated on below.



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### 1.9.1 Limitations regarding the participating institution

For security reasons, no institution located in the north of Cameroon was included in the population for this study. The attacks by Boko Haram and the war between government soldiers and the Ambazonian troops have been continuing for six years, with the northern part of Cameroon being one of their targets. Hence, travelling to that region has become extremely dangerous. Furthermore, most of the Cameroonians living in the northern part of the country originate from Sudan. Accordingly, they have a different culture which might affect their perceptions on the concepts studied in this research.

### 1.9.2 Limitations regarding researcher bias, data collection and analysis

The researcher's long-lasting acquaintance with some of the participants and managers could have increased bias (see section 4.7.7). During the various steps of the research, namely the FGIs with employees, the IIs with the managers and the data analysis, the researcher constituted the principal data collection tool. To overcome possible researcher bias, trustworthiness, intuiting, reflexivity and bracketing were implemented throughout the research (Parahoo, 1997; Stahl & King, 2020).

### 1.9.3 Limitations regarding the religious profile of the participants

Owing to the desire of the SDAC to maintain its organisational culture and ethics, all permanent employees of SDAIs are members of the SDAC. The religious conviction of employees might therefore have had an impact on their views on and perceptions of well-being. In addition, such conviction may also have influenced their consideration and motivation for TT and therefore could have influenced the conceptual model that was created. These matters should be taken into account should transferability be envisaged.

### 1.9.4 Limitations regarding the process of TT

According to the conventional TT model (Lee, 2014), two types of motivation namely (1) motivation to learn and (2) MTT are determinants of TT. In this research study, only the MTT is taken into consideration, assuming that employees who agree to be trained are motivated to learn.

## 1.10 ANTICIPATED CONTRIBUTION

The contributions that this study will make will be explained according to the three-world framework of Mouton (2001) which includes everyday life, science and meta-science.

### 1.10.1 Everyday life (pragmatic contribution)

The results of this research may affect the choice and implementation of well-being initiatives that satisfy the well-being needs of SDAI employees to promote TT. The proposed conceptual



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model offers the SDAI management a process to follow and could facilitate the implementation of the said initiatives in the workplace. At the same time, a WWI programme is proposed to assist management in the implementation of WWIs required by employees.

This study could also contribute to the resolution of TT problems in SDAIs in Cameroon which will have a positive impact on the performance of the different institutions involved. As the conceptual model is connected to a specific setting (Englander, 2012), namely SDAIs, this will allow these institutions to use contextually grounded knowledge (Furtak, 2019).

### 1.10.2 Science (theoretical/body of knowledge contribution)

The theoretical contribution of this study is demonstrated in two ways. Firstly, the results constitute an extension of existing knowledge in terms of the determinants of TT. While the motivation of the participant is considered to be the main determinant of TT, the well-being of employees has not been considered as a factor that contributes to TT. Past research on TT has focused predominantly on learning, yet it is time to put the emphasis on the optimisation of the transfer (Baldwin et al., 2017). The findings of this research constitute a step forward in examining the “how” to reinforce TT, instead of merely explaining the “what” of the association between the predictor and the transfer constructs (Baldwin et al., 2017).

Secondly, these results are important because they can help managers understand the phenomenon from an employee perspective. Therefore, this study constitutes a new source of knowledge within the HRM domain. Apparently, the motivating effect of workplace well-being initiatives on TT has not been identified in previous research, especially in the Cameroonian context. Therefore, this research creates a new understanding of the topic being studied.

### 1.10.3 Meta-science (methodological contribution)

There has been an appeal for qualitative research to occupy a more important place in HRM studies worldwide (Blustein et al., 2005; Lanka et al., 2021). This is due to the ability of qualitative research to provide an understanding that is not easy to obtain using a quantitative approach (O’Neil & Koekemoer, 2016).

Concerning TT research, both quantitative and qualitative approaches have been used; however, qualitative research enables the exploration and understanding of TT as a process (Nielson et al., 2023). A conclusion on the role of employee well-being in promoting TT can only be drawn after discussions and conversations with the participants in this study, providing them with the opportunity to give their own viewpoints and perceptions, and to share their experiences. The contribution of this study consists of providing an understanding of the role of employee well-being in promoting TT applying a qualitative research design.



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## 1.11 CONCLUSION

This chapter introduced the topic and explained the reason for conducting this research study. It also provided the problem statement, objective and research questions, the study context, research strategy, ethical considerations, limitations and the anticipated contribution. The next chapter consists of a literature review on workplace well-being initiatives.

## 1.12 DELIMITATION OF CHAPTERS

**Chapter 1 Overview of the research study**

This chapter offers an overview of the background and motivation for the study and aligns the problem statement with the research questions and research objectives. In addition, it presents the research methodology, the ethical considerations, the anticipated contribution, the thesis statement and definitions of key terms.

**Chapter 2 Literature review: Workplace well-being initiatives**

Chapter 2 explores the theoretical perspectives of other scholars on workplace well-being initiatives.

**Chapter 3 Literature review: Training transfer**

This chapter discusses the literature on training transfer and its predictors.

**Chapter 4 Research methodology**

The chapter indicates the way in which this research was conducted, specifically the research design, the data collection instruments and the data processing and analysis.

**Chapter 5 Research process**

Chapter 5 presents the participants and the way in which they were sampled. The preparation and conducting of the interviews and focus groups discussions, and data capture and management are also discussed.

**Chapter 6 Presentation and conceptualisation of the findings**

This chapter involves the presentation of the data, the data analysis and the conceptualisation of the findings, as well as a discussion that will serve as the foundation for the conceptual model.

**Chapter 7 Development of a conceptual workplace well-being model**

This chapter presents the model and the final output of this research.



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### Chapter 8 Conclusions and recommendations

Chapter 8 presents the conclusions as well as the recommendations that emanated from the study findings. It also suggests areas for future research.



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# CHAPTER 2

# WORKPLACE WELL-BEING INITIATIVES

## 2.1 INTRODUCTION

The topic under study and my motivation to do this research were introduced in Chapter 1. A preliminary theoretical basis for the study was also provided. The research questions and research objectives were presented and ethical considerations related to this research were elaborated on.

Chapter 2 consists of a literature review to conceptualise the theoretical boundaries related to well-being (with an emphasis on employee well-being) and workplace well-being initiatives (WWIs), which are two of the concepts on which this study focuses.

Since employee well-being has a positive impact on organisational performance, there is growing attention to workplace well-being initiatives in today's organisations (Adams, 2019). Workplace well-being initiatives aim to increase the good and decrease the damaging impacts of the working environment and create working conditions that promote the well-being of employees (AlSuwaidi et al., 2021; Gond et al., 2017; Kim et al., 2017).

Before going into the concept of WWIs in depth, understanding the concepts of well-being and employee well-being generally is fundamental, especially within the context of the Seventh-day Adventist institutions (SDAIs) under study. Additionally, the importance of employee well-being is explained to elaborate on how well-being can be promoted; namely that is, through WWIs. Finally, a description is given of the potential benefits of WWIs for employees and organisations.

## 2.2 THEORETICAL EXPLORATION OF THE WELL-BEING CONCEPT

Well-being has emerged as something everyone wants and is entitled to have (McCallum & Price, 2016). Well-being is used in conversations in organisations, communities and the global media, as well as in the literature (Carter, 2016). For this reason, researchers such as Diener et al. (1999) and Seligman (2011), as well as global bodies such as the Organisation for Economic Cooperation and Development (2013) and the World Health Organisation (WHO) (WHO, 2013a), have attempted to define "well-being" as a concept.

Many research studies on well-being have been conducted, however, it seems that no unique definition is universally accepted. According to the WHO (2001), well-being is a "positive state experienced by individuals and societies". Well-being is also defined as the absence of undesirable conditions and emotions, and the outcome of adaptation to a dangerous world



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(Keyes, 1998). As for Shin and Johnson (1978), well-being is an overall evaluation of one's quality of life according to one's own standard. Quality of life is defined by the WHO (1997) as the insight into one's situation while living in normal settings and in relation to one's aspirations. It is influenced by one's physical and psychological conditions, perceptions, social relationships and relationship with the environment. Simons and Baldwin (2021) in turn define well-being as a state of positive emotions and realising one's full potential.

Danna and Griffin (1999) considered well-being as a large concept. As such, what constitutes well-being has been a major question in well-being research (Dodge et al., 2012). Well-being encompasses several dimensions (Bennett et al., 2016; Michaelson et al., 2009), namely financial health, security, access to clothing, lodging, food, and enough strength to meet challenges**.** Well-being is characterised by feeling good, the ability to function well, the ability to experience positive feelings like happiness and fulfilment, the capacity to control one's life, having a goal in life, and the ability to have constructive relationships (Huppert, 2009). Other dimensions of well-being range from self-realisation and the fulfilment of a meaningful career (Milliman et al., 2003), fulfilment in life and an emotional state vacillating from despair to happiness (Diener et al., 2009), optimism, a purposeful life, wealth and success, thriving and flourishing (Dodge et al., 2012), as well as the satisfaction of the primary needs provided by stable employment (Hoffmeister et al., 2014) to the expression of wisdom and strength of character (Kaufman, 2023).

The conclusion in the study by Simons and Baldwin (2021) is that there is no international consensus on well-being; it is open to more than one interpretation and can be understood in more than one way. Therefore, the topic of well-being has its ambiguities (Roche, 2019).

Some well-being outcomes have been observed. Well-being permits the thriving of an individual or a population (Ruggeri et al., 2020). It is also associated with achievement in the professional, personal and interpersonal domains, with those experiencing a high level of well-being being more productive, creative and sociable in their work settings, and being quick to learn (McDaid et al., 2005; Oishi et al., 2007).

### 2.2.1 The stable well-being model by Dodge et al. (2012)

According to Roche (2019), Headey and Wearing's "set-point" theory (1992) served as a basis for Dodge's definition of dynamic equilibrium. Headey and Wearing (1992) proposed that a person moves from a state of equilibrium due to the influence of an external factor, and people differ from one another depending of the stock of resources available to manage challenges. The stated equilibrium is drawn from the work of Herzlich (1973) indicating that people see equilibrium as an ideal state to reach and preserve. Despite its indirect association with well-



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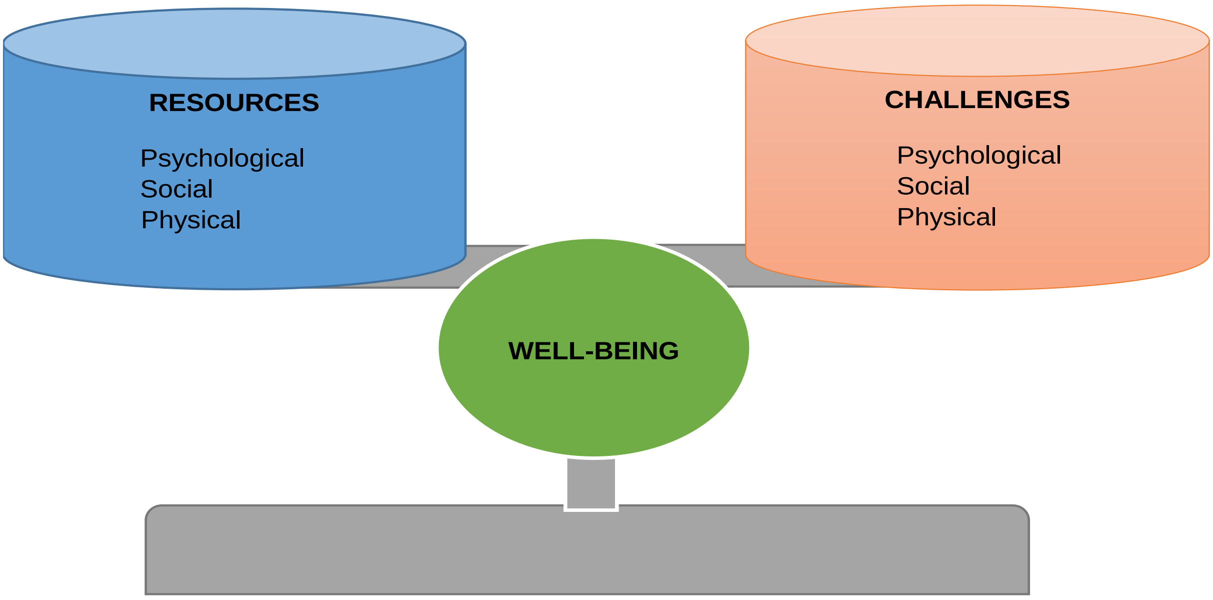
being, this theory inspires a sense of equilibrium in terms of the challenges to be overcome by individuals and the fluctuation of well-being as a state.

According to Dodge et al. (2012, p. 230), "stable well-being is when having the psychological, social, and physical resources needed to meet a particular psychological, social, and/or physical challenge". This concept of stable well-being is illustrated by a balance with resources on one side and challenges on the other, and well-being in the middle (Hansen & Blekesaune, 2022). Kloep et al. (2009) indicate that when a person is faced with challenges, there is a lack of equilibrium between resources and challenges. This lack of equilibrium affects a person's well-being (Dodge et al., 2012).

Figure 2.1 represents the stable well-being model.

**Figure 2.1**
*The Stable Well-being Model*




*Source:* Dodge et al. (2012, p. 230)

The model by Dodge et al. (2012) has some limits. Factors that constitute resources and challenges are not determined, but are identified according to the point of view and perception of the user of the model (Dodge, 2016). Table 2.1 below is an illustration of the elements of the stable well-being model by Dodge et al. (2012) and the gaps in the model.



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**Table 2.1**

*Elements of the Stable Well-being Model and the Identified Gaps*

| Stable well-being model: List of elements | Gaps in the stable well-being model |
|---|---|
| Psychological resources and challenges | A description of the psychological resource/challenge element is not provided in the model. |
| Physical resources and challenges | A description of the physical resource/challenge element is not provided in the model. |
| Social resources and challenges | A description of the psychological resource/challenge element is not provided in the model. |

*Source*: Dodge et al. (2012, p. 230)

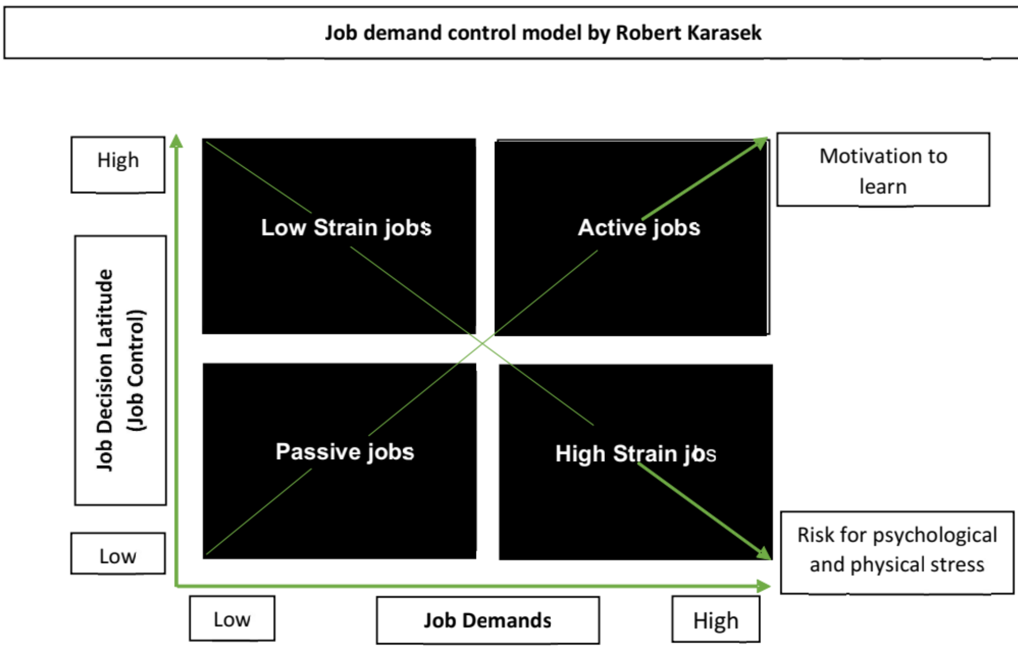
Different well-being models are discussed below because information from these models is adapted to close the gaps listed in Table 2.1 in relation to the stable well-being model by Dodge et al. (2012).

### 2.2.2 The job demand control model (DCM)

Job tension refers to the existence of a disorder between job demands (or challenges) and the resources employees have (Bakker et al., 2005), that is, job demands exceed existing resources to manage those demands.

**Figure 2.2**

*The DCM Model*




*Source:* Karasek (1979)

According to the DCM (Karasek & Theorell, 1990), excessive job requirements and lack of job control are the main causes of job strain (job-related worries, health complaints, fatigue and



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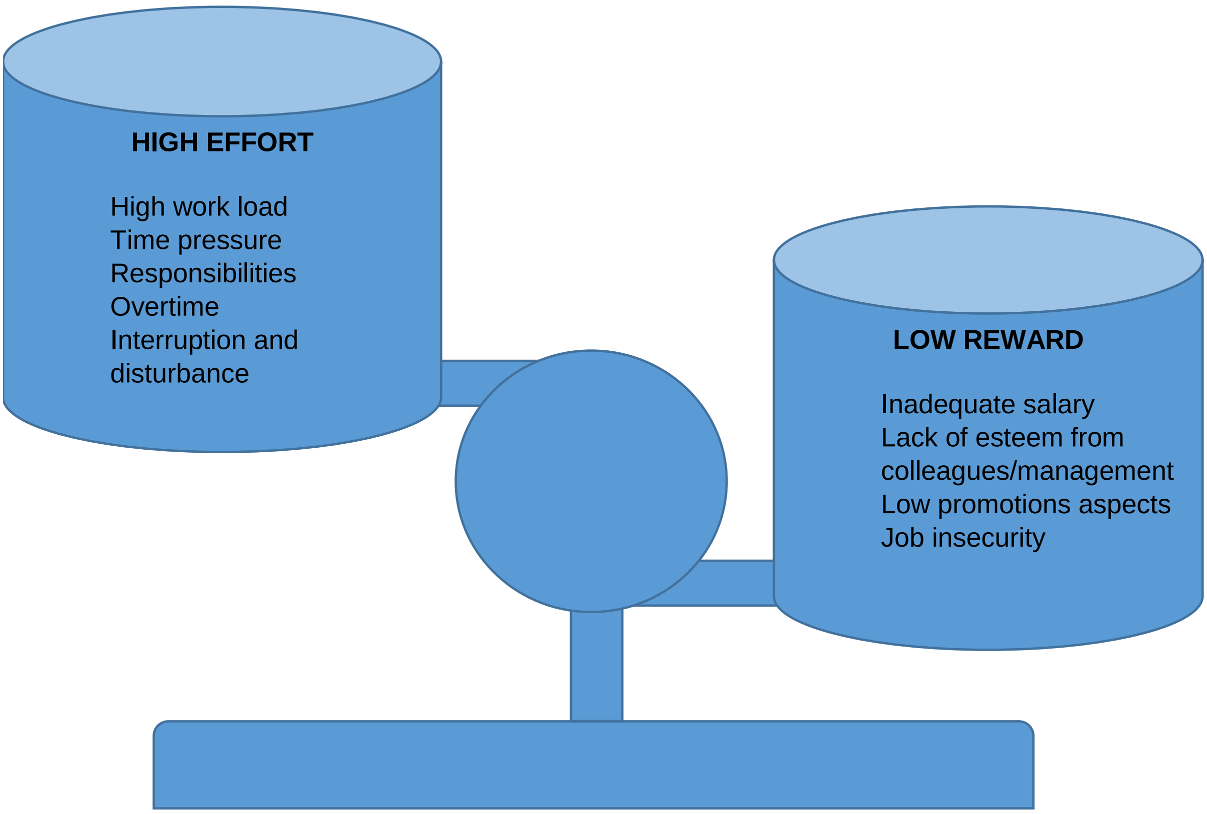
dissatisfaction), thus preventing employees from feeling well. Job demands refer to excessive workload and shortage of time, and job control is known as the scope of control an employee has over his job and his movement in a working day (Karasek, 1979). In this model, autonomy is a resource of high significance for the workforce (Bakker et al., 2005). See an illustration of the DCM model in Figure 2.2 above.

### 2.2.3 The effort-reward imbalance (ERI) model

The ERI model (Siegrist, 1996) puts the emphasis on remuneration. Job tension exists when there is no equilibrium between the effort made and the remuneration, as such an imbalance will result in stress (Bakker & Demerouti, 2005). High achievement without promotion prospects is an example of a lack of equilibrium (De Jonge et al., 2008). When high effort and low reward are combined, it can result in cardiovascular disease and exhaustion (Van Vegchel et al., 2005). In this model, the most important resources are assumed, namely wages, esteem and status control (Bakker & Demerouti, 2005). Figure 2.3 below illustrates the ERI model.

**Figure 2.3**
*The ERI Model*




*Source:* Kunz (2019, p. 3)



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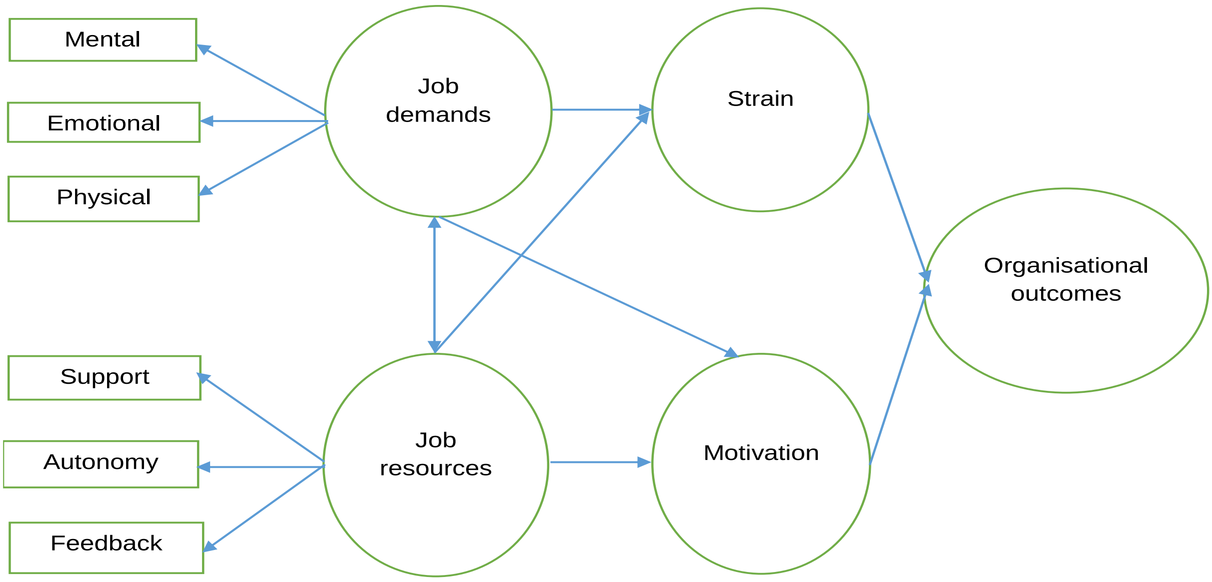
### 2.2.4 The JD-R model

According to the JD-R model, employee well-being is linked to a variety of work setting factors categorised as job challenges (physical, psychological, social or organisational characteristics of the job needing physical and/or psychological effort) and job resources (job features that decrease job challenges and can promote individual development and the achievement of work goals) (Bakker & Demerouti, 2008). This model stipulates that two different psychological processes exist that increase in job tension and motivation. In the first process, it is assumed that the psychological and physical resources of employees are exhausted by inappropriate job designs or lasting job demands resulting in a reduction in energy and health issues (Demerouti et al., 2000). The second process has to do with motivation; it is hypothesised that job resources can create motivation and result in great work commitment, low scepticism and outstanding results (Bakker & Demerouti, 2008). According to the JD-R model, interaction between diverse job challenges and job resources may occur in envisaging job tension (Bakker & Demerouti, 2008; Diener & Fujita, 1995; Kahn & Byosserie, 1992). Figure 2.4 below represents an illustration of the JD-R model.

**Figure 2.4**

*The JD-R Model*




*Source:* Bakker and Demerouti (2006, p. 313)

Those theories contribute to the study of employee well-being and training transfer by showing where employee well-being comes from and how it can be maintained through workplace well-being initiatives so that employees will be motivated enough to transfer training.



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### 2.2.5 Identified gaps in the stable well-being model, DCM, ERI and JD-R models

The above-mentioned models, namely the stable well-being model, the DCM, and the ERI and JD-R models are simple. Such simplicity can be considered a strength but may also constitute a weakness, because the compound reality of the workplace is condensed into just a few factors (Bakker & Demerouti, 2006). For Bakker and Demerouti (2006, p. 311) "this simplicity does no justice to reality". In fact, studies on employee well-being consider a long list of work requirements and insufficient resources (Halbesleben & Buckley, 2004). Moreover, even though the DCM model has been considered in job strain studies for more than 20 years (Bakker et al., 2006; Cordery, 1977), the thought that control can reduce the harmful effects of excessive demands on well-being is not shared by many (Van der Doef & Maes, 1999). In the ERI model, the focus is only on the relation between effort and reward and does not touch on other aspects related to the realities of the workplace. Additionally, the category of resources and challenges involved is not identified.

Under these conditions, at least two questions arise: (1) Would the DCM and the ERI models fit any job position, and (2) would there be other combinations of resources and demands not included in the models that may influence the well-being of employees? (Bakker & Demerouti, 2005). These two questions show the limitations of these models as it appears that there is no room for incorporating other factors that can be linked to employee well-being.

Concerning the JD-R model, the focus is on the job demands and job resources linked to the work settings that affect employee well-being. The resources are categorised as mental, emotional, physical, etc, but no factors belonging to those elements are identified. Therefore, it is assumed that these factors depend on the prevailing situation.

All these models address the issues of job challenges encountered by employees at work and the resources that can be provided to help them manage these demands. However, it can be observed that (1) none of the three models addresses the social element of resources and demands in the stable well-being model; (2) in the ERI model, the identified resources and challenges are not categorised as psychological, physical or social; and (3) the JD-R model has two elements (mental and emotional) that are combined as one element (psychological) in the Dodge et al. (2012) model.

Regarding the Dodge et al. (2012) model, Dodge (2016) asserts that the definition is simple, can be used universally, and contains a measurement basis. The simple nature of this definition is an answer to Forgeard et al.'s (2011, p. 81) request to avoid "broad definitions" and therefore use clear, precise, and simple definitions. Dodge et al.'s definition, which states that "stable well-being involves having the psychological, social, and physical resources



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needed to meet a particular psychological, social, and/or physical challenge", can also be used for all categories of employee, irrespective of their age, culture or gender (Dodge, 2016). Moreover, it echoes an emphasis on positive psychology and makes people understand that they can search for well-being weighing up their resources and challenges and maintaining their equilibrium. In fact, positive psychology can be used to support employee well-being (Gruman & Budworth, 2022). Finally, this definition makes well-being easier to measure on the basis of resources and challenges (Dodge, 2016).

The dynamic equilibrium concept suggested by Dodge et al. (2016) is in accordance with the concept of balance used in different models of workplace challenges and well-being (Roche, 2019). Unfortunately, the resources and challenges are not conceptualised and there is no description of the element of psychological, physical and social resources/challenges. Besides, the categories of resources and challenges are limited to psychological, physical and social factors.

All authors agree that resources and challenges are present in the workplace and, to create an equilibrium, resources are needed to overcome the challenges. However, every model has its realities in terms of resources and challenges, as identified by a study conducted in a particular workplace. As an example, the JD-R model was developed based on a study conducted in a workplace where job challenges were many and the resources were few, resulting in an increase of stress and tension. When efforts were made to increase resources, the negative effect of job demands decreased (Bakker &; Demerouti, 2006). Depending on the realities of the workplace, some elements can either be considered as a resource or a challenge by an employee. However, these elements do not necessarily fit in the identified categories of resources and challenges in Dodge's model.

Table 2.2 allows the discovery of some elements that are considered to be resources or challenges; however, there are still no clear criteria for ascertaining to which category of resources or challenges these elements belong. What matters is the point of view of the employee when categorising those elements. For example, employee A may categorise a good salary under social resources because it gives him high social status in the eyes of his family and friends. However, employee B may categorise a good salary under physical resources because it allows him to take good care of himself and do whatever is necessary to remain strong physically. In addition, an element may belong to more than one category of resources or challenges at the same time or may affect an employee in more than one domain. In this study, this depends on what the research participants shared. For example, an employee who is mistreated may become discouraged (affected psychologically) and have high blood pressure (affected physically). In this case, employee mistreatment may be



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perceived simultaneously as a psychological and a physical challenge. It is the same with resources; an employee who feels valued may be happy (affected psychologically) and feel vibrant (affected physically) in performing some activities. In this case, esteem is considered to be a psychological and physical resource.

**Table 2.2**

*Presentation of the Stable Well-being Model, the DCM, and the ERI and JD-R Models, as well as the Identified Gaps*

| | **Stable well-being model** | **DCM (demand control model)** | **ERI (Effort reward imbalance)** | **JD-R (Job demand and resource)** |
|---|---|---|---|---|
| Author | Dodge et al. (2012) | Karasek (1979) | Siegrist (1996) | Bakker and Demerouti (2008) |
| Basis | An employee experiences well-being when having enough resources to overcome challenges | Existence of a disproportion between job challenges and resources | Job tension created by imbalance between effort made and remuneration | Employee well-being is linked to job challenges and job resources |
| Definition of resources | Definition not provided | Definition not provided | Definition not provided | Job features that decrease job challenges and can promote individual development and work goals achievement |
| Definition of challenges | Definition not provided | Definition not provided | Definition not provided | Factors that drain employee's resources |
| Resources | Not listed | Job decision latitude (job control) | Wages<br>Esteem<br>Status control | Support<br>Autonomy<br>Feedback |
| Category of resources involved | Psychological, physical and social | Psychological and physical | Not identified | Psychological and physical |
| Challenges | Not listed | Job-related worries<br>Excessive workload<br>Shortage of time<br>Health complaints<br>Fatigue<br>Dissatisfaction | Job insecurity<br>High workload<br>Time pressure<br>Overtime<br>Responsibilities<br>Interruption and disturbances<br>Inadequate salary<br>Low promotion aspects<br>Lack of esteem | No list provided in the model. |
| Category of challenges involved | Psychological, physical and social | Psychological and physical | Not identified | Psychological (mental & emotional) and emotional |



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Table 2.2 (Continued)

| | Stable well-being model | DCM (demand control model) | ERI (Effort reward imbalance) | JD-R (Job demand and resource) |
|---|---|---|---|---|
| Identified gaps | Resources and challenges are not defined<br>A description of the psychological resource/challenge element is not provided | Resources and challenges are only listed but not defined<br>Only one resource is suggested to overcome the challenges | Resources and challenges are only listed but not defined<br>The category of resources and challenges involved is not identified. | Social resources are not addressed<br>The list of challenges is not provided. |
| | A description of the physical resource/challenge element is not provided<br>A description of the social resource/challenge element is not provided<br>Categories of resources and challenges are limited to three | The definitions of psychological and physical resources and challenges are not provided<br>Social resources and challenges are not addressed<br>Some job positions might be left out | Social resources and challenges are not addressed<br>Analysis based only on the imbalance between effort made and reward | |

*Source*: DCM (Karasek, 1979), Dodge et al. (2012), ERI (Siegrist, 1996) and JD-R (Bakker & Demerouti, 2006) models

### 2.2.6 Conceptualisation of the concept of well-being

To come up with conceptual descriptions for the three elements, namely, psychological, physical, and social resources and challenges in Dodge et al.'s (2012) stable well-being model, a conceptual definition of resources and challenges was theoretically conceptualised and proposed by reconciling the models discussed above and then closing the gaps identified.

In addition to the stable well-being model, the search for equilibrium between resources and challenges as expressed in the models examined above (DCM, ERI and JD-R), resources should have the capacity to decrease the effect of challenges as challenges drain resources (Bakker & Demerouti, 2008; Hobfoll, 1989; Olaniyan et al., 2020). Elements such as the support of supervisors and colleagues, esteem for employees and lack of autonomy can affect more than one category of resources or challenges (Bakker & Demerouti, 2008). Resources are conceptualised as any element capable of decreasing the negative effect of challenges and therefore promoting well-being. In turn, challenges are conceptualised as any element capable of draining resources and therefore weakening well-being.



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Based on the above discussion, the three elements of Dodge et al.'s stable well-being model are conceptualised and elaborated on next.

#### 2.2.6.1 Psychological resources/challenges

Psychological resources are any psychological element capable of decreasing the negative effect of challenges and therefore promoting well-being. Psychological challenges are any psychological element capable of draining resources and therefore weakening well-being.

A psychological resource that has been found to be extremely important and relevant in the context of this study is optimism. Jahanara (2017) indicates that optimism comprises expectations for future results without having control over the achievement of those results. An optimistic viewpoint makes employees believe in a successful and brilliant future (Perera & McIlveen 2014); therefore, such employees will strive to achieve organisational goals (Tuckey et al., 2012). Optimistic employees feel satisfied at work and are capable of dealing with work pressure (Lu et al., 2018). Optimistic people feel more satisfied, have more motivation to work harder, persevere in times of difficulty, possess a great deal of positive ambition, and consider their impediments as momentary (Luthans, 2004). Optimism is then seen as a factor that promotes well-being (Rand et al., 2011).

#### 2.2.6.2 Social resources/challenges

Social resources are any social element capable of decreasing the negative effect of challenges and therefore promoting well-being. Hence, social challenges are any social element capable of draining resources and, therefore, weakening well-being.

Some examples of social resources are money, services, goods, information, status and love (Webel et al., 2016). Social resources can also include a social support network, social belonging (Bandura, 1997; Guest, 2017), interpersonal relations, and perceived trust and impartiality in treatment (Guest, 2017). The social support network is a construct that puts an emphasis on the structure of and a person's sense of social connections (Smith & Christakis, 2008). Baumeister and Leary (1995) indicate that members of such a network can feel a deep sense of social belonging. Smith and Christakis (2008) state that human beings feel the fundamental need to belong to a group, thus the concept of social belonging. Lee and Robbins (1995) propose that elements of social belonging involve companionship, affiliation and connectedness.

Brannan and Mohr (2020) indicate that close relationships provide meaning in life and as social creatures we need those relationships in order to survive. According to Baumeister and Leary (1995), one of a human's basic needs is the need to belong; a sense of belonging provides distinctiveness to one's life (Brissette et al., 2000). While intragroup belonging



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produces a sense of being involved and accepted within the group, intragroup standing produces feelings of being esteemed, respected and appreciated by fellow human beings (a sense of “standing out”) (Begeny, Huo & Ryan, 2021), and each has positive effects on health and well-being (Huo & Binning, 2008; Huo et al., 2010). A strong feeling of belonging and standing in groups strengthens the psychological association with the group (Begeny, Smith & Ryan, 2021; Huo et al., 2015). In addition, identification allows individuals to believe that they may depend on the care and strength of that group while striving to manage issues and achieve significant goals; such feelings nurture a sense of having control over life, eventually promoting health (Greenaway et al., 2015).

People spend time together in the workplace and relationships can take root there (Kaufman & Hotchkiss, 2003). Such relationships allow people to get mentoring and social support (Brannan & Mohr, 2020). Friendships can grow from collaborative work projects, which result in more pleasant days (Elsesser & Peplau, 2006). Such friendships are beneficial to the organisation, as employees with close friends in their workplace feel more satisfied with their work than others who do not have such connections (Armour, 2007). Moreover, during difficult times, knowing that others care is vitally important (Brannan & Mohr, 2020).

Social support at work increases job satisfaction (Harris et al., 2007) and extrinsic motivation (Bakker, 2008), decreases conflict between work and family (Kossek et al., 2011), stress and tension (Viswesvaran et al., 1999) and turnover intentions (Nohe & Sonntag, 2014), allows self-efficacy and reinforces psychological capital (PsyCap) in general (Benight & Bandura, 2004). Social support networks are important for good health (Marmot et al., 2012), as they reduce sickness and mortality (Holt-Lunstad et al., 2010).

#### 2.2.6.3 Physical resources/challenges

Physical resources are any physical element capable of decreasing the negative effect of challenges and therefore promoting well-being. Physical challenges, on the other hand, are any physical element capable of draining resources and, therefore, weakening well-being. Examples of physical resources include health and a sense of energy (Guest, 2017) associated with body strength (Roberts et al., 1994) and independence in performing the activities of daily life (Roberts et al., 1994). Research shows that health-boosting initiatives result in stronger and more dynamic employees (Burton et al., 2004). According to the Institute for Health and Productivity Studies (2015) and the Harvard Business Review Analytic Services (2013), good physical, mental and emotional health positively affects the performance of employees in the workplace. When employees are happy and healthy, they enjoy a good quality of life, their productivity improves, they have more opportunities to contribute to their communities and there is a lower risk of disease and injury (Hamar et al., 2015). Healthy



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employees can handle various issues and are apt to have a joyful and productive life, thus experiencing well-being. They also promote a healthy working environment (Coats & Lekhi, 2008), characterised by dynamism, robustness, resilience and fitness, leading to healthy organisations (Hamar et al., 2015).

According to the WHO (2013a), the benefits of workforce health promotion for employees are the following: (1) a healthy workplace; (2) boosted self-esteem; (3) reduced tension; (4) increased spirit; (5) improved job satisfaction; (6) increased capacity for to shield one's health; (7) better health; and (8) a developed feeling of well-being.

To maximise the efficiency of WWIs in promoting employee well-being, other categories of resources/challenges that are not identified in the models already discussed, but that fit within the context of this research, are discussed in the next section.

### 2.2.7 Categories of resources/challenges not addressed by Dodge et al.'s (2012) stable well-being model, the DCM, and the ERI and JD-R models but which are required in the context of the study

In addition to the psychological, physical and social resources/challenges in the studied models, financial resources, organisational resources and spiritual resources/challenges were also found to be relevant. These resources/challenges will be defined and elaborated on.

#### 2.2.7.1 Financial resources/challenges

Based on the conceptual definitions of the terms "resource" and "challenge" in section 2.2.6, financial resources are any financial element capable of decreasing the negative effect of challenges and therefore promoting well-being. Financial challenges are any financial element capable of draining resources and therefore weakening well-being.

According to Frank-Miller et al., (2019) financial resources involve an appropriate source of revenue associated with the knowledge and skills needed to make effective financial decisions when managing money. Examples of financial resources are salaries, bonuses, pensions, transport allowance, and protection like health insurance. It is important to budget for and effectively manage these resources so that personal or family objectives can be achieved. Financial resources help employees in fulfilling their basic needs (Rynes et al., 2004) and give easy access to power and influence within a preferred group, hence enhancing their feelings of belonging and accomplishment and promoting well-being (Bohlander & Snell, 2004). Transport allowances granted to employees reduce their stress and financial burden (Yousaf et al., 2014). Moreover, financial resources linked to a retirement plan release employees from worries about future financial needs (Nohria et al., 2008).

Financial challenges, on the other hand, involve the financial requirements to meet basic needs, to manage unexpected expenses and to make some savings to meet future financial



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demands. Financial challenges have a negative impact on employee performance (Mrkvicka et al., 2016) owing to high rates of absenteeism (Kim et al., 2006) and a lack of concentration at work (MetLife, 2012). To overcome these challenges, employees should have the resources they require.

#### 2.2.7.2 Organisational resources/challenges

Based on the conceptual definitions of resource and challenge in section 2.2.6, organisational resources are any organisational element capable of decreasing the negative effect of challenges and thus promoting well-being. Organisational challenges are any organisational element capable of draining resources and therefore weakening well-being.

Organisational resources are associated with work organisation, design and management and include a variety of skills and knowledge, as well as human resource practices (HRPs) (Nielsen et al., 2010; Nielsen et al., 2017) that have been found to positively influence employee well-being (Van de Voorde et al., 2012). Two human resource practices, namely employee recognition and employee training, have been found to be of high importance in the context of this study.

Recognition constitutes a real need for an employee regardless of his or her status, gender, origin or culture (Brun & Dugas, 2008). Accordingly, employee recognition is classified among best organisational practices (Brun & Dugas, 2008) because it promotes employee well-being (Masri & Suliman, 2019; Merino & Privado, 2015). Employee recognition, whether monetary or nonmonetary, positively affects the employee emotionally (Masri & Suliman, 2019). However, the absence of employee recognition is a causal factor in suffering in the workplace (Brun & Dugas, 2008). Hence, employee recognition constitutes an organisational resource capable of decreasing the negative effect of challenges.

Regarding employee training, research indicates that training is related to employee well-being (Duckworth & Cara, 2012; Michalos, 2008). According to Van Ruysseveldt et al. (2011), the employee's knowledge and ability to perform their tasks and manage their workload should be reinforced by training. Training permits the acquisition of intellectual resources by employees which may be broken down into knowledge, intelligence and know-how (Wang et al., 2020) and may reinforce innovative behaviour producing new ideas to be implemented in the organisation (Xu & Wei, 2023). Innovative behaviour has been found to increase performance and collaboration and decrease harmful feelings and conflict at work (Xu & Wei, 2023). Hence, employee training constitutes an organisational resource capable of reducing the negative effects of the intellectual challenges imposed by job demands.



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#### 2.2.7.3 Spiritual resources/challenges

Based on the conceptual definitions of resource and challenge in section 2.2.6, spiritual resources are any spiritual factor capable of decreasing the negative effect of challenges and therefore promoting well-being. By contrast, spiritual challenges are any spiritual factor capable of draining resources and therefore weakening well-being.

Within the Christian context of this study, a close relationship with God who is someone greater and more capable than oneself is an ultimate spiritual resource known as spiritual support (Tavares et al., 2022). Spiritual support helps employees nurture their sense of calling (Fry, 2003; Fry et al., 2011). A sense of calling is the feeling that work is captivating and directed by a sense of purpose through the involvement of a divine power (Fry, 2003; Fry et al., 2011). Spiritual support has been found to reduce stress, improve physical and mental health, reinforce creativity, job satisfaction, empathy and compassion, promote well-being (Hassan et al., 2022) and provide comfort in difficult times (Martins et al., 2020). As Hassan et al. (2022) state, spiritual support is capable of decreasing the negative effect of challenges.

Challenges in the workplace that might require spiritual resources can include misunderstanding due to different perceptions of a situation, work overload, persecution due to one's integrity, insecurity in the work environment, etc. (Hassan et al., 2022; Tavares et al., 2022). The thought that there if is a God who is in control and who is more capable than anyone provides comfort; the divine power is indeed involved. Paul illustrates sufficiently his trust in the divine power by declaring: "I can do all things through him who gives me strength" Philippians 4:13. An employee directed and animated by the divine power can perform his or her work despite the challenges experienced.

It should be noted that there can be overlaps between the different kinds of resources. For example, a financial resource can at the same time be a psychological resource as when a person is financially settled, there is a possibility to attain one's life's objectives; such a situation can therefore create optimism which is a psychological resource (Hassan et al., 2022). Moreover, a spiritual resource can at the same time be a physical resource as when one trusts that there is a powerful God who is in control, one's physical health is improved (Hassan et al., 2022).

Working conditions are not the same in all organisations; hence all employees do not need the same resources or experience the same challenges. Bakker et al. (2003) indicate that when working conditions are challenging, employees who have resources have more capacity to handle job demands. To promote employee resources to overcome these challenges, organisations implement WWIs to care for employee well-being and to restore equilibrium between job challenges and resources (Oprea et al., 2019).



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Next follows information on the importance of employee well-being.

## 2.3 IMPORTANCE OF EMPLOYEE WELL-BEING

As a subfield of HRM, employee well-being refers to "the overall quality of an employee's experience and functioning at work" (Grant et al., 2007, p. 52). Employee well-being is a flexible concept involving one or several factors depending on each employee (Danna & Griffin, 1999). As such, it relates to the views and perceptions of employees about their work settings and environment (Kirillova et al., 2020). In line with Diener et al.'s (1999) view, according to which well-being is about how people assess their lives, employee well-being is about employee evaluations of their lives at work.

The importance of well-being in organisations cannot be overstated and well-being in the workplace needs due consideration, as difficult global conditions have created a more stressful and insecure environment for many workers (Flint-Taylor & Cooper, 2014). Many studies put emphasis on the essential role of well-being in organisations and its influence on job performance (Aryan & Kathuria, 2017). According to the International Labour Organisation (ILO) (2013), employee well-being has a very important influence on the long-term effectiveness of the organisation. Ahmed et al. (2018) emphasise the financial losses caused by absenteeism, accidents, suicide and ill health resulting from poor well-being in organisations.

Employee well-being constitutes a vital component of organisational success as it motivates employee performance inside the organisation (Harshita & Senthil, 2021). The well-being of employees has been shown to have a positive impact on their engagement with the organisation, productivity, performance, and customer loyalty and satisfaction (Krekel et al., 2019; Theobald & Cooper, 2012). It results in various encouraging attitudes like high performance (Lyubomirsky et al., 2005), low turnover, stable and intelligent effort, and regular presence at work (Boehm & Lyubomirsky, 2008).

Krekel et al. (2019) clarify the positive influence of employee well-being on productivity and organisational efficiency, as productivity levels are influenced by the health and well-being of employees (Atlantis et al., 2004, p. 6; Buseman-Williams, 2014; DiMaria et al., 2019; Donald et al., 2005; Halliwell, 2010; Kristen, 2010; Robertson & Cooper, 2011). Well-being makes employees more dedicated and more productive (Krekel et al., 2019) and influences their feelings about their job and the organisation; indeed, it predicts job attitudes and performance and has important consequences for productivity and work relationships (William & Chan, 2012).



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Black (2008) points out that employee well-being is important as it allows for (1) improved productivity; (2) lower rates of absenteeism; (3) decreased staff turnover; (4) increased retention skills; (5) enhanced staff morale; (6) lower recruitment and training costs; (7) improved company image; and (8) better financial performance. A high level of well-being is key to all kinds of positive organisational behaviour including improved job performance (Lyubomirsky et al., 2005), lower turnover rates (Boehm & Lyubomirsky, 2008), more effort put into work, regular attendance at work, and fewer job-related accidents (Keyes & Grzywacz, 2005).

To emphasise the importance of employee well-being, Pruyne (2011, p. 30) asserts that "well-being outcomes lead to a greater sense of well-being", which explains the concept of a self-reinforcing loop (Pruyne, 2011). Given that well-being is essential for organisational success, supporting well-being in the workplace is in the best interests of the organisation (Dewe & Cooper, 2012; Hone et al., 2015). Considering that the human resources of organisations are their most valuable resource (Marthalia, 2020) and constitute a great source of competitive advantage (Delery & Roumpi, 2017), the well-being of employees should be one of their top priorities (Furtak, 2019). Well-being allows a focus on strengths as opposed to needs (White, 2010), hence the need to consistently monitor and improve employee well-being through proactive actions (Diener & Seligman, 2004).

Since employee well-being has been shown to be important, organisations have to play a role in ensuring the well-being of their employees. This can be ensured in various ways. To support well-being in the workplace, various actions to promote employee well-being, which are conceptualised as workplace well-being initiatives (WWIs), need to be implemented.

Based on the preceding discussion, it is clear that well-being has a positive impact on employees, hence the crucial role employee well-being plays in organisations. In fact, employee well-being has been found to be a determinant of organisational success as it stimulates employee performance within the organisation (Harshita & Senthil, 2021). For this reason, the implementation of WWIs to promote employee well-being has been found to be important (Peterson et al., 2011).

Considering the wide variation in the proposed definitions and the theme under study, namely the role of WWIs in promoting employee well-being and training transfer, for the purpose of this study it was necessary to lean on a well-being definition that takes into account the situation of employees in their workplace and directs the review toward models of employee well-being.



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The stable well-being model developed by Dodge et al. (2012) was used as the meta-theoretical framework to understand how WWIs can promote employee well-being and is discussed in section 2.2.1. The choice of the stable well-being model over theory was motivated by certain characteristics of the model, albeit that the stable well-being model has some gaps (see section 2.2.5). Hence, three more models, namely the job demand control model (DCM), the effort-reward imbalance (ERI) model and the job demand and resource (JD-R) model were consulted to inform this study and to conceptualise the theoretical boundaries related to the concept of well-being.

The use of models permits an improved comprehension of difficult realities (Citrohn et al., 2023; Radnofsky, 1996; Steinberg et al., 2022; Wilson et al., 2020). Through models, scientific concepts can be represented in a way that ideas can be understood easily by users (Huddle et al., 2000; Steinberg et al., 2022). Models are often considered as teaching tools that reinforce the picturing of abstract concepts, thus allowing a good comprehension of a phenomenon (Chittleborough & Treagust, 2009). Hence, the key concepts involved in the study are linked to one another through a picture or a graphic to illustrate the mechanisms that direct the processes of the different parts in each model (Smaldino, 2020). Then in sections 2.2.5, the gaps in each model are illustrated in a table format and briefly described.

The next section will focus on WWIs that promote the identified resources needed by employees in the context of this study.

## 2.4 WORKPLACE WELL-BEING INITIATIVES

The workplace encompasses the physical space and its surroundings, rules and procedures, cultural resources, and working relationships, all of which can influence the way employees feel in their working environment (Zhenjing et al., 2022). Workplace settings play an essential role in employee performance and productivity (El-Zeiny, 2013).

Overall, employees are happier and more engaged when the workplace positively influences their well-being (Dowling, 2015). Consequently, workers with low well-being may produce less, make poor quality decisions, and have high rates of absenteeism, resulting in decreased performance (Danna & Griffin, 1999). Unhealthy employees are also associated with increased absenteeism, reduced productivity and lower engagement (Lee et al., 2019).

As employees can be affected mentally, physically and emotionally by workplace conditions, and this can reinforce or harm their well-being (Adams, 2019), the main objectives of WWIs are to maximise the positive and minimise the negative influence of the working environment and create working conditions where employees feel well and happy (AlSuwaidi et al., 2021;



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Kim et al., 2017). WWIs are, therefore, actions that organisations implement to enhance employee well-being.

Owing to the fact that it is assumed that employees experiencing well-being will be motivated, well-being and health should be a fundamental part of how the organisation operates (Miller, 2016), and initiatives designed to reinforce well-being should be prioritised by organisations (Guest, 2017).

Recognised initiatives an employer may take to reinforce employee well-being exist (Adams, 2019), and such actions can create mutual gain (Guest, 2017). Employers should therefore ensure that WWIs that promote well-being are implemented so that the resource needs of employees can be met (Adams, 2019). The initiatives being implemented to promote employee well-being can foster performance (Murashov et al., 2016; Ray et al., 2017) and if they allow employees to have the necessary resources to overcome workplace challenges, then they will positively affect their well-being (Olsen et al., 2015; Palumbo et al., 2012). Therefore, the focus should shift from performance-related actions to those that can possibly promote employee well-being (Guest, 2017).

To direct the discussion toward initiatives that can help employees attain well-being while in their workplace, the characteristics and impact of an unhealthy workplace on employees will first be briefly looked at. Drawing from a study in biological science by Tastan (2017), an unhealthy workplace is referred to as a toxic work setting where unhealthy and manipulative behaviours and attitudes take place. Because such actions and behaviours go against employee well-being, they can be conceptualised as “ill-being initiatives”. According to Olson et al., (2023) unhealthy behaviours involve pushing colleagues down, inactive hostile management, damaging talk, deceitful politics, and other negative actions.

Unlike authentic and ethical leaders, self-centred managers are considered one of the main causes of unhealthy workplaces, owing to their ability to subjugate subordinates to the extent that they freely serve and protect the narcissistic boss (Gilbert et al., 2012). Unethical leaders also include control freaks, exploiters, tyrants, poisonous individuals and humiliators (Kusy & Holloway, 2009). Such leaders have “an inflated sense of self-importance and an extreme preoccupation with themselves” (Doty & Fenlason, 2013, p. 56) and such behaviours destabilise organisational productivity and effectiveness of work (Kusu & Holloway, 2009).

Unhealthy organisations are generally unsuccessful and damaging to their workers (Bacal, 2000; Dobrian, 1997). They are in a permanent state of crisis, wait for a crisis before taking corrective measures, and work on a short-term basis (Butts, 1997; Coccia, 1998; Delbecq & Friedlander, 1995; Johnson & Indvik, 2001). They are also characterised by the following:



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inability to reach operational goals and meet their commitments; an absence of good decisions; poor communication; too much waste due to wrong actions; as well as relationships based on devious and self-focused needs (Bacal, 2000). Depending on the quality of managers and the way they run organisations, a workplace can become healthy or unhealthy.

The following additional factors have been identified as characteristics of a toxic workplace: low performance rewarded over good performance (Colligan & Higgins, 2006); workers avoiding arguments with leaders out of fear of retaliation; employee well-being not in the interests of employers (Atkinson & Butcher, 2003); high employee turnover, irrational goals and the pursuit of unreasonable profits (Macklem, 2005); and employees unable to maintain work-life balance (Gilbert et al., 2012).

Drawing from the importance of occupational health principles as recommended by the WHO (see section 2.4.6), the absence of occupational safety and health (OSH) norms in a workplace is an additional factor that makes a workplace unhealthy. It appears that an unhealthy workplace as described above drains the resources within employees and does not contribute to their development. As opposed to an unhealthy workplace, a worksite that promotes employee well-being sees better performance (Krekel et al., 2019).

A satisfactory workplace assures the well-being of employees as it allows them to accomplish their roles with enthusiasm which may result in higher performance (Taiwo, 2010). For organisations to offer a pleasant workplace that assures the well-being of employees, it is essential to understand the kind of initiatives that should be implemented. Activities aimed at employee well-being that do not result in organisational effectiveness or initiatives that encourage an organisation's success at the expense of employee well-being do not deserve consideration (Bennett et al., 2016). Concordantly, referring to the above discussion on an unhealthy workplace, all actions that make a workplace toxic, conceptualised as "ill-being initiatives", should be avoided.

Employees who try to achieve optimal functioning reinforce organisational success and thus the workplace should reinforce employee well-being in order to attain high performance (Peterson et al., 2011), hence the implementation of a mutual gain approach (Guest, 2017). Such a way of functioning favours a gain for both sides: employees and the organisation.

Based on the assumption that employees who are empowered with resources to overcome challenges will experience stable well-being, as illustrated in Dodge et al.'s (2012) model, and will therefore achieve better performance for the success of the organisation, employers should understand the different resources needed by employees to overcome challenges. This should be done so that organisational well-being initiatives can be oriented toward the



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acquisition and promotion of those resources, namely psychological, social and physical, as stipulated in Dodge et al.'s (2012) model, as well as financial, organisational and spiritual resources as found relevant to the context of this study.

### 2.4.1 Workplace well-being initiatives for promoting psychological resources

Optimism was found to be a psychological resource of high importance in this study. Cerovic and Kvasic (2016) propose two actions that promote psychological resources including that of optimism, namely, authentic leadership development and ethical leadership.

#### 2.4.1.1 Authentic leadership development

Avey (2014) has demonstrated that authentic leadership promotes psychological resources including optimism. Such leadership influences followers by exhibiting constructive values, positive psychological states and behaviours, guiding by example within an encouraging and ethical organisational setting characterised by open and frank exchanges, and management that encourages the personal and professional development of employees (Cerovic & Kvasic, 2016).

#### 2.4.1.2 Ethical leadership

Leaders who behave ethically give reliable information and ensure employees have psychological resources, resulting in optimistic insights into their future (Grobler & Joubert, 2020; Lu et al., 2018). Great leaders not only demonstrate their competencies but also perform ethical actions (Ciulla, 1995). Kanungo (2001) indicates that ethical leaders refrain from behaviour that may harm others and strive to behave in a way that benefits others. Trevino and Brown (2004) are of the view that ethical leadership elevates ethical behaviour through conscious management and the practice of ethics. Ethical leadership is the display of appropriate normative behaviour demonstrated in interpersonal relations and individual actions (Brown et al., 2005). Toor and Ofori (2009) suggest that such appropriate behaviour be promoted to employees using thoughtful decision-making, support and mutual communication.

### 2.4.2 Workplace well-being initiatives for promoting social resources

Regarding the promotion of social resources in the workplace, two social resources are identified, namely, leader-level resources and group-level resources. Group-level resources are related to relationships between people within an organisation that reinforce good communication and contact. Group-level workplace resources are acknowledged as social support and respectful relations between employees (Balkundi & Harrison, 2006).

Leader-level workplace resources involve leadership features and social relations among employees and leaders. Distinctive leader-level resources in a work setting may encompass



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the style of leadership and the quality of exchanges between a leader and a subordinate (Balkundi & Harrison, 2006; Maynard et al., 2013).

Concerning group-level workplace resources, companionship and friendship are considered to be principal elements of social resources; consequently, regularly performing enjoyable activities with companions, friends and colleagues can promote social support in the long run (Ahmad et al., 2019; Kocalevent et al., 2018; Larson et al., 1986). Prior studies (Clark, 2006; Kickul & Posig, 2001; Moeller & Chung, 2013) indicate that workers' health is positively affected by social support from colleagues and supervisors.

Hsieh and Tsai (2019) suggest that when facing frustration, difficulties and pressure, employees may seek professional guidance and social support from supervisors and colleagues, and employees should be encouraged to maintain proper relationships with their colleagues and supervisors. Hsieh and Tsai (2019) propose the following workplace actions to reinforce the social resources of employees: (1) leaders should discourage gender stereotyping and role conflict that may result in poorer opinions of social support; (2) managers should be conscious of the rights, needs and feelings of their personnel and promote counselling and learning among their employees to create a positive work environment; and (3) group leisure activities should be promoted to create cohesion and unity among employees.

### 2.4.3 Workplace well-being initiatives for promoting physical resources

Employees are exposed to all kinds of risks and hazards in the workplace. Work has some important consequences for employees' health and well-being: these vary from matters of life and death to a simple conclusion that well-being in the workplace contributes to well-being outside work (Bergermaier et al., 1984). Being conscious of the need to preserve the health of employees and protect them from injury, the WHO and other organisations like the ILO have proposed principles governing OSH that will be elaborated on in the next section. Occupational health aims to promote the highest level of physical, social and mental well-being in employees (Jackson, 2000). OSH involves efforts that protect employees from sickness resulting from particular exposure in the workplace by giving safety training, using protective equipment, and modifying the environment (Hymel et al., 2011).

#### 2.4.3.1 The World Health Organisation (WHO)

The WHO is an agency of the United Nations responsible of the coordination of health efforts worldwide so that the highest level of health can be attained. The WHO plays many roles globally, including promoting universal healthcare and controlling risks related to employees' health (Council on Foreign Relations, 2022; WHO, 2013a).



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#### 2.4.3.2 Global Occupational Safety and Health (OSH)

Over the years, health and safety laws have replaced many moral requirements. For instance, the ILO (2009) asserts that employers have a fundamental responsibility towards their employees to provide, as far as possible, a risk-free working environment, taking the necessary protective measures in the use of machinery, equipment and chemicals to avoid accidents and negative effects on employees' health. Moreover, the WHO has developed certain OSH principles. Before getting into the details of these principles, a short explanation on the WHO and its mission is presented.

#### 2.4.3.3 Principles of OSH

Professional bodies such as the WHO and the ILO, and national organisations and authorities, have produced several definitions of OSH services (Global strategy on occupational health for all: The way to health at work, 1994). In summarising those definitions, occupational health is seen as a multidisciplinary action aimed at promoting the safety and health of employees by providing a healthy workplace where the physical, mental and social well-being of employees can be boosted. Such actions will allow employees to have a productive life and contribute to their development (Global strategy on occupational health for all: The way to health at work, 1994).

According to the WHO's OSH principles (1994)

- the most sustainable and productive worksites are those that respect the principles of OSH and ergonomics. Moreover, experience has shown that it is hard to attain long-term productivity and to have products and services of high quality under poor working conditions where the health and safety of employees is at risk. Furthermore, experience has shown that enterprises with good working conditions remain stable during difficult times.
- the following elements constitute the key strategies for OSH: prevention of threats and the utilisation of harmless technology; a responsible governing body; ability to regulate and control working conditions; optimisation of working environments; incorporation of activities promoting health, safety and production; health and safety in the workplace as a primary responsibility of employers; acknowledgement of employees' personal interest in health at the workplace; collaboration on a fair basis: contribution and access to information and transparency; as well as constant monitoring and development of working settings. The application of such principles requires suitable legal requirements and organisational enforcement of OSH and occupational health services (WHO's principles of OSH, 1994).



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#### 2.4.3.4 OSH in the Cameroonian context

In Cameroon, data from the Cameroon National Insurance Fund (Caisse Nationale de Prévoyance Sociale [CNPS]) show that expenditure on occupational threats amounted to approximately four billion francs in 2018 (CNPS, 2019). Additionally, a loss of 1559 man-days was incurred because of industry accidents in the same year (Ministry of Labor and Social Security, 2019).

Table 2.3 below shows the different laws pertaining to OSH in Cameroon in chronological order.

**Table 2.3**

*Laws Pertaining to OSH in Cameroon*

| Law | Description |
|---|---|
| Ordinance No 59-100 of 31/12/1959 | Related to the prevention and treatment of industrial accidents and occupational diseases in Cameroon |
| Law No 61-159 of 13/09/1961 | Related to the modalities for calculating and reimbursing funeral expenses after a death caused by an industrial accident |
| Law No 68-LF-18 of Nov 1968 | Related to the prevention of industrial accidents and occupational diseases |
| Decree No 76-332 of 02/08/1976 | Empowering the management of professional risk by the National Insurance Fund in Cameroon. |
| Law No 77-11 of 13/07/1977 | Related to the prevention and treatment of occupational diseases and industrial accidents |
| Decree No 78-480 of 08/11/1978 | Related to medical control and expert medical procedures |
| Decree No 78-545 of 28/12/1978 | Related to the calculation of daily expenses |
| Decree No 78-546 of 28/12/1978 | Related to the declaration of and inquiries about industrial accidents and cases of occupational disease |
| Decree No 78-547 of 28/12/1978 | Related to the treatment of victims of industrial accidents and occupational diseases, excluding payment |
| Order No 039/MTPS/IMT of 26/11/1984 | Related to the determination of general rules of hygiene and safety in workplaces |
| Decree No 84-1541 of 1/12/1984 | Related to the determination of the permanent, partial or total rate of incapacity at work |

*Source*: Abunaw (2015, p.9)

As far as the OSH regulatory framework for Cameroon is concerned, most of the regulations derive from the English common law and the French civil law, as Cameroon has inherited both British and French laws (Cameroon OSH regulatory framework, 2014). The Title VI of the Labour Code encompasses the protocols related to the respective responsibilities of employees and employers, the configuration of OSH committees, hygiene conditions relating



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to buildings, ventilation, temperature and lights, security measures and firefighting (OSH regulation framework, 2014).

The institutions under study in this research are the Seventh-Day Adventist institutions (SDAIs) located in Cameroon, as stated in section 1.1. Thus, it is necessary to have a look at health measures and programmes specific to SDAI. The programme considered here is called NEWSTART.

#### 2.4.3.5 NEWSTART

Being aware of the importance of health, the Seventh-Day Adventist Church (SDAC) has been promoting particular health principles, encapsulated in a programme called NEWSTART, which encourages people to enjoy a healthy and complete life (Ashley & Cort, 2011). The acronym NEWSTART is briefly described below (Ashley & Court, 2011):

- **N (Nutrition)** refers to the adoption of a balanced diet.
- **E (Exercise)** refers to the practice of daily physical exercise.
- **W (Water)** refers to drinking 1.5ℓ to 2ℓ l of good water daily.
- **S (Sunshine)** refers to exposure to sunshine for at least 15 minutes per day.
- **T (Temperance)** refers to abstaining from substances and actions that are harmful to health.
- **A (Air)** refers to exposure to pure fresh air.
- **R (Rest)** refers to having proper rest and sleep each day and resting from secular work on the Sabbath.
- **T (Trust in God)** refers to maintaining a permanent relationship with God and believing in His power to provide all that is needed to overcome challenges in life. SDAI employees who followed the NEWSTART health promotion programme experienced lower stress levels than their colleagues who did not.

After a brief explanation of the health principles of SDAIs, the need for a combined effort by employers and employees to promote the physical resources of employees will be discussed in the next section.

#### 2.4.3.6 Combined efforts of employers and employees

Increasing emphasis is being placed on the responsibility of employers to meet the health needs of their employees (Arthur, 2000; Coles, 2003). However, the employees themselves have a responsibility for the maintenance of their health. To this effect, the WHO has made recommendations on measures employees should take to promote their health and to reduce workplace stress that is harmful to health (McDaid et al. 2005). To be effective, health



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promotion should assist employers in adopting proper administrative measures and employees in implementing safe practices in the workplace (WHO, 2013b).

Occupational stress has been found to be the cause of gastro-intestinal signs, exhaustion, strain, sadness, and worries that can negatively affect employee health (Smith et al., 2000). Cooper and Cartwright (1997) propose three ways to prevent occupational stress, namely: (1) training on stress prevention; (2) stress management seminars including topics like relaxation, positive thinking and improvement of lifestyle; and (3) employee assistance programmes including psychological support and psychological therapies.

The concept of work-life balance (WLB) was introduced to improve employee health. WLB refers to the satisfaction of employees and harmony in playing several roles both at work and outside work (Greenhaus & Powel, 2006; Kalliath & Brough, 2008). Exhaustion, hopelessness and certain physical illnesses are a result of employees' inability to control their work and high job demands (Wang et al., 2008).

According to Gragnano et al. (2020), studying health and WLB at the individual level is not enough, nor is the use of WLB programmes alone suitable. Thus, it is suggested that the responsibility be shared between employees and employers. At the individual level, Rotondo and Kincaid (2008) assume that there are three strategies employees can use: (1) keep an optimistic attitude and a positive outlook to promote their ability to lower conflict between work and family and enjoy good health; (2) take control of a situation instead of letting a situation take control (Andreassi & Thompson, 2007); and (3) the use of time management skills and avoiding conflict between family and work (Mauno & Kinnunen, 1999). However, individuals possess different demographic characteristics and some strategies might be more operative than others in their attempts to be healthy.

According to the European Network for Workplace Health Promotion (1996), promoting health in the workplace involves the joint actions of managers, workers and society. This vision places special emphasis on the improvement of the work environment and the workplace and increasing the contribution of employees in shaping their workplace. The factors involved in workplace health promotion are not always included in the laws pertaining to health promotion in the workplace. For example, encouraging a healthy lifestyle does not necessarily need to be part of the legislation of a specific country. As a general strategy, it is recommended that employees participate in their workplace well-being by making the most of the workplace resources. This involves the development of skills, attitudes and dispositions to allow well-being to become both a personal and a corporate value (Leiter & Cooper, 2017).



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In this section, diverse workplace well-being initiatives aimed at the promotion of the various resources and for implementation in the workplace were discussed.

### 2.4.4 Workplace well-being initiatives for promoting financial resources

To promote financial resources, employees should receive debt management counselling (Miller et al., 2019), savings plans and credit building activities (Atkinson, 2014). In addition, access to loans linked to the payroll system should be integrated in the financial system of the organisation with payment instalments being automatically deducted from the salary. Furthermore, a subscription to health insurance would also reduce the challenges associated with medical treatment (Miller et al., 2019).

### 2.4.5 Workplace well-being initiatives for promoting organisational resources

As previously stated in section 2.2.7, organisational resources that were found to be of great importance in promoting employee well-being in the context of this study were employee recognition and employee training. In a changing and competitive environment, the wishes of employees may change and, thus, new organisational practices may be required to meet the demands and promote well-being (Baron & Kreps, 2023; Jiménez & Valle, 2005). Hence, to promote organisational resources, adapted HRPs should be implemented through an effective HR department.

### 2.4.6 Workplace well-being initiatives for promoting spiritual resources

Enhancing spiritual resources is not about the promotion of a specific religion, but instead is a matter of building a culture that helps employees fulfil their spiritual needs through spiritual support that allows a close relationship with the divine power (Devendhiran & Wesley, 2017).

Programmes for enhancing spiritual resources in the context of this study involve group meditation before starting work, prayer sessions, testimony on the intervention of divine power in an employee’s life, special prayer meetings for those working under difficult circumstances or in a war zone, mutual encouragement at work, and spiritual retreats to begin the academic year in educational institutions (General Conference Church Policy, 2020–2025; Working policy of SDAI in Cameroon). Care is taken not to enforce spiritual practices on employees.

### 2.4.7 Examples of workplace well-being initiatives for enhancing employee resources in SDAIs in Cameroon

To provide information on policies pertaining to WWIs in SDAIs in Cameroon, some examples are provided.

Table 2.4 provides some examples of WWI policies for promoting employee well-being in SDAIs in Cameroon.



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**Table 2.4**

*Examples of WWIs for Promoting Employee Well-being in SDAIs in Cameroon*

| Resources being promoted | Example of WWI | SDAI policies in Cameroon | Coding of policies in the working policy manual |
|---|---|---|---|
| Psychological resources | Implementation of ethical leadership through the ethical behaviour expected of leaders | C15; C20 | All policies pertaining to the quality of leaders and required type of leadership fall under category C. The number associated with the letter is always a multiple of 5. |
| Physical resources | Promotion of NEWSTART as health principles (see section 2.4.3.5 for details) | E25 | All policies pertaining to employees' health fall under category E. The number associated with the letter is always a multiple of 5. |
| Social resources | Group leisure activities; social support; Christmas party for staff members and their families | D10; D15; D20 | All policies pertaining to social activities fall under category D. The number associated with the letter is always a multiple of 5. |
| Financial resources | Easy access to loans; utility, housing and transportation allowances | Y10; Y15; Y20; Y25 | All policies pertaining to remuneration and financial services fall under category Y. The number associated with the letter is always a multiple of 5. |
| Organisational resources | Training of employees | FH 30; FH 25; FH 40 | All policies pertaining to the training of employees fall under category FH. The number associated with the letter is always a multiple of 5. |
| Spiritual resources | Spiritual retreat of employees to begin an academic year | S 10 | All policies pertaining to spiritual activities fall under category S. The number associated with the letter is always a multiple of 5. |

## 2.5 SUMMARY

In this chapter, WWIs that were found to be important in the context of this study were discussed. Organisations have a responsibility to develop strategies that promote psychological, social, physical, financial, organisational and spiritual resources for employees through various WWIs that promote employee well-being.

The next chapter will focus on training transfer. Questions such as "Why is training transfer important?" and "What can motivate employees for training transfer" will be addressed.



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# CHAPTER 3

# TRANSFER OF TRAINING

## 3.1 INTRODUCTION

The current chapter contains a literature review on training transfer (TT).

Training is of great importance for organisations (Jasson & Govender, 2017), as employees who lack adequate training may not perform well (Petersen, 2018). However, to improve organisational performance, training alone is not enough; what trainees have learnt should be applied and transferred in the workplace (Saks & Burke-Smalley, 2014). Training is considered successful if an employee can transfer his or her training, resulting in performance improvement (Edwards, 2013; Shahin & Soomro, 2022).

The purpose of this study is to understand the role of WWIs in promoting employee well-being and TT. Since TT is the second concept to be studied in this research, it is necessary to discuss training, motivation to transfer training (MTT) and TT and the sub-concepts surrounding them in this chapter. To this effect, definitions of training will be provided, followed by a discussion of the importance of training, the training cycle, and training in Seventh-Day Adventist institutions (SDAIs) in Cameroon. TT will subsequently be defined and its importance for organisations will be elaborated on, followed by a discussion on the factors affecting TT with emphasis on MTT. Finally, training evaluation and TT will be explained.

## 3.2 DEFINING TRAINING

Several definitions of training exist in the literature. Training is a prearranged experience intended to result in a lasting transformation in an individual's knowledge, skills and attitudes (KSA) (Noe & Schmitt, 1986). Rossiter (1999) asserts that training pertains to any activity aimed at the acquisition of the knowledge and skills needed at work. The term “training” also denotes the learning process aimed at the acquisition of skills, ideas, rules and attitudes so that employee performance can be improved (Rue & Byars, 2005). According to Brown (2005), training is the training and re-training process used by organisations so that efficiency and performance can be improved when facing the challenges provoked by new technology and competitors.

Training is referred to by Goldstein and Ford (2002) as an organised method meant to improve the performance of employee, teams and organisations. Armstrong (2009) maintains that training is an action that reinforces individual learning. Therefore, training is not only meant to transmit lacking knowledge, but also to update and revise employee KSA and habits to ensure



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the current situation can be handled and future company and employee requirements can be anticipated (Shrivastava, 1983). The act of training is oriented toward the production of permanent mental and behavioural changes, as well as competency development for better performance (Grossman & Salas, 2011). Employee training is related to actions to improve the KSA of employees, thus increasing their performance. This learning process prompts employees to acquire new KSA, improves their professional quality, and prepares them for more important work and higher positions (Zhang, 2015). Training activities constitute a continuous human resource management (HRM) function that facilitates the adaptation of employees to new environments or conditions. Therefore, it is an indicator that considers employees, enabling them to feel privileged, thus creating more motivation to perform their tasks (Ozkeser, 2019).

The above definitions of training have as the common elements the acquisition of and improvement in KSA (Noe & Schmitt, 1986; Rossiter, 1999; Rue & Byars, 2005; Shrivastava, 1983; Zhang, 2015) in order to improve performance and organisational effectiveness (Brown, 2005; Goldstein & Ford, 2002; Grossman & Salas, 2011). However, in the particular case of SDAIs, aside from improving trainees' KSA and organisational results, the aim of training is to prepare trainees to meet new challenges in new working environments; hence the necessity to train employees on the attitudes they should adopt when faced with challenges. These challenges may include cultural differences in the missionary field, lack of basic necessities in remote working environments and language differences. Considering the context of SDAIs, training is considered, according to the participants in this study, to be a process through which employees acquire (1) the KSA required to perform their work, and (2) the proper attitude to adopt in the face of work challenges.

Table 3.1 presents various definitions of training and identified gaps.

**Table 3.1**

*Definitions of Training and Identified Gaps in Definitions*

| Definition of Training | Gap in the definition | Author |
|---|---|---|
| Training is a prearranged experience intended to result in a lasting transformation in an individual's KSA | The attitude required to face work challenges is not addressed | Noe and Schmitt (1986) |
| Training refers to any activity to acquire the knowledge and skills needed at work | The needed abilities and attitude to face work challenges are not addressed | Rossiter (1999) |
| Training is the learning process aimed at acquiring skills, ideas, rules and attitudes so that employee performance can be improved | The knowledge and abilities needed to improve employee performance are not addressed | Rue and Byars (2005) |
| Training is an organised method meant to improve employee, team and organisational performance | The means of performance improvement are not identified | Goldstein and Ford (2002) |



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Table 3.1 (Continued)

| Definition of Training | Gap in the definition | Author |
|---|---|---|
| Training is an action to transmit lacking knowledge but also to update and revise employees' KSA | The attitude required to face work challenges is not addressed | Shrivastava (1983) |
| Training is the action of improving the KSA of employees, hence increasing their performance | The attitude required to face work challenges is not addressed | Zhang (2015) |

*Source*: Noe and Schmitt (1986)

In the next section, the importance of training for organisations will be discussed.

### 3.3 THE IMPORTANCE OF TRAINING

Training is considered to be one of the most critical HR tools for reinforcing organisational and employee performance (Bhatti & Kaur, 2009). To achieve organisational objectives, training programmes should result in a situation where both organisations and employees win (Bhatti & Kaur, 2009). Organisations invest in HR development because it is essential for organisations that face permanent worldwide competition to reinforce the KSA and attitudes of employees (Lehmann-Willenbrock & Kauffeld, 2010; Rahman & Akhter, 2021).

Wood (2020) argues that a more strategic approach to HRM in order to achieve higher performance requires employee involvement and development. He suggests that employee motivation is not enough to reach high performance; employees should possess the needed skills and be given opportunities to use them. Such skills are acquired through training, and the opportunities to participate are offered through tt. Wood's statement (2020) demonstrates that training, employee MTT and TT are all important. Accordingly, the long-term success and competitive advantage of organisations under current conditions depend heavily on human resources because all other resources can be mimicked (Martinčić, 2020; Ozkeser, 2019). Most organisations recognise that their success depends on well-equipped employees, hence the importance of training activities (Mills, 2005; Ozkeser, 2019). From the employees' perspective, participating in employer training programmes enables them to develop their knowledge and skills (Ozkeser, 2019). Consequently, investment in the training and development of workers is considered an effective way to develop competitive human resources (Jacobs & Washington, 2003).

Training refers to an intentional experience that is envisioned to result in a lasting improvement in a person's KSA (Noe & Schmitt, 1986). However, development refers to general reinforcement and the progress of an employee's KSA through both conscious and unconscious learning (Buckley & Caple, 2000). The chief dissimilarity between training and development lies in the time involved and their scope. Training is done on a short-term basis



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to address particular job-related problems, while development takes place on a long-term basis to resolve potential future problems (Salas et al., 2012a).

According to Murtiningsih (2020) and Hussain et al. (2020), training and development is a sub-field of HRM concerned with:

- identifying training and development needs and organising learning and development events; accordingly, such actions should be aligned with corporate goals and business strategies
- supporting trainees in the acquisition of the KSA needed for improved performance, and
- providing employees with opportunities to grow professionally.

One of the basic domains for improving employee performance in organisations is human resource training and development (HRTD) (Mpofu & Hlatywayo, 2015). Production in organisations has a non-material component, hence the necessity for the intensive use of a high level of human competency (Larsen, 2017). Consequently, training and development (T&D) are vital because through training, employee performance is improved (Mdhlalose, 2020). Furthermore, HRTD has a major role to play by assisting the organisation to build the efforts of employees so that strategic goals and objectives can be achieved (Ugoji & Mordi, 2014).

Emphasising the implications of employee T&D and its benefits for organisations, Marquardt et al. (2000) note that organisations will depend heavily on well-trained employees in the future. Therefore, organisations should equip their employees with the requisite KSA acquired through consistent HRTD in order to fight against competition (Oni-Ojo et al., 2014).

Training of employees is a very important matter for organisations (Jasson & Govender, 2017), as there may be deficiencies in employees who lack proper training (Petersen, 2018). Through training, employee performance is improved (Mdhlalose, 2020). Organisations rely on training and development efforts to reinforce the performance of their employees (Giday & Elantheraiyan, 2023). To remain competitive and grow with time, constant changes in the KSA of employees are required (Aguinis & Kraiger, 2009) owing to changes in the nature of work (Grossman & Salas, 2011; International Labour Office, 2018). Hence, updating the KSA of employees through training becomes a necessity.

Organisations invest significantly in training, as it is considered a critical tool for their survival (Giday & Elantheraiyan, 2023). Salas et al. (2012a) assert that training activities permit organisations to strive, shine, invent, produce, upgrade services and products, and reach goals. The result of effective training is increased productivity, improved job quality, improved



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motivation and devotion, higher self-esteem and collaboration, as well as fewer mistakes, resulting in a solid competitive edge (Giday & Elantheraiyan, 2023). In contrast, poorly trained employees can make mistakes, cause damage and even legal problems, all of which can be very costly (National Safety Council, 2010). Training is strongly believed to be vital for an organisation, not only because of its necessity in building and maintaining effective human resources, but also to result in corporate wellness and gives organisations a competitive edge (Salas et al., 2012b). Upon the acquisition of new KSA through training, there is an increase in the value of human and intellectual capital (Becker, 1964). Therefore, it is important for an organisation to increase the KSA of its staff (Vidotto et al., 2017). To ensure that the training results are what is intended and desired, a specific training cycle should be followed (Erasmus et al., 2019). The next section provides details on the training cycle.

## 3.4 THE TRAINING CYCLE

Several training cycle models exist, including the ADDIE model (1975), the Bloom taxonomy model (1956), Gagne's (1985) nine events of instructions, the Kemp design model (1985), the Nadler model (1986), the Camp et al. (1986) model, the Sparhawk model (1994) and the Erasmus model (2019). In this study, the training cycle models proposed by Nadler (1986), Camp et al. (1986), Sparhawk (1994) and Erasmus (2019) will be discussed as they respond to the needs of the organisations involved in the study.

Nadler's (1986) critical events model provides a holistic view of training and involves the following nine steps: (1) identification of enterprise needs, (2) performance specification, (3) identification of training, (4) setting of objectives, (5) compilation of a syllabus, (6) selection of instruction strategies, (7) acquisition of instructional resources, (8) presentation of training, and (9) evaluation of and feedback on six stages. The distinctiveness of this model lies in the fact of that evaluation is performed followed by feedback at each step, except in the steps of identifying training needs and compiling a syllabus. Quite often, the training of employees is sponsored by another organisation which requires feedback after each step.

The Camp et al. (1986) training model focuses on the organisation's definite needs and involves the following eight steps: (1) data gathering, (2) setting objectives, (3) identification of resources, (4) development of a curriculum, (5) logistics planning, (6) training, (7) facilitation of training transfer, and (8) collecting/evaluating data. In some cases, especially in the training of missionaries prior to their joining the mission field, data related to the field and the profile of each missionary involved are required, based on the objectives that have been set. The Camp et al. (1986) training model addresses these needs.



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The next model is Sparhawk's (1994) high impact training model which consists of six steps: (1) the identification of the training needs of the entrepreneur and the organisation, (2) mapping the approach to the entrepreneurial needs and objectives, (3) the production of learning tools, (4) the application of training techniques to the target group, (5) the calculation of measurable results, and (6) tracking ongoing follow-up and adaptation to changes. This model focuses on the need to move training forward. According to Du Plessis et al. (2010), there is no ongoing feedback in this model; the success of each step is reliant on the success of the previous step. Therefore, the training system can be adapted to suit the changing environment; however, if each stage is not handled successfully there is a risk of not meeting the training needs that exist.

To help church members, during the summer break SDAIs in Cameroon have employees who are called on to implement development projects in the form of entrepreneurship such as farming and brick making to build churches. As such, Sparhawk's (1994) high impact training model addresses the training needs of these entrepreneurs.

The last model to be discussed is the training cycle model of Erasmus et al. (2019) which puts emphasis on the training and development of employees to ensure highly competent human resources. This model involves four stages, namely (1) the assessment of training needs; (2) development of training programme material; (3) presentation of the training programme; and (4) assessment of learners and programme evaluation. This model will be presented in length because it provides a broad view of training in an organisation and thus would be easily adapted to fit the particular training needs of organisations of all types. There is a need for highly competent human resources in SDAIs, hence the discussion of this training cycle.

The various stages of Erasmus et al.'s (2019) training cycle model are explained below.

**Stage 1: training needs assessment**

Training needs exists when there is no match between what an employee is required to do, on the one hand, and what the employee is doing on the other. In other words, a training need is the difference between what employees should be capable of doing and what they can actually do. Training needs assessment is the process used to determine this difference, which is the gap between current and expected results (Erasmus et al., 2019). Training needs can be experienced at the macro, meso and/or micro level. Macro-level needs concern the training needs that are felt on both national and international levels and are associated with developments in politics, the economy, as well as in technology (Erasmus et al., 2010). Meso-level needs refer to training needs felt within the organisation itself (Erasmus et al., 2010). A meso-level needs assessment may include the examination of a company's objectives and



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problems to find out where training is needed (Coetzee, 2006). A micro-level needs assessment, in turn, consists of operational and individual performance. An example of a micro-level training needs assessment is the examination of a performed task (task analysis) and the KSA and behavioural aspects (person analysis) that employees need to acquire successfully (Coetzee, 2006).

**Stage 2: Development of the training programme material**

This stage concerns the process and the steps concerning the development of the training programme. The steps to be followed are the following:

- *Formulation of learning outcomes.* According to Adam (2004), learning outcomes are statements that describe the expectations of training. Learning outcomes should be specific and measurable (Mahajan & Singh, 2017).
- *Determination or selection of content*. Several criteria such as validity, significance, utility, learnability, consistency with social realities, and the needs and interests of learners should be considered when selecting content (Button, 2021).
- *Sequencing of the content.* This can be done by using a concept map that shows how the concepts are related to one another or by defining a hierarchy for the topics (Commonwealth of Learning, 2021), thus moving from simpler to more complex themes.
- *Selection of instructional strategies*. This action should be guided by certain general practices that increase the engagement and motivation of the learner and facilitate learning, such as active learning, scaffolding and drawing connections to existing knowledge (Saunders & Wong, 2020). The most popular instructional strategies include lectures, demonstrations, discussion, flipped classrooms, problem-based learning, games, peer instruction, think-pair-share, polls, writing exercises, prewriting, graphic organisers/lecture outlines, group work, jigsaws, circle of voices, and debates (Saunders & Wong, 2020). Instructors need to identify which strategies are suited to the subjects (Willingham, 2018).
- *Selection of instructional media*. The media should be carefully selected considering that they are used as a resource to reach particular instructional objectives; simply stated, objectives serve as a guide to this selection (Onasanya, 2004).
- *Designing of the lesson plan*. A valid lesson plan integrates the following three major components: (1) learning objectives, (2) learning activities, and (3)



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strategies to verify learners' understanding. The six steps involved in the design of the lesson plan are: (1) specify the learning objectives, (2) develop an introduction to the theme, (3) design the learning activities within the allotted time, (4) verify the learner's understanding, (5) work on a conclusion and a preview, and (6) work on a realistic timeframe and adjust the lesson plan if needed (Milkova, 2020).

**Stage 3: presentation of the training programme**

The following actions should be considered during this stage (Erasmus et al., 2019):

- The creation of an environment that is favourable and appropriate for learning.
- The consideration of different types of presentation such as lectures, demonstrations, and case studies, as well as the skills presentations that make the process of learning easier.

The presentation of the training programme will inform the learners on what the training will cover and what is expected of them, and with accordingly help them to be ready.

**Stage 4: Evaluation of the training programme**

The evaluation process, which is the last step in the training cycle, is meant to see to what extent the training programme is effective and efficient. The following questions should be addressed at this stage: Did the programme do what it was supposed to? Simply stated, did it achieve the objective of closing the gap discovered during the training needs analysis (TNA)? The purpose of training evaluation is not only to find out whether the desired learning outcomes were achieved, but also to evaluate the entire training process, its success, shortcomings and ways of improving it (Erasmus et al., 2019).

Training evaluation can be done using a formative evaluation (the evaluation is made throughout the process) or a summative evaluation (the evaluation is made when the training has ended) in order to measure its overall accomplishments, failures and limitations (Erasmus et al., 2019).

The next section provides examples of training activities within the SDAIs in Cameroon.

## 3.5 TRAINING IN SDAIs IN CAMEROON

The SDAIs have a culture of training their workers in different domains (General Conference Working Policy, 2015-2020). According to the 2019 Year-End Report of the Education Department of the Cameroon Union Mission which oversees all SDAIs, the different categories of employees (teachers, missionaries, hospital workers, accountants, treasurers, etc.) in the SDAIs attend training and/or seminars at least once every two years. Some examples of the



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training organised and offered by the SDAC are (1) the Mission Institute, (2) a training workshop organised by Hope Channel International, and (3) secondary school teacher training.

The Mission Institute is a three-week workshop organised by the Institute of World Mission, which the SDAC provides for its missionaries. This orientation programme is usually given at the beginning of a person's cross-cultural ministry. Trainees include full-time career missionaries, volunteers, supporting ministry missionaries, tentmakers, and local and regional ministry leaders – all called to reach beyond cultural boundaries. The Institute of World Mission holds training three to four times a year around the world – in Asia, Europe, Africa and America. The Institute provides three weeks of practical and interactive training designed to develop the KSA needed for cross-cultural living and witnessing, and to provide employees with the attitudes needed when faced to work challenges. As an example, when confronted with the realities of a different culture, mistakes have to be avoided especially by missionaries in a foreign country. For this reason, missionaries are advised to have listening ears, to remain calm and to try to understand the perceptions of local people pertaining to a particular problem.

According to Byrd (2015), the Institute curriculum is focused on five objectives, namely, to equip missionaries to (1) grow in spirituality, (2) think according to the Bible, (3) live a holistic life, (4) serve by being completely present to others, and (5) reason while being conscious of the responsibility to communicate the Christian faith. At each session, missionaries are exposed to an assortment of resources, tools and activities that help them to acquire knowledge and develop skills and attitudes. These are designed to reinforce a lifelong journey of continuous growth. These occasions also give participants the opportunity to develop lasting friendships and support networks with other missionaries from around the world (Institute of World Mission, 2015).

Another example is the training workshop organised by the institutions concerned in partnership with Hope Channel International. This is an organisation that belongs to the SDAC whose aim is to preach the message of hope internationally. Such workshops involve a week of training for the staff of the West Africa Division (WAD) and the departments of communication in the different unions. The workshop is intended to build the capacity of the trainees to produce news and videos, and to train staff in the production of programmes for Hope Channel in the different territories involved. It should be noted that Cameroon lies within WAD territory and therefore is regularly involved in such training (Adventist World Report, 2018).



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For secondary school teachers, some training initiatives that workers of Seventh-Day Adventist secondary schools attend are aimed at the reinforcement of specific capacities and have well-defined objectives.

Although a good training programme is very important, it is not enough for organisations to reach their performance goal; hence, the necessity of TT to the workplace by employees (Saks & Burke-Smalley, 2014). Training on its own is not sufficient to produce high performance and is only considered fruitful if a trained employee transfers the knowledge in the workplace (Edwards, 2013; Shahin & Soomro, 2022). When training efforts are not followed by TT, they are not useful for organisational success (Bell & Kozlowski, 2002).

To provide an understanding on the concept of TT, definitions of TT will be given in the next section followed by literature on the importance of TT for organisations.

## 3.6 DEFINITION OF TRAINING TRANSFER (TT)

TT refers to the effort produced by trainees to apply the KSA received during training to their work (Noe & Schmitt, 1986). Baldwin and Ford (1988) assert that TT is composed of two factors, namely (1) the maintenance of newly acquired KSA and (2) their application to new areas which occur after training. The KSA gained in training can be applied to areas both on and off the job, resulting in better performance (Broad & Newstrom, 1992). The term TT also designates the process of putting learning to work to produce better results (Calhoun et al., 2010). In accordance with Calhoun et al.'s (2010) view, Edwards (2013) refers to TT as the process that an employee follows to use the knowledge acquired during training to improve performance at work. Zhang (2015) sees TT as the capacity of workers to use the KSA developed through training in performing their jobs.

Before conceptualising TT in the context of SDAIs, it is important to recall the definition of training in this context, as it will serve as the basis for the conceptualisation.

As stated in section 3.2, training in the context of SDAIs is an activity aimed at improving employees' KSA as well as to train employees on what attitude to adopt when faced with challenges in the mission field. Such challenges may involve cultural differences between the employee and the local people, lack of basic necessities in a remote area, language differences, and considerable distances between the field and the home.

Taking into account the context of SDAIs, training is considered an activity aimed at (1) improving KSA which should result in better performance and improved organisational effectiveness, and (2) promoting the necessary attitudes required to face the challenges of work.



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To conceptualise a definition of TT in this study, the definitions provided in the literature are examined to find the associated gaps and thus to produce a definition suitable for the SDAIs.

**Table 3.2**

*Definitions of Training Transfer and Identified Gaps in Definitions*

| Definition of TT | Gap in the definition | Author |
|---|---|---|
| Effort produced by trainees to apply KSA in the workplace | The transfer of attitudes acquired through learning (if any) is not addressed. | Noe and Schmitt (1986) |
| Maintenance of new KSA and their application in the workplace | The transfer of attitudes acquired through learning (if any) is not addressed. | Baldwin and Ford (1988) |
| Process of putting learning to work to produce better results | The components of learning are not identified. | Calhoun et al. (2020) |
| Process followed to use KSA in the workplace | The transfer of attitudes acquired through learning (if any) is not addressed. | Edwards (2013) |
| Capacity of workers to use KSA in the workplace | The transfer of attitudes acquired through learning (if any) is not addressed. | Zhang (2015) |
| Use of knowledge, skills, abilities and attitudes (KSAA) acquired through training in the workplace | The transfer of KSAA is mentioned in the definition. As each workplace has its own unique realities, the proper attitude to be adopted when faced with work challenges should be clarified during training. | Rahman and Akhter (2021) |

*Source:* Noe and Schmitt (1986)

To reconcile the different definitions and close the identified gaps, a definition of TT in line with the training definition provided by the participants in the context of this study is proposed. Training is a process through which employees acquire (1) the KSA required to perform their work, and (2) the proper attitude to adopt in the face of work challenges. Therefore, TT refers to the use of the KSA acquired through training in the workplace and the display of the right attitude acquired through training in the face of work challenges.

Figure 3.1 on the next page presents the conventional transfer of training model.



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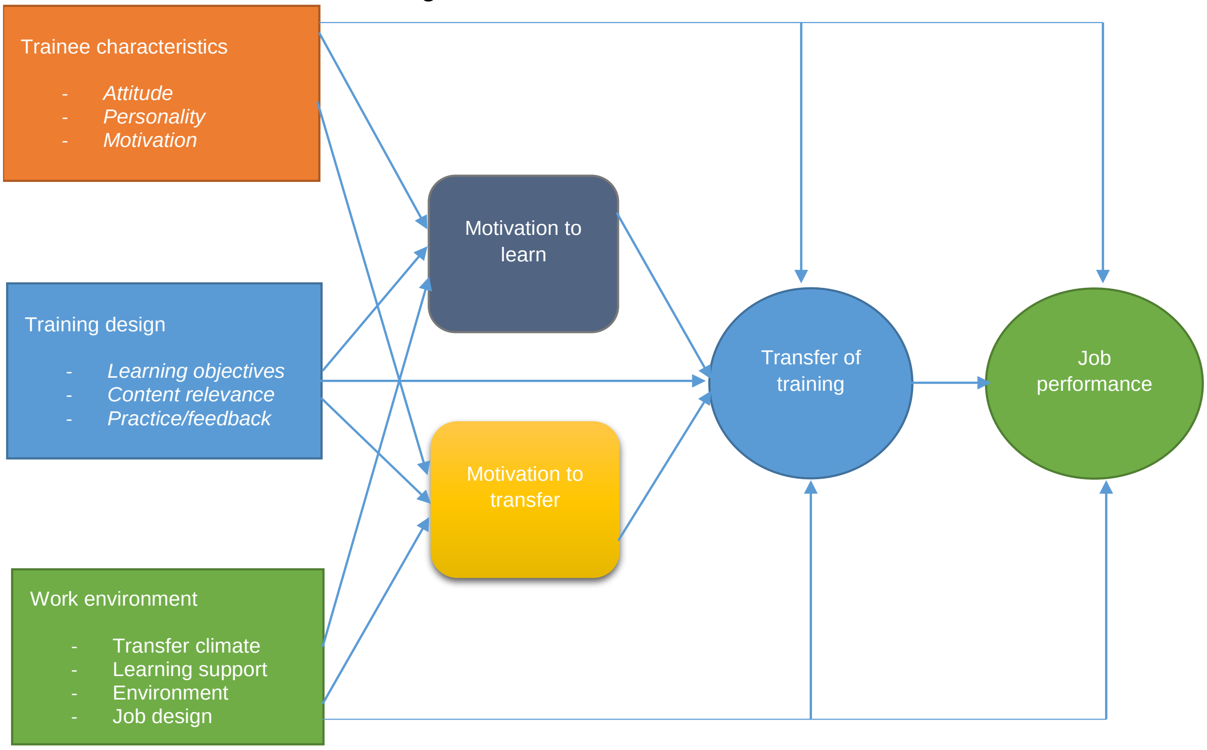
**Figure 3.1**

*Conventional Transfer of Training Model*




*Source:* Lee et al. (2014, p. 2840)

The conventional TT model integrates the prevailing TT models (Lee et al., 2014) and presents the main factors that activate the training process and should be known to organisations, namely trainee characteristics, training design and the work environment (Baldwin & Ford, 1988; Rebecca & Sangarandeniya, 2023). The characteristics of trainees involve the trainee's attitude, personality and motivation, while the design of training includes learning objectives, content relevance, and practice and feedback. The work environment includes the transfer climate, learning support, the environment and job design. The model shows that there is a direct association between trainee characteristics, training design, work environment and motivation to learn (MTL) and motivation to transfer training (MTT) (Nafukho et al., 2023; Sahoo & Mishra, 2019). The concepts of MTL and MTT which influence TT were introduced by Noe & Schmitt (1986) based on Vroom's (1964) expectancy theory. According to the TT process shown in this model, job performance is a product of TT (Lee et al., 2014). More details on the main factors that trigger the TT process will be provided in section 3.8.

In the next section, the importance of TT for organisations will be elaborated on.



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## 3.7 THE IMPORTANCE OF TRAINING TRANSFER FOR ORGANISATIONS

As organisations continue to invest in training and development, there are growing concerns pertaining to the return on these investments in terms of increased organisational results (Salas & Cannon-Bowers, 2001). In fact, training efforts without transfer are not useful for organisational effectiveness (Bell & Kozlowski, 2002). According to Latham (2007), the time, money and resources invested in the training of employees constitute a loss if an employee decides not to transfer training. For training to positively impact the results of an organisation, employees must use the acquired KSA in their workplace (Hatala & Fleming, 2007; Saks & Burke-Smalley, 2014; Wang & Wilcox, 2006). TT is of importance for producing greater performance (Goldstein & Ford, 2002). Very little value is brought by training if the acquired KSA are not used and maintained over time (Kozlowski & Salas, 1997). Without TT, training adds no worth and there is no gain; training therefore is not useful if it cannot be converted into performance. However, TT brings certain benefits making training investment worthwhile (Babkina, 2014).

Nevertheless, there are some challenges pertaining to TT (Kirwan & Birchall, 2006). Some examples of those challenges include the following: the maintenance of the performance level during training is not guaranteed when workers return to their workplace (Bunch, 2007); the lack of opportunities available to apply the acquired KSA (Suleiman et al., 2014); the resistance to change in the workplace that prohibits trainees from using their new KSA (Mani et al., 2006), and the lack of resources and facilities preventing employees from practising what was learnt during training (Madi et al., 2012). The achievement of training objectives is a challenge that every organisation wants to overcome (Babkina, 2014).

The findings of Saks and Belcourt (2006) suggest that right after training, the transfer rate is 62%, dropping to 44% six months later and then 34% after a year. Wexley and Latham (2002) posit that the transfer rate is 40% directly after training, falling to 25% six months later and 15% a year after that, while Tonhauser and Buker (2016) state that the transfer rate drops to 34% after a year. Speaking about the same issue, Khalid et al. (2017) indicate that despite high interest in the topic, the TT rate was between 15 and 30% three decades back, and this rate has remained the same. Rahman (2020) calls it the “transfer problem” and states that it has been around for at least three decades. The TT problem is real and many organisations still struggle to achieve effective TT (Mdhlalose, 2022).

Considering the level of investment in training and development, the magnitude of training transferred in the workplace matters, hence the need to identify ways to increase TT (Ryan & Deci, 2000). Since TT to the workplace determines the success of any human resource development intervention, understanding the factors that motivate it in employees is of capital



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importance (Aguinis & Kraiger, 2009). The most important thing is to understand why trainees decide to use the training acquired in their workplace (Yamnill & Mclean, 2001). Accordingly, it is important to identify the elements that affect TT in order to maximise the rate of TT. The next section will focus on the factors that affect TT, with a special emphasis on the concept of MTT.

## 3.8 FACTORS AFFECTING TRAINING TRANSFER

The three factors that are of importance for TT are trainee characteristics, training design and the work environment (Baldwin & Ford, 1988). Although some updates and extensions (Alvarez et al., 2004) have been made to the above-mentioned findings of Baldwin and Ford (1988), the focus has remained on these three factors which affect TT. These factors refer to the individual, learning field, and organisational level, respectively (Lee et al., 2014).

For a good understanding on how TT works and the factors that influence it, Lee et al.'s (2014) conventional model will be discussed below.

A special emphasis will be placed on the MTT of the trainee, as a highly relevant factor to the theme under study; that is, investigating the way workplace well-being initiatives promote TT.

### 3.8.1 Trainee characteristics

According to Lee et al. (2014), trainee characteristics involve three factors, namely, the trainee's attitude, personality and motivation. The first trainee characteristic that will be discussed is the trainee's attitude, which involves cognitive ability, self-efficacy and locus of control. Their influence on TT is also examined.

#### 3.8.1.1 Cognitive ability

Cognitive ability is about a person's ability to learn (Holton et al., 2007), think, reason, and solve problems (Zhang, 2015). High cognitive ability influences the trainee's capacity to absorb knowledge and be successful in TT (Salas et al., 1999), resulting in better performance for both the trainee and the organisation (Burke & Hutchins, 2008). Salas and Cannon-Bowers (2001) assert that cognitive ability is the best determinant of a person's potential to acquire knowledge and to transfer training. In a similar vein, Colquitt et al. (2000) state that cognitive ability is the first predictor of training success. Thus, cognitive ability should be present in order for effective learning (Colquitt et al., 2000; Salas & Cannon-Bowers, 2001) and TT to occur (Salas & Cannon-Bowers, 2001).

#### 3.8.1.2 Self-efficacy

Self-efficacy is about the beliefs individuals have regarding their abilities to learn and implement actions at a chosen level; in other words, the belief about what one is able to do (Bandura, 1986, 1997). Gist et al. (1991) posit that (1) individuals with high self-efficacy



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achieve higher performance; (2) self-efficacy is a better forecaster of future performance than previous performance, and (3) self-efficacy explains a great part of the inconsistency in performance after the control of capacity.

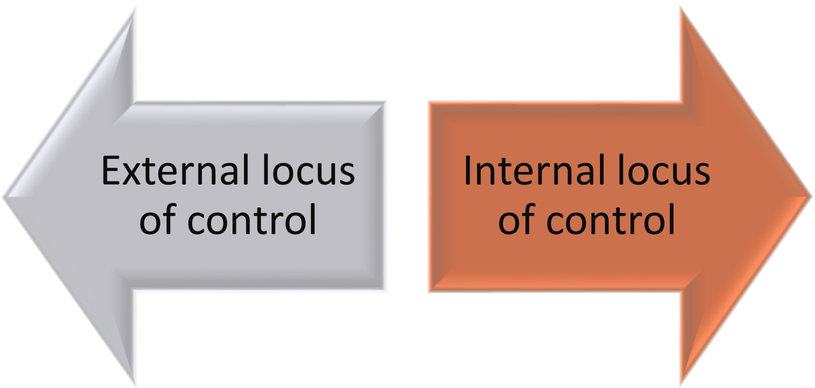
Self-efficacy has a positive impact on individual performance and MTT (Khasawneh & Bates, 2007) and thus positively influences TT outcomes (Chiaburu & Marinova, 2005; Tannenbaum et al., 1991). In fact, some interventions such as PsyCap training interventions (Cerovic & Kvasic, 2016) aimed at increasing self-efficacy have increased the rate of TT (Burke & Hutchins, 2007). Research shows that intelligence quotient (IQ) and self-efficacy influence the extent of learning and TT (Bell et al., 2017).

3.8.1.3 Locus of control (LoC)

Locus of control is about people's belief regarding the degree of control they have over the events surrounding them (Zhang, 2015). Baumgartel et al. (1984) assert that employees with high LoC are prone to transfer training. According to Zimbardo (1985), LoC is considered t a one-dimensional continuum, as shown in Figure 3.2.

**Figure 3.2**

*Locus of Control as a One-dimensional Continuum*




*Source*: Zimbardo (1985, p. 275)

An internal LoC has a positive influence on TT as individuals with an internal LoC are more prone to accomplishing their tasks than their counterparts with an external LoC (Tantanawat, 2020). Additionally, employees with an internal LoC are prone to learn and transfer training because of their expectations of the higher salary that may result from their efforts (Caliendo et al., 2020).

As far as TT is concerned, learners with an internal LoC seem to have more motivation to transfer what they have learnt (Malabika & Sumita, 2020; Tziner et al., 1991). Furthermore, trainees with an internal LoC showed greater satisfaction in learning and transfer (Chang & Ho, 2009; Malabika & Sumita, 2020). Therefore, it is important to know what differentiates



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internal LoC from external LoC as these characteristics are one of the determinants of TT. Knowing those characteristics can help managers choose employees in whom to invest in training.

Table 3.3 below shows the difference between the two types of LoC.

**Table 3.3**

*Difference in characteristics between the two types of LoC*

| Internal LoC | External LoC |
|---|---|
| Emotionally stable | Emotionally sensitive |
| Peaceful, quiet | Unreliable |
| Assertive | Substandard |
| Independent | Reliant on consent |
| Unconventional | Conservative |
| Adventurous | Very cautious |
| Socially open | Introverted |
| Stable | Compliant |
| Responsible | Careless |
| Intelligent, good insight | Narrow-minded |
| Self-assured | Inexact |
| Investigative | Ambiguous |
| Free thinking | Limited analysis |
| Comfortable | Tensed |

*Source:* Adapted from Botha & Dahman (2024)

Fourie (2009) declares that the type of LoC one has is part of one's personality and it is possible to categorise people along a continuum starting with very internal and ending with very external LoC. Moreover, LoC will predict people's ways of behaving in different situations because it is a generalised anticipation (Akin, 2011). People with an external LoC are expected to react passively to being ill. It is therefore doubtful that they will take responsibility for initiating strategies that encourage recovery (Harrison & Hart, 2006). These people will be more sensitive to stress and are prone to see an event as demanding (Kalbers & Fogarty, 2005). Scott et al. (2010) assert that an external LoC is linked to less satisfactory results, for example poor physical or psychological health.

The second trainee characteristics to be discussed is the trainee's personality which involves sense of coherence and personality traits.

#### 3.8.1.4 Sense of coherence (SoC)

Antonovsky (1979) introduced the notion of SoC to clarify why some people become sick in stressful situations, while others remain healthy. According to Antonovsky (1993, p. 725),

> … sense of coherence refers to an orientation to life, one that reflects a dynamic feeling of confidence that the stimuli within one's environment are structured,



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predictable, and explicable; that resources are available to meet any challenge; and that demands are challenges worthy of investment and participation. These three elements replicate the comprehensibility, manageability, and meaningfulness component of SoC.

Pillay (2008) describes SoC as the capacity to hold fast using consistent thinking and reasoning. Individuals with a high SoC can see a particular situation as interesting and exciting rather than risky, unpredictable or overwhelming (Geyer, 1997). For them, the stressors of daily life seem to be manageable with the use of accessible resources (Surtees et al., 2003).

In contrast, those who are low in SoC would feel helpless when confronting difficult situations (Surtees et al., 2003, leading to a poor quality of life (Eriksson & Lindström, 2007; Wainwright et al., 2008), increased occurrence of illness (Kouvonen et al. 2008) and greater risk of death (Super et al., 2014). Strümpfer and De Bruin (2009) indicate that an employee with a high SoC would see the challenges of the workplace as exciting rather than threatening and worthy of effort. Strümpfer and De Bruin (2009) propose that a strong SoC results in an abundant existence, including a productive working life. According to Dermoi and Cater (2013), effective TT is part of a productive working life. Hence, it is assumed that a strong SoC can enhance TT.

3.8.1.5 Personality traits

Personality traits may influence one’s MTL and MTT (Tziner et al., 2007), job performance, and TT (Baldwin & Ford, 1988). Holton (2005) indicates that the five personality traits that impact TT are emotional stability, extraversion, openness to experience, agreeableness, and conscientiousness.

Emotional stability involves incessant effort to attain a sense of emotional health (Smithson, 1974). Emotional stability allows one to develop a consistent and stable way of handling life problems (Chaturvedi & Chander, 2010). Studer-Luethi et al. (2012) assert that being emotionally stable may in certain cases predict intention to TT.

Extraversion is a broad personality trait that involves characteristics such as sociability, confidence, intense activity, positive emotions and impulsivity (Lucas & Diener, 2001). Introversion is the opposite of extraversion: introverts like to learn on their own while extraverts enjoy learning in groups. It is hypothesised that extraverts have more MTL and MTT (Rowold, 2007).

Openness to experience is fundamental in open-mindedness. Open individuals are intellectually curious, creative and imaginative (Smilie, 2017). Those who are open to experience tend to be flexible, creative and curious, which implies a desire to grow personally



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(Mount et al., 2005). Research findings show that openness to experience is associated with positive learning (Barrick & Mount, 1991; Salgado, 1997) and is useful for positive TT (Castillo-Gualda et al., 2019).

Agreeableness, or likeability (Robert, 1986), is associated with such qualities as unselfishness, amenableness, usefulness, lenience, flexibility, open-handedness, compassion and politeness (Digman, 1990). Agreeable employees were found to have higher degrees of MTT (Rowold, 2007) and therefore a higher TT rate (Castillo-Gualda et al., 2019).

Conscientiousness is seen as a personality trait that replicates the rather stable, instinctive patterns of opinions, spirit and actions that distinguish individuals from one another and that are produced in situations where personality traits are evoked (Roberts, 2009; Roberts & Jackson, 2008). Conscientious employees are prone to consider training as an occasion to enhance KSA and are therefore hypothesised to have both MTL and MTT (Rowold, 2007). Naquin and Holton (2002) assert that conscientiousness was found to have a positive impact on MTT.

#### 3.8.1.6 Motivation to learn and motivation to transfer

To get the best out of people, it is necessary to understand what can motivate them to perform better (Salau et al., 2016). Accordingly, it may be stated in the context of this study that to get the best rate from trained employees, it is necessary to know what motivates them to transfer training. For an individual to want to transfer training, there must be a motivational factor (Baldwin & Ford, 1988) and the rate of TT is proportional to the intensity of the MTT (Liebermann & Hoffmann, 2008). No TT is possible in the absence of MTT (Dewayani & Ferdinand, 2019). In the transfer process, motivation takes the first place, as it influences the trainees' desire to use their newly acquired KSA (Dewayani & Ferdinand, 2019).

Noe and Schmitt (1986) proposed the concepts of MTL and MTT when conducting research on how trainee characteristics influence training effectiveness. These concepts were drawn from expectancy theory (Vroom, 1964) and self-efficacy theory (Bandura, 1977) in the context of training. Kontoghiorghes (2001) groups trainee motivation into two types: MTL (Tannenbaum et al., 1991) and MTT (Ruona et al., 2002; Warr et al., 1999). MTL is the intrinsic or extrinsic wish of a trainee to achieve a good level of learning, while MTT refers to the learner's willingness to transfer the KSA acquired during learning (Noe & Schmitt, 1986). MTT is also considered an inspiration for trainees, not only to use the acquired KSA but also to share them with their colleagues (Islam, 2019). People with MTT do so with passion and determination (Devos et al., 2007). MTT is of great importance in the transfer process because it is directly associated with employee performance (Holton, 2005). Several studies have shown that MTT mediates the impact of input variables on TT (Bhatti et al., 2013). Employees



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with high MTT are prone to transfer training better than those with low MTT (Chiaburu & Marinova, 2005; Wieland-Handy, 2008).

Motivation theories like expectancy theory, equity theory and goal setting theory have been used to explain MTT (Jaidev, 2014; Latham & Locke, 2013; Yamnill & McLean, 2001). Reciprocity norm theory has also been used to clarify the motivations behind TT. The theories mentioned above will be elaborated on below.

**Expectancy theory**

Expectancy theory was proposed by Vroom (1964) and asserts that an effort produced by an individual will lead to a certain level of performance which in turn will be rewarded (Lloyd & Mertens, 2018). In work settings, the expectancy of an employee is satisfied when there is the possibility that the result of his efforts is his ideal performance level (Agah et al., 2021). In the case of a trainee, he or she will adopt a certain behaviour due to some expectations related to that behaviour (Jaidev, 2014). For high performance, an employee may expect monetary, tangible rewards, job satisfaction, or career advancement (Jaidev, 2014). On this basis, it can be concluded that trainees will transfer their newly acquired skills to their working environment if they believe that there will be better results (Jaidev, 2014).

**Equity theory**

Ibinwangi et al. (2016) define equity as a ratio between what an individual puts in the job (effort, skill, knowledge, etc.) and what he or she receives as rewards (pay, promotion, etc.). The equity theory developed by Adams (1963) stipulates that individuals desire equal and fair treatment. Consequently, it can be expected that they will use their newly acquired KSA to perform better and thus receive equal treatment.

**Goal-setting theory (GST)**

GST was developed by Locke (1968) and refers to the influence of goals on results (Hoek et al., 2016). A goal is the degree of performance that one tries to achieve (Jaidev, 2014). According to GST, clear and precise goals motivate employees to be more productive than vague and unchallenging goals (Pervaiz et al., 2021). Trainees with performance goals are therefore more likely to transfer training than trainees without goals (Wexley & Nemeroff, 1975). Thus, goal setting influences TT (Jaidev, 2014).

**Norm of reciprocity theory**

Gouldner (1960, p. 171) introduced the norm of reciprocity as a foundation of social exchange and explained this theory as follows.



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> I suggest that a norm of reciprocity, in its universal form, makes two interrelated minimal demands: (1) people should help those who have helped them, and (2) people should not injure those who have helped them.

Gouldner (1960) considered the norm of reciprocity as a broadly recognised social rule, which assumes that people react to one another in the same ways. Mansour (2017) stated that such reactions can be driven by the following reasons: (1) desire for future favours and maximising personal interest, called "utilitarian reciprocity"; (2) the wish to decrease obligation by feeling a need to respond in an equal way, labelled "normative reciprocity" and (3) the desire to increase attractiveness between the receiver and the giver. Organisational studies have demonstrated how reciprocity can motivate employees through the employee-employer relationship (Kim et al., 2020; Maxwell et al., 2003; Yuxin, 2021). Therefore, when employees receive support from employers, they feel the obligation to "pay back" in one way or another (Mansour et al., 2017). Drawing from the explanation of Mansour et al. (2017), it can be stated in the case of this study that WWIs in favour of an employee can generate an obligation to reciprocate in some way; for example, by using the KSA acquired during training to achieve better results for the organisation. This is what Guest (2017) calls the creation of a mutual gain between employees and organisations.

Following the preceding elaboration on trainee characteristics, training design (TD)/delivery will be discussed in the next section.

### 3.8.2 Training design (TD)/delivery

TD influences and promotes high TT (Baldwin & Ford, 1988; Colquitt, 2000; Holton, 1996; Lim & Johnson, 2008). Training is essential to encourage the active learning that makes it easy to acquire compound skills (Bell et al., 2017). Particular aspects related to the TD, namely the learning objectives, the relevance of the training contents, and practice/feedback are discussed below.

#### 3.8.2.1 Learning objectives

The learning objectives should be clearly identified in the TD (Chatterjee & Corral, 2017). Training objectives are identified using a training needs analysis (TNA), defined as a process for establishing training needs (Zhang, 2015). In the TNA, the skills and knowledge required are identified; this information is used to decide the form of a coherent training programme and the objectives to be attained to address the identified needs (ILO, 1996-2024).

#### 3.8.2.2 Practical relevance of content

Axtell et al. (1997) suggested that when the course content and materials match what is used in the work setting, TT is likely to take place. Training content that is applicable to the



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workplace makes trainees more satisfied (May & Kahnweiler, 2000). When what was learnt is applicable to the job more MTT will take place (Hoffman, 2008).

#### 3.8.2.3 Practice/feedback

The feedback provided after new KSA are put into practice in the work environment is a powerful tool for making the actual performance equal to the desired level of application of KSA (Ashford & Cummings, 1985). In fact, Kluger and DeNisi (1996) assert that when employees are informed by means of feedback about a gap between what is done and what should be done in terms of TT, they will struggle to decrease the gap. Kluger and DeNisi (1996) go on to state that when such feedback is associated with information on how to improve, it will result in increased TT. However, care should be taken concerning the frequency of feedback in the case of a complex message, as it might create a negative situation (Ilgen et al., 1979) and result in poor performance (Schmidt, 1991).

### 3.8.3 Work environment

The work environment is one of the determinants of TT (Wickramasinghe, 2006). Factors in the work environment which influence TT are the transfer climate, learning support, the physical and aesthetic surroundings and job design. These will be discussed in the following sections.

#### 3.8.3.1 Transfer climate

Holton III et al., (2000) refer to transfer climate as the opinion of employees related to the level of support provided by the organisational system that motivates them to share or use the KSA acquired during training. Such an organisational system includes the procedures, activities and practices implemented in the workplace (Tracey & Tews, 2005). A supportive transfer climate helps employees to be motivated to apply the new KSA in their work setting (Grossman & Salas, 2011).

#### 3.8.3.2 Learning support

The important role played by learning support factors in TT has been recognised by several researchers; such support involves peer and supervisor support (Nijman et al., 2006). Peer support is about the accompaniment provided by colleagues to trainees while using the acquired KSA on the job (Swanson & Holton, 1997). Trainees who feel supported by their peers are predicted to transfer training in their workplace (Chiaburu & Marinova, 2005; Cromwell & Kolb, 2002) and the rate of TT is greatly determined by peer support (Bates, 2003; Bell et al., 2017; Chiaburu & Marinova, 2005; Cromwell & Kolb, 2002).

Supervisor support refers to the degree of reinforcement from supervisors in the use of acquired KSA by employees in the workplace (Bates et al., 1996). Supervisors can influence



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TT by encouraging openness, paying attention to employees and empowering employees; nevertheless, supervisors may also contribute to a deterioration in TT through inhibitors like heavy workloads and unexpected work (Huczynski & Lewis, 1980). Although a supervisor can have a positive or negative impact on TT (Huczynski & Lewis, 1980), several researchers (Baldwin & Ford, 1988; Cromwell & Kolb, 2002; Lim & Johnson, 2002) think that supervisory support positively influences TT.

#### 3.8.3.3 Physical and aesthetic environment (PAE)

The PAE pertains to the facilities and the environment offered to employees by organisations to allow a rise in TT (Edwards, 2013). The aesthetic environment helps reduce trainee tension and increase their desire to use acquired KSA in the workplace, thus allowing improvement in TT (Zhang, 2015).

#### 3.8.3.4 Job design

The newly acquired KSA disappear quickly if no changes take place in the job design, resulting in poor TT (Kleinhans, 2005). Work design is related to the organisation and the structure of the job, as well as the actions and responsibilities of each employee (Morgeson & Humphrey, 2008; Parker & Ohly, 2008). Jobs can be enriched, enlarged, or simplified depending on newly acquired KSA; therefore the use of trained skills in the workplace is influenced by the work setting (Bell et al., 2017).

As discussed previously, TT is affected by many variables that are classified into three categories, namely, trainee characteristics, training design and work environment, as presented in the conventional TT model (Iqbal & AlSheikh, 2018; Lee et al., 2014). However, knowing the factors influencing TT is not good enough and, thus, quantifying the impact of learning on organisational performance is necessary; in fact, a training programme has to be evaluated in order to ascertain whether the desired results have been attained (Wickramasinghe, 2006). The next section is about training evaluation and its relationship to TT.

## 3.9 TRAINING EVALUATION AND TRAINING TRANSFER

Training evaluation refers to the process of gathering information to find out how effective and/or efficient the training initiatives were in order to allow a proper decision on future training (Brown & Sitzmann, 2011). One of the important reasons for training evaluation is the identification of shortcomings and thus to decide whether to continue, to improve, or stop existing training programmes (Brown & Gerhardt, 2002). This is referred to as the improvement hypothesis (Saks & Burke, 2014). Training evaluation should therefore be positively associated to TT, as it helps the organisation redesign training programmes to improve their effectiveness and transfer of training is more likely (Saks & Burke, 2012).



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The second reason for training evaluation is to ensure accountability, and this is referred to as the accountability hypothesis (Saks & Burke-Smalley, 2012). In the training literature, accountability is described as the level of expectation of the organisation regarding the transfer of KSA in the workplace; trainees are then held accountable for TT (Burke & Hutchins, 2007). Burke and Saks (2009) believe that training evaluation is an important approach to guarantee accountability and improve TT. In fact, the simple act of measurement indicates to employees that training is important because they concentrate more on measured behaviour (Bates, 2003; Giovannini, 2004). Burke and Hutchins (2008, p. 118) assert that “what gets measured gets done”. Trainees expecting post-training evaluation show higher intentions to transfer (Baldwin & Magjuka, 1991; Tannenbaum & Yukl, 1992). Through transfer evaluation, trainees, trainers and others are held accountable for the success of TT, hence the creation of a culture that gives importance to learning and TT (Bates, 2003).

In this section, four models of training evaluation will be discussed one by one. Then the reasons justifying their choices and their impact on this research will be explicated. Finally, a table comparing the different models and presenting their gaps will be presented.

### 3.9.1 Kirkpatrick’s training evaluation model

According to Kaufman and Keller (1994) and Bramley and Kitson (1994), one of the broadly accepted training evaluation models is that of Kirkpatrick (1976). Cascio (2014) asserts that it is a largely accepted model in the domain of organisational psychology. In this model, there are four levels that are used to evaluate training. Level 1 (reaction criteria) concerns the evaluation of the emotional reactions of trainees to a training programme. Level 2 (learning criteria) measures the level of acquired learning of the trainee. Level 3 (behaviour criteria) serves to evaluate the extent to which behaviour is transferred on the job and in trainee performance. Level 4 (results criteria) aims to measure the impact of the training programme on improving the performance of a department or organisation.

All the above-mentioned evaluation criteria can be utilised to improve a training programme and ultimately TT (Kraiger, 2002) because they can indicate needed changes in the training programme (Saks & Burke-Smalley, 2012).

### 3.9.2 Kaufman’s evaluation model

A fifth level pertaining to societal issues was added on the model of Kirkpatrick by Kaufman and Keller (1994). They argue that although Kirkpatrick’s model is meant to assess training, organisations are also interested in evaluating other types of developmental event. Kaufman’s level 5 is intended to see how society and its surroundings are affected by the evaluation process (Downes, 2016).



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### 3.9.3 Phillips' return on investment (ROI) model

To know the worth of employee training, the ROI of training interventions has to be determined (Phillips, 2003). Phillips' evaluation model involves five phases: level 1 pertains to the reactions of trainees to the training programme; level 2 evaluates the extent of improvement in KSA after the training programme; level 3 measures the level of training transfer; level 4 assesses the existence of tangible results from the training; and level 5 refers to the determination of the training cost and benefits to determine whether the value of the training benefits outweighs the training cost.

### 3.9.4 The context, administration, inputs, process, and outcomes (CAIPO) model by Easterby-Smith

The CAIPO model involves context, administration, inputs, process and outcomes which refer to the five levels of evaluation (Easterby-Smith, 1994). Goluguri (2015) provides an explanation on these five levels of evaluation. The context evaluation refers to the different aspects of the training programme itself, like the support at the worksite for the trainees; the administration evaluation involves the assessment of activities that take place before and after training; the input evaluation is about a critical analysis of the methodology and subjects taught, an examination of the content, and the training methods; the process assessment deals with the procedure used during the training session and the experiences of the trainees; and the outcome assessment refers to the evaluation of the change in KSA of trainees and organisational performance.

The choice of the models presented here resides in their evaluation criteria which can indicate the changes a training programme may require. SDAIs in Cameroon conduct various types of training (Table 6.8) and the evaluation criteria used in the models presented here may help to improve those training programmes. However, the models presented have some gaps. Closing the identified gaps with other important evaluation criteria may help to improve the quality of training evaluation and thus improve the effectiveness of a training programme.

Table 3.4 below on the following page presents a comparison of the four training evaluation models and the identified gaps.



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**Table 3.4**

*Presentation of the Kirpatrick, Kaufman, ROI and CAIPO models and identified gaps*

| | Kirpatrick's training evaluation model | Kaufman evaluation model | ROI model by Phillips | CAIPO model by Easterby-Smith |
|---|---|---|---|---|
| **Evaluation criteria** | | | | |
| | Emotional reactions of trainees<br>Level of acquired learning | Emotional reactions of trainees<br>Level of acquired learning | Emotional reactions of trainees<br>Level of acquired learning | Aspects of training<br>Activities before and after training<br>Training input |
| | Level of transfer of behaviour and performance<br>Impact of training on organisational performance | Level of transfer of behaviour and performance<br>Impact of training on organisational performance<br>Societal impact criteria | Level of transfer of behaviour and performance<br>Impact of training on organisational performance<br>Comparison between training costs and benefits | Change in employee KSA and organisational performance |
| **Strength of the model** | | | | |
| | The evaluation criteria can indicate needed changes in the training programme.<br>A broadly accepted training evaluation model | The evaluation criteria can indicate needed changes in the training programme. | The evaluation criteria can indicate needed changes in the training programme. | The evaluation criteria can indicate needed changes in the training programme. |
| **Identified gaps** | | | | |
| | No measurement of the extent to which the training intervention meets training needs<br>No measurement of the societal impact of the training<br>No cost and benefit analysis of the training programme<br>No assessment of the activities before training<br>No assessment of the training input | No measurement of the extent to which the training intervention meets training needs<br>No cost and benefit analysis of the training programme<br>No assessment of the activities before training<br>No assessment of the training input | No measurement of the extent to which the training intervention meets training needs<br>No measurement of the societal impact of the training<br>No assessment of the activities before training<br>No assessment of the training input | No measurement of the extent to which the training intervention meets training needs<br>No measurement of the societal impact of the training |

According to Saks and Burke-Smalley (2012), organisations that evaluate their training programmes quite often have a higher level of TT. Through training evaluation, organisations can appreciate the return on training investment, measure individual performance, decide on improvements, and find out if training objectives were attained (De Plessis et al., 2010).



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## 3.10 SUMMARY

In this chapter, the importance of training and TT for organisations, theories of TT, factors that influence TT, and training evaluation were elaborated on.

It may be concluded that employees who go through training are likely to transfer their newly acquired KSA to their workplace if they are motivated to do so. However, so far the list of factors that have an impact on TT is not exhaustive, and there is no consensus on which factor can create the highest motivation to transfer.

The next chapter deals with the research design and the methodology applied in this study.



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# CHAPTER 4

# RESEARCH METHODOLOGY

## 4.1 INTRODUCTION

In Chapter 3, the concept of training transfer was discussed. In this chapter, an explanation of the research design and methods used to achieve the aim of this research will be provided. Additionally, the methods used for data sampling, collection, and analysis will be elaborated on and the ethical considerations adopted in this study will be discussed.

This research was carried out in eight Seventh-Day Adventist Institutions (SDAIs) in which the perceptions and views of employees and managers were studied. Qualitative research was adopted because the views and perceptions of employees and managers in those institutions constitute the foundation for developing a model that shows the role of employee well-being in promoting training transfer (TT).

## 4.2 QUALITATIVE RESEARCH DESIGN

A research design concerns the strategy the researcher will use to incorporate the different parts of the research in a consistent way to ensure that the research question is answered in an efficient manner (De Vaus, 2006). An appropriate framework for a study is provided by the research design (Sileyew, 2019). When selecting a research design, the research question constitutes a main consideration, as it gives direction on how the study should be conducted (Maxwell, 2009). Asanahabi (2019, p. 77) declares that

> Research design is a reflection upon a researcher's ideas. It helps prevent frustration by binding the research together through a structure plan that show how all the major parts of the research work in unison to try to address the research questions.

As stated above, a qualitative design was chosen to achieve the objective of the research. The features of qualitative research, the advantages and disadvantages, and the rationale for conducting qualitative research will be elaborated on in the following section.

### 4.2.1 Qualitative research features

Polit and Beck (2008, p. 763) state that qualitative research entails the "investigation of phenomena, typically in an in-depth and holistic fashion, through the collection of rich narrative materials using a flexible research design". In a qualitative world, there is no single universal truth. Reality (truth) is understood by each person according to an individual perspective (Morrison et al., 2012). The findings of the meaning of a phenomenon should be connected to an explicit context in which the participant has experienced the phenomenon (Englander,



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2012). As such, qualitative research has an interpretive nature, converging with the participant's interpretation of their own experiences in their natural environment (Alase, 2017; Yin, 2016). Since the study is conducted in the natural setting of the participant, qualitative research also has a naturalistic nature (Creswell & Poth, 2018).

Qualitative research draws its value from its capacity to explore the depth of a phenomenon, from the viewpoints of participants, with concepts and clarifications drawn from the information collected (Lewis et al., 2014). The data, collected in a way that is not structured (Joubish et al., 2011; Saunders et al., 2016), is rich (Ormston et al., 2014) as it reveals the behaviours, experiences and exchanges of the participants (Fossey et al., 2002).

Qualitative research is subjective, so the researcher is involved in the study in a subjective manner (Cohen & Crabtree, 2006). By using qualitative research the researcher aims to discover several realities as the study progresses, thus requiring flexibility during the exploration of the phenomenon (Ormston et al., 2014) in such a way that the story of the participant is treated individually (Simmonds-More, 2016) without predetermined rules (Graebner et al., 2012).

Qualitative research also strives to allow participants to voice their perceptions and explore the actions of human beings. Its sole aim is to make the process of meaning easy (Krauss, 2005).

### 4.2.2 The role of the researcher

In qualitative research the researcher is identified as the primary instrument (Lingard & Kenedy, 2010) and data collection tool (Denzin & Lincoln, 2011). As such, data passes through the researcher who is a human instrument in performing their transformation (Denzin & Lincoln, 2011)**.** Caelli et al. (2003) assert that the researcher should inform the reader about his or her position and perceptions on the discipline concerned and the topic being studied. Yet, the researcher should not be perceived as imposing the researcher's view and thus biasing the data, but instead using the researcher's knowledge so that the background and the participation of the participants can be understood. In essence, the researcher and the participants are co-constructors of data (Lingard & Kennedy, 2010).

According to Sutton and Austin (2015), reflection is required from researchers, prior to and during the research process, so that understanding can be provided to readers. Sutton and Austin (2015) continue by stating that the reflexivity of the researcher is also mandatory. Barrett et al. (2020) declare that reflexivity is increasingly being recognised as an important feature of qualitative studies. Through reflexivity, researchers can recognise, explain and deactivate the impact of their subjectivity (Gentles et al., 2014) and, through bracketing, the



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impact of subjectivity can be deactivated (Neubauer et al., 2019). Bracketing is a process used by researchers to put aside their preconceived knowledge, personal viewpoints and perceptions that could have an impact on their research (Neubauer et al., 2019).

At least two approaches to reflexivity exist, namely reflective writing and collaborative reflection (Finlay & Gough, 2008), with the most used approach being reflexive writing that includes memos, field notes and journaling (Mruck & Mey, 2019; Ortlipp, 2008; Watt, 2007). In this research, field notes were used. Their use during the research process is described in section 5.2.4.

The researcher seeks to apprehend the perceptions and subjective reality of participants and co-constructs meaning with the participants without claiming that the findings may be generalised (Thompson, 2017). Therefore, the researcher was actively involved in the data collection procedure by fulfilling the roles listed below:

- *Conducting interviews and generating field notes*. When a researcher is individually involved, the collection of comprehensive data is possible on the different perceptions and views of the participants involved in a first-hand experience of the phenomenon (Shar & Corley, 2006).
- *Creating an opportunity for employees and managers to participate actively*. The researcher created a conducive environment by boosting the communication of different opinions and insights (Kitthananan, n.d.).
- *Using reflexivity by weighing the impact of her own opinions, perceptions and experiences in the research* (Rossman & Rallies, 2011). The researcher kept an open mind when approaching the research and filtered personal feelings and experiences that might affect the study, and was curious about exploring new territories and learning something new. The researcher was also interested in hearing and considering the different points of view of the participants even if some of the views were opposed to the researcher's personal views.

### 4.2.3 Advantages and disadvantages of qualitative research

There are a number of strengths and weaknesses inherent in qualitative research which are described in this section. The strengths reside in its usefulness for describing individual experiences (Maxwell, 2009) and in its capacity to provide a thick description within a real-life context (Miles & Huberman, 1994). In addition, it provides a complete explanation and analysis of a research topic, without restricting the participants' responses (Collins & Hussey, 2003). Through the data collected, new areas of research can be discovered which are important to



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researchers, students and practitioners, and this constitutes an advantage of this approach (Flick, 2009; Opdenakker, 2006).

In the case of this study, qualitative research allowed the description of the experiences of participants with respect to their well-being at work, thus in their real-world context. Participants had total freedom to express themselves during the focus group interviews (FGIs), thus their voices could be heard. The research allowed the gathering of a thick and rich description of employee well-being and the data collected constituted an eye-opener for the researcher and for the managers, since new perceptions, viewpoints and thoughts on how workplace well-being initiatives promote the well-being of employees and thereby contribute to training transfer (TT) came to light. Through the data collected, new theories related to the role of workplace well-being initiatives in promoting well-being of employees for effective TT were discovered.

However, qualitative research has some drawbacks. The focus is on the experience of the participants and some sensitive contextual issues may be left out (Rahman, 2017). Qualitative research is also time-consuming (Flick, 2011). Moreover, some policymakers might hesitate to give credence to the results of qualitative research (Rahman, 2017), and more regard is often given to quantitative research (Berg, 2009). Lastly, since the findings relate to a particular setting or work environment, generalisation to other settings might not be possible (Johnson & Christensen, 2012).

#### 4.2.4 Reason for conducting qualitative research

Qualitative research is meant to give meaning and interpret the experiences of individuals (Babbie, 2008; Ezzy, 2002). To provide answers to the four research questions, it was important to have a rich description of the lived experiences of the employees and managers in their workplaces. Qualitative research allowed the use of a general approach to the opinions of employees and managers of their surroundings (Babbie & Mouton, 2003; Babbie, 2008; Flick, 2009).

Qualitative research encompasses discussions involving the researcher and the participants. Many answers with various meanings came from dialogues with the participants, and the configurations of meanings were known (Daengbuppha et al., 2006) and understood (Flick, 2009) in relation to the topic under study; in this case, understanding the influence of employee well-being on TT built on the experiences and points of view of employees and managers who take part in the workplace well-being initiatives (WWIs).

Applied to this study, qualitative research allowed me to discover the meaning of well-being from the perception and viewpoints of the participants and to understand how workplace well-



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being initiatives promote employee well-being and influence TT according to their own experiences and the realities they experience in their work settings. Well-being is a subjective and intangible matter; and how well-being manifests in a human being can only be known through qualitative research. To be able to implement workplace well-being initiatives towards employee well-being that would influence TT, the profound meaning of well-being had to be understood from the interpretations of participants.

Based on what has been said, qualitative research was found to be the most suitable design to achieve the objectives of this research. The next section provides a discussion on the research paradigm that informed this research study.

## 4.3 RESEARCH PARADIGM

"Paradigms are systems of interrelated ontological, epistemological, and methodological assumptions. Paradigms act as perspectives that provide a rationale for the research and commit the researcher to particular methods of data collection, observation, and interpretation" (Terre Blanche et al., 2006, p. 40). A paradigm is understood as a belief system that connects the researcher to a particular worldview (Denzin & Lincoln, 2011). Qualitative research is grounded on the hypothesis that human-related knowledge will not be possible if human experiences are not related in the way that they are lived by the individuals concerned (Terre Blanche et al., 2006).

A constructivist paradigm was chosen for this study. According to Charmaz (2006, p. 187), constructivism is

> … a social scientific perspective that addresses how realities are made. This perspective assumes that people, including researchers, construct the realities in which they participate. Constructivist inquiry starts with the experience and asks how members construct it. To the best of their ability, constructivists enter the phenomenon, gain multiple views of it, and locate it in its web of connections and constraints. Constructivists acknowledge that their interpretation of the studied phenomenon is itself a construction.

A constructivist paradigm entails understanding the way individuals make sense of their lives in their natural settings (Adom et al., 2016), it assumes that it is not possible to discover reality objectively; instead, "people, including researchers, construct the realities in which they participate" (Bryant & Charmaz, 2007, p. 607). Meaning is created through an interaction between the interpreter and the interpreted (Crotty, 1998). The researcher's observations are shaped by the phenomena being studied and the findings are a product of the interaction between the interpreted and the interpreter (Levers, 2013).



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Well-being is perceived according to criteria that differ from person to person (Rasolofoson et al., 2018; Rees et al., 2010; Stratham & Chase, 2010; Zikmund, 2003). The researcher entered the reality of the construction of meaning of well-being and understood how workplace well-being initiatives promote employee well-being that can in turn influence TT by gaining multiple views from the researcher's interactions with the participants. The participants involved related their well-being experiences in their workplaces and co-constructed the realities in which they participated with the researcher. The findings are then the product of the researcher's interaction with the participants.

The topic was studied within the particular context of SDAIs because it is within these institutions that TT must take place. This study was carried out in a particular context, as each setting has its own realities. The researcher believes that knowledge comes from a particular context and does not necessarily apply in a different context. In this way, truth was constructed within the specific setting of SDAIs.

In the next section, the researcher elaborates on subjectivism as an epistemological assumption within constructivism which is associated with subjectivist epistemology and relativist ontology (Levers, 2013).

### 4.3.1 Epistemological assumption: Subjectivism

Epistemology is defined as "the theory of knowledge embedded in the theoretical perspective and thereby in the methodology" (Crotty, 1998, p. 3). It relates to the nature of knowledge (Al-Ababneh, 2020) and pertains to questions such as how does one know and what is counted as knowledge (Ejnavarzala, 2019; Trivedi, 2020). Therefore, it is a matter of an association between the knower and the known (Al-Ababneh, 2020; Lincoln & Guba, 1985).

The different stands in epistemology comprise objectivism, constructionism and subjectivism (Crotty, 1998). Subjectivism, which is associated with a constructivist paradigm, is the epistemological stand that was found suitable for this study. Subjectivism refers to the belief that knowledge is "always filtered through the lenses of language, gender, social class, race, and ethnicity" (Denzin & Lincoln, 2005, p. 21). As such, knowledge is subjective as it is created in a particular context and depends on the individual mind (Creswell, 2007). Levers (2013) states that subjectivists consider knowledge as value-laden even though they do not deny that an external reality exists. Subjectivists claim that things exist for a person according to his or her own thoughts, understanding and feelings. Subjective phenomena cannot easily be described objectively, since each person experiences phenomena differently, depending on their own perception (Trivedi, 2020).



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Drawing from theories on subjectivism, the epistemological assumptions associated with this study are the following:

- The well-being of the employee depends on the defined criteria of the individual employee; such criteria are shaped and determined by the background, language, culture, context, social class, sex, etc.
- A deep understanding of what well-being means in the workplace will come from the exchange between participants and the researcher.
- Well-being, as a subjective phenomenon, is neither observable nor tangible. Employees may experience well-being differently, as it can be triggered by some factors that are considered according to one's own thoughts and points of view. Additionally, one's perception of well-being can be shaped by one's background, education, cultural context, etc. Recognising that a human being has limits and does not have the capacity to read the mind of another, the researcher has to depend on the perceptions of the participant to develop initiatives for the well-being of employees that will encourage TT. The employees involved were the only ones who could describe what they meant by well-being in the workplace. Based on their perceptions, well-being initiatives that match their expressed needs and expectations may be implemented to encourage the transfer of training.

### 4.3.2 Ontological assumption: Relativism

Ontology is about what is thought to be real and essential (Berryman, 2019). Ontology is the part of philosophy that relates to what reality is and what is considered real. The endless debate of ontology is about the existence of reality. Do things exist because they are in our thoughts? Or is their existence independent of our mind? (Levers, 2013). Ontological assumptions refer to assumptions pertaining to what is real and the nature of what exists (Guba & Lincoln, 1989). Ontology provides the researcher with a certain level of certainty on the nature of what they are researching (Trivedi, 2020; Willis, 2007).

According to a relativist ontology, reality consists of a subjective matter (Denzin & Lincoln, 2005) and something subsists because it is so in our thoughts (Guba & Lincoln, 1989). Since individuals' perceptions differs from one another, the reality is a personal matter. In fact, many people can pass through the same experience without living the same reality; hence, the number of interpretations of an experience and the number of the related realities depend on the number of persons who passed through that experience (Levers, 2013).



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Relativism suggests "the relativity of existence of all things in existence" (Rassokha, 2022, p. 1433). It is the view that individuals can have contradictory beliefs about the world and what exists (Darmstadter & Fosl, 2016). The world indeed contains various realities, each as pertinent as any other (Erlingsson & Brysiewicz, 2013).

As far as the topic under study is concerned, the researcher believes that the well-being of employees is real because as an employee, the researcher has experienced some well-being initiatives in the researcher's workplace. There are also realities in the workplace that have had a negative impact on the researcher's well-being. The researcher has also been involved with TT and therefore it is a part of the researcher's reality. After receiving missionary training, the researcher was eager to use the KSA, instructions and guidelines provided during the training in the researcher's workplace. The researcher knows the factors that motivated those actions and has seen the results of TT.

However, the researcher's perceptions about the topic may not be the same as the participants. Each employee has a unique experience affecting their well-being in their workplace; therefore, to have a comprehensive picture of the topic, the researcher had to explore the viewpoints, perceptions and experiences of the participants involved. In doing so, the researcher constructed knowledge together with the participants.

The ontological assumptions associated with this research are the following:

- Well-being exists because it exists according to one's understanding and thoughts.
- The realities of well-being depend on the way one conceives well-being in one's mind and according to one's experience.
- Employee well-being and how it influences TT is a subjective experience. Each employee will describe their own reality and tell their own stories, resulting in multiple realities.
- The perception of well-being of each employee depends on his or her world.

In the next section, the unit of analysis, population under study and the sampling method will be discussed.

## 4.4 UNIT OF ANALYSIS, POPULATION AND SAMPLING

### 4.4.1 Unit of analysis

The units of analysis in this study were the permanent employees and top and middle managers of eight SDAIs in Cameroon.



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### 4.4.2 Population

A population consists of a complete assortment of cases that meets a particular set of conditions (Terre Blanche et al., 2006). In this study, the population included all permanent employees and managers of eight SDAIs in Cameroon who had attended at least one training seminar in the past two years or had just acquired a diploma/degree.

The following table provides details on the population.

**Table 4.1**

*Presentation of the Population*

| Institutions | Number of institutions | Number of employees | Number of administrators | Population |
|---|---|---|---|---|
| High schools | 3 | 640 | 9 | 250 |
| University | 1 | 51 | 3 | 37 |
| South West Local Conference | 1 | 25 | 3 | 20 |
| Union Headquarter | 1 | 25 | 3 | 23 |
| Auditing agency | 1 | 3 | 1 | 3 |
| Buea hospital | 1 | 132 | 3 | 86 |
| **TOTAL** | **8** | **876** | **22** | **419** |

*Source:* Office of the Cameroon Union Mission Secretary (2019)

### 4.4.3 Sampling

Owing to the qualitative nature of this research, a nonprobability (purposive sampling) sample was used. This kind of sampling which is also identified as judgement sampling, involves a free choice of participants based on their knowledge or experience related to the topic under study and their willingness to participate (Bernard, 2002). Persons or groups of persons that are familiar with the phenomenon to be studied are identified (Creswell & Clark, 2011). The ability of a person to express his or her own opinion also matters in purposive sampling (Bernard, 2002; Spradley, 1979).

In this research, purposive sampling was used to choose participants who could make the best contribution to the development of theory (Korstjens & Moser, 2018). The objective of this choice was to gather rich data (Charmaz & Tornberg, 2021; Maxwell, 2008). Rich data involve stories and opinions of individuals who have knowledge and experience related to the phenomenon of interest (Charmaz & Tornberg, 2021).

Hence, the researcher chose people who could easily understand the topic due to the knowledge and information they had acquired and were able to provide explanations and express their opinions to the researcher (Brink et al., 2006). The researcher used purposive sampling to obtain a sample that was sufficiently representative of the specified characteristics of the population of interest using specific inclusion and exclusion criteria.



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#### 4.4.3.1 Criteria for selecting employees and managers

The inclusion criteria listed below were used to select employees and managers:

- Have attended at least one training and development seminar in the past two years or have just acquired a new diploma/degree
- Permanent employee of an SDAI
- Desire to participate in both an FGI and an individual interview (II).

The following exclusion criteria were applied:

- Employees who had not attended any training and development seminar or who had not obtained a new diploma/degree in the past two years
- Part-time employees of an SDAI
- Employees not willing to participate in an FGI.

#### 4.4.3.2 Sample size

To explain the logic used in the determination of the sample size, the concept of data saturation will first be elaborated, followed by a discussion of the sample size.

According to Morse (2004), data saturation is reached when the researcher, in the process of analysing the data, no longer discovers new data and all concepts have been developed. Hennink et al. (2016) present two kinds of data saturation, namely code saturation and meaning saturation. Code saturation refers to a situation where the researcher has "heard it all", and this could be achieved in nine interviews. By contrast, meaning saturation is reached when the researcher "understands it all", and could be achieved between 16 and 24 interviews. Charmaz and Thornberg (2020) state that data saturation is reached when continuing data collection does not procure additional insights.

Despite the concept of data saturation, some researchers prefer to provide guidelines for sample size. Morse (2004) suggests 30 to 50 interviews including four to six focus groups. However, this is the case if the interview is the only data collection method used. As far as focus group size is concerned, the optimal size is six to eight participants. However, focus groups can still function with fewer participants, even though limited discussion may occur for small groups and large groups can be difficult to manage (Mishra, 2016).

In this study, data saturation occurred when no new themes evolved and new coding was no longer possible (Charmaz & Thornberg, 2020; Fusch & Ness, 2015). This happened after performing eleven FGIs and twelve IIs. Since purposive sampling was used, participants understood the subject under study very well, thus facilitating reaching data saturation (Bonde, 2013). The number of participants was deemed to be adequate and provided rich information for a comprehensive investigation; thus enriching the quality of the study (Guetterman, 2015).



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Table 4.2 provides the number of participants in the FGIs and IIs.

**Table 4.2**

*Number of Participants in the FGIs and IIs*

| Focus group | Number of participants | Individual interview | Number of participants |
|---|---|---|---|
| FGA | 5 | MA | 1 |
| FGB | 7 | MB | 1 |
| FGC | 5 | MC | 1 |
| FGD | 6 | MD | 1 |
| FGE | 7 | ME | 1 |
| FGF | 8 | MF | 1 |
| FGG | 6 | MG | 1 |
| FGH | 5 | MH | 1 |
| FGI | 4 | MI | 1 |
| FGJ | 8 | MJ | 1 |
| FGK | 6 | MK | 1 |
| | | ML | 1 |
| **TOTAL** | **67** | **TOTAL** | **12** |

In the next section, the concept of an interactive approach to research that was used in this study will be discussed.

## 4.5 RESEARCH METHODS

This section focuses on the techniques used for data collection and analysis.

### 4.5.1 Data collection methods

The office of the Cameroon Union Mission which oversees all the SDAIs acted as the gatekeeper in this study. The gatekeeper wrote letters to the different institutions introducing the researcher and authorising the proceeding with data collection. Copies of such letters were sent to the researcher.

Once the authorisation was granted, the researcher contacted the administration of the different SDAIs involved in the study to arrange data collection activities. These institutions received the request openly and did not delay in organising the data collection with the researcher. The researcher worked on the schedule for FGIs and IIs together with the different institutions involved.

The different administrations of the institutions involved informed their employees about the upcoming research study to be conducted. The researcher wrote a short summary of the research project in simple terms to be read by one of the managers to the participants after one of their morning worships (as part of the announcements) to inform them of the topic to be discussed and why the topic was important. When the time scheduled for data collection



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came, the employees were gathered by the administration. The researcher then met the employees and introduced herself, after which the participant information sheet was distributed to provide information about the study (see Appendix A). The participants who chose to participate in the study then signed a consent form (see Appendix B).

Data collection in qualitative studies aims to provide an indication of the experience being explored (Busetto et al., 2020), with the findings being based on the data that are gathered. To organise data collection in this study, FGIs and IIs were scheduled in consultation with the different institutions involved. The interviews took place on the premises of each institution.

Information on all aspects related to data gathering, namely the data gathering methods, the technique used for data collection, the data recording instruments, the transcription of the tape recordings, and translation of the data will be provided in the following sections.

Two ways were used to collected data, namely focus groups and individual face-to-face interviews. First, the procedures used to collect data from the focus groups are described and then the interviews in this study. In both the focus groups and the individual interviews, data-recording instruments were used and the recorded information was transcribed verbatim. Participants used their home languages, hence the process of translating the data is also described.

#### 4.5.1.1 Use of focus groups in the study

Data were gathered by means of FGIs (for employees) and IIs (for managers). Lambert and Louiselle (2008) suggest that, when collecting qualitative data, the two methods should be put together. Accordingly, the two methods will be defined and their features will be discussed.

Focus groups encourage participants to contribute to the discussions and react to other members' points of view (Kitzinger, 1993). Mishra (2016, p. 1) defines a focus group as "a type of in-depth interview carried out in a group". During the discussion, each member of the group is invited to participate and contribute to the discussion, while the researcher stimulates the discussion. The following characteristics of FGIs justified the choice of this collection method for the researcher:

- The generation of information that lies behind the views of participants is possible through the use of a focus group (Mishra, 2016).
- A focus group allows for the understanding of participants' experiences and perceptions (Mishra, 2016).
- Focus groups are an excellent way to provide explanations of participants' attitudes and to provide understanding of the subject under study (Mishra, 2016).



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- All participants are available at one site (Bloor et al., 2001). In this case, the study site is the natural environment of the employees, that is, their usual place of work.
- A focus group allows the collection of a good amount of data within a restricted time frame compared to a corresponding number of interviews (Nyumba et al., 2018).
- Because of group dynamics, focus groups allow the possibility to freely analyse issues that are not yet well understood (Nyumba et al., 2018).

#### 4.5.1.2 Use of face-to-face interviews in the study

The individual interviews involved a face-to-face dialogue between the researcher and the participant and took place as a goal-oriented talk (Leidy & Vernon, 2008). An interview is also defined as a means of vocal exchange between persons. Face-to-face interviews are considered ideal since they permit the creation of an association between the researcher and participant; moreover, they allow for nonverbal communication to be easily considered (Yeo et al., 2014).

Interviews as a data collection instrument are thought to be reliable, since data come directly from the participant (Kothari, 2001). Furthermore, when interviews are used to collect data, the sample size is smaller (Guion, 2006; Kothari, 2001). The managers were interviewed individually because it is rare for all of them to be available at the same time due to their different responsibilities which quite often require travelling.

Interviews not only allow for the exploration of participants' experiences and viewpoints but also for the explanation of the said experiences in relation to the settings in which they took place (Edwards & Holland, 2013). The interview is a frequently used data gathering technique in qualitative research (Creswell & Poth, 2018).

There are several types of interview, namely structured, unstructured, and semi-structured interviews (Lewis & Nicholls, 2014). In this research, semi-structured interviews were used. These involve interactions between the researcher and the participant from which qualitative descriptions can be obtained (Oerther, 2021). Open-ended questions are typically asked to structure the interview (Foley & Timonen, 2015).

Through semi-structured interviews, open-ended data can be collected, the thoughts, feelings and beliefs of the participants on a special issue can be explored, and sensitive issues can be investigated (DeJonckheere & Vaughn, 2019). Using semi-structured interviews, the researcher gathers qualitative descriptions of the concepts under study. It also allowed for the exploration of the thoughts, feelings and beliefs of the participants about well-being.



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Researchers should consider the following recommendations when preparing themselves for qualitative interviewing: (1) the need to be acquainted with the tool used to record data (McGrath et al., 2019); (2) the venue and the interview time should be convenient for the participants and the interview should be conducted in a quiet and comfortable setting, far from disturbances (Illing, 2014); (3) make the participants comfortable by asking easy questions and help them familiarise the topic being studied (McGrath et al., 2019); (4) the participants should be approached with an interested manner indicating that their point of view will be important (Bell, 2014; Schoultz et al., 2001); (5) care should be taken in regard to the participants' reactions because some topics could create unpleasant emotions (Varpio & McCarthy, 2018); and (6) always end the session by asking if the participants have something to add (Varpio & McCarthy, 2018).

During the interview sessions, the researcher tried to follow the recommendations mentioned above so that data collection could be done according to the specified standards. Prior to data collection, the researcher tried to become acquainted with the digital recorder by following the instructions given in the manual. At the beginning of each interview, individual or group, the researcher insisted that the points of view of the participants were extremely important; for that reason, the researcher came into their midst to hear them and exchange ideas with them to understand their perceptions, thus conveying that the researcher was very interested in what they had to say. Participants were encouraged to actively contribute to the discussions, which made the participants feel important and the environment was relaxed.

Regarding the IIs, these took place in the office of each participating manager, which was a comfortable and convenient place for each interviewee. The time for the interview was agreed on ahead of time. The willing participants were invited to sign an informed consent form.

The researcher conducted the interviews according to an interview guide (see Appendix C) that started with the following open-ended questions: What is your definition of the word "well-being"?

In the case of the FGIs, the environment was more natural than in the case of the IIs as participants influence one another in the same way in real life (Casey & Krueger, 2000). This allows for the collection of high-quality data (Patton, 2002). Through the FGIs, comprehensive data on participants' opinions and impressions were provided (Stewart & Shamdasani, 1990). The FGI is also a method that suits the search for information on sensitive issues and allows participants to express their feelings and needs (Dilshad & Latif, 2013).

For the FGI to take place, a quiet and private environment where the participants would feel comfortable was arranged with the administration of each institution involved. Like the II, open-



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ended questions were also. According to Bing (2007), open-ended questions intended to discover, comprehend and clarify the nature of a phenomenon are used in FGIs. No issue was experienced with the group mix because most of the participants were comfortable and familiar with each other and discussed their feelings and opinions openly. This factor facilitated the discussion.

The researcher listened actively, respected the participants, remained open throughout the sessions, showed patience while listening to their stories, was sensitive to their needs and responded to the participants, searching deeply for the meaning of their experiences. The researcher is of the view that FGIs were a valuable instrument for this study because participants could freely share their perceptions about their well-being as employees and how it may or may not have had an influence on TT.

#### 4.5.1.3 Data-recording instruments

Seale and Silverman (1997) assert that recording the interview is one of the strategies used to warrant rigour and validity when it comes to qualitative research. Silverman (2010) therefore emphasises that it is important to record interview data.

When each interview is audio taped, it allows the collection of a large amount of data, enabling a particular focus on the specific vocabularies used by the participants (Rapley, 2007). Analysing the vocabularies used by the participants helps the researcher to understand the thoughts and opinions expressed by the participants. Moreover, recording the interview allows for repeated listening in the case of doubt (Al-Yateem, 2012). It gives the researcher the possibility to listen and listen until things are clearer in the mind.

The tape recordings also offer a truthful verbatim record of the interviews (Saldaña & Omasta, 2018), as there is no addition to or deduction from what has been said. An audio recorder was used personally by the researcher to record the FGIs and the IIs.

It is also recommended that field notes be taken during the interviews. Phillippi and Lauderdale (2017) declare that for the documentation of contextual data, field notes are strongly recommended in qualitative research. Phillippi and Lauderdale (2017) go on to say that using field notes that provide non-textual information, rich accounts on the interview context and meetings with participants can be constructed.

The roles of field notes in qualitative research include the following (Elo & Kyngas, 2008; Emerson et al., 2011; Tsai et al., 2016).

- Help researcher(s) to carefully observe settings and exchanges between participants
- Complete the verbal data



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- Document different aspects of the settings and the researcher's views
- Boost the researcher's reflection
- Facilitate the identification of bias
- Provide essential context to enlighten data analysis.

Field notes were used by the researcher to record the nonverbal cues of participants in order to create a rich data analysis context (Flick, 2009; McLafferty, 2004). Nonverbal cues involve gestures, facial expressions and the like. The contents of field notes and their use is discussed in Chapter 5. Field notes helped the researcher to contextualise the study and provided a valuable tool for the writing of Chapter 5 which presents an account of the fieldwork.

#### 4.5.1.4 Transcription of the tape recordings

Transcriptions consist of transforming recorded audio into written words used in the analysis of a phenomenon (Duranti, 2006). Transcription is a regular practice in qualitative research (Tracy, 2019).

The following reasons justify the importance of data transcription for qualitative research: (1) data are transformed into a text-based format, thus they can be visualised and read several times; (2) transcription facilitates analysis and the sharing of ideas; (3) it facilitates the immersion of the researcher in the collected information; and (4) it facilitates the identification of patterns in the data (Tracy, 2019).

Because there are various kinds of research that use qualitative methods, standard guidelines on transcription do not exist; instead, decisions depend on the approach being used (McMullin, 2021). The researcher transcribed the digital recordings of the FGIs and IIs verbatim to ensure that meaning was preserved and nonverbal cues were included when they transmitted important information. In this case, where the researcher did the transcription, it is assumed that the written transcript accurately reflects the interview (McMullin, 2021). Furthermore, the transcription helped the researcher to become familiar with the data.

The digital recorder was placed close enough to the participant so that the voice was clearly picked up, hence a good quality recording was obtained. It took the researcher an average of four hours to transcribe one hour of audio. During the FGIs, the researcher assigned a number to each employee who first gave his or her number before answering a question. This technique facilitated the transcription of the FGI, because it made the researcher aware of what each participant said during the FGI despite the sheer amount of data. It was not necessary to use the same procedure during the IIs, since only one interview was conducted at a time.



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#### 4.5.1.5 Translation

As the study was conducted mostly in French, since most of the participants were French-speaking, the full interviews had to be translated. Retaining the original meaning after translation is of the utmost importance (Halai, 2007). To this effect, Rossman and Rallis (1998) declare that a researcher will double his or her work in choosing to translate the interviews. However, entrusting the translation work to a translator also has its complications, as translators and translations have an impact on meaning (Clark et al., 2017). The fact that language is context-based should be taken seriously as some words may have different meanings depending on the context (Halai, 2007). According to Evans-Pritchard (1951), errors can be minimised by learning the language, and thus eliminating the role of a translator. Ideally, the translator should (1) be deeply familiar with the interview topic, (2) understand the interview context well, and (3) know the culture of the participants (Al-Amer et al., 2015). Nevertheless, the debate on how to get to an "accurate" and "equivalent" translation in a second language remains unsolved (Temple et al., 2006).

For English-speaking participants, the study was conducted in English. It should be noted that Cameroon is a bilingual country, with French and English being recognised as official languages and both are studied at school, even though there are English-speaking and French-speaking zones. There might consequently be a problem in terms of expressing oneself in one of the languages due to a lack of practice, but what is said can be understood. The researcher provided the translation to ensure that the answers given are well understood and that the interaction of the group was not negatively affected.

When both French and English-speaking participants were present in a group, the researcher translated all the answers to ensure that all were well understood. The researcher speaks both French and English, although having Malagasy as a home language, therefore the choice to analyse the data in English was justified by the profile and background of the researcher.

The researcher has not lived in Madagascar for the past 33 years, so for a long time the researcher has used the Malagasy language only for communication with relatives and not in a professional environment. Furthermore, technical terms in human resource management (HRM) do not exist in the Malagasy language and the languages mainly used in higher education in Madagascar are French and English. In addition, the researcher completed her master's degree in an English-speaking country and so the researcher is more familiar with the technical terms in English. Concerning knowledge of the context of the study, at the time of the study the researcher had been working in Cameroon for the past 19 years and used English and French as teaching languages. This profile has made the researcher a bilingual and bicultural researcher who understands the cultural context of the participants very well



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and knows the meaning of words used in local contexts. To make sure that the meaning was retained, the researcher chose to do the translation of the French transcribed data into English, which is the target language. The translation work brought the researcher closer to her data. Therefore, no language problem was experienced during data gathering, transcription, translation and data analysis.

All the interviews conducted in French were translated into English. Each translated interview was read several times to make sure that the sentences were properly constructed and had kept their original meaning. The researcher subsequently requested the assistance of an official translator for verification. The translator signed a confidentiality agreement to protect the participants (see Appendix C). After the data were gathered, transcribed and translated, they were analysed. The data analysis is explained in the next section.

### 4.5.2 Content data analysis

The content analysis that was used to analyse the data in this study will be discussed in this section.

According to Cole (1998), content analysis is identified as a method used to analyse messages that can be in written, verbal or visual form. It is also defined as a method developed to understand the meaning of data (Hsieh & Shannon, 2005) and can also be used to analyse documents (Babbie, 2007; Brink et al., 2006; Elo & Kyngas, 2008. Its aim is to reach a comprehensive definition of the phenomenon under study, resulting in concepts or categories that describe the phenomenon (Elo & Kyngas, 2008).

In content analysis, no methodical rules exist for data analysis; its main characteristic is the classification of data into categories (Burnard, 1996; Weber, 1990). According to Tesch (1990), a more effective content analysis can be obtained by categorising and assigning codes to data. To this effect, Tesch (1990) proposed a data analysis approach that consists of eight steps, which are discussed next.

*Step 1: Read the interview transcript of each participant repeatedly to achieve a good understanding* (Sandberg, 2000) *and become immersed in the data* (Burnard 1991; Polit & Beck, 2004). While performing this action researchers should be guided by the research questions (Robson, 1993). The transcribed interviews with employees and individual managers were read repeatedly to obtain a good understanding of the data.

*Step 2: Search for the underlying meaning in the data and write keywords in the margin*. The deep meaning in the data was found and keywords were written.

*Step 3: Make a list of all themes and regroup similar topics* (Braun & Clarke, 2006; Creswell, 2008). All themes were listed and similar topics were put together.



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*Step 4: Apply the list of themes to the data.* Abridge the themes as codes and write them next to fitting quotes. Codes are identified by Charmaz (2012) as short labels constructed by the researcher as he or she interacts with the data. Review the list of codes and return to the data to see if new codes occurred (Braun & Clarke, 2006; Creswell, 2008; Tesch, 1990). Accordingly, the different themes were abridged as codes and the researcher returned to the data to see if new codes had surfaced.

*Step 5: Find an appropriate and evocative expression for the themes and group them into categories.* The most descriptive wording for the topics was provided and the topics were put into categories.

*Step 6: Decide on the final abbreviations for the codes.* These abbreviations were revised, but the codes were not alphabetised since the order of themes followed the order of the research questions.

*Step 7: Gather data material related to each theme.* Hence, such material related to each theme was collected and placed with the theme.

*Step 8: Report the findings.* The findings were reported in a narrative format and included a detailed discussion of the identified themes following the order of the research questions.

*Step 9:* Out of the eight content analysis steps, one additional step was added to compare the findings with the existing literature so that the initiatives for the promotion of resources in the literature could enhance the resources and address the challenges provided in the data. This action formed part of the interactive approach used in this research study.

## 4.6 INTERACTIVE APPROACH TO RESEARCH

In this research, the interactive model of research design by Maxwell (2008) was used to provide a fit between the different elements of the research study so that, at the end, a refined product linked to each element could be produced. According to Ellström et al. (2020), interactive research is a research approach in which researchers and participants make joint efforts to produce change in a workplace. In an interactive approach, the emphasis is put on the generation of new theories resulting from the research. For effective interactive research, trust between researcher and participants should be established (Svensson et al., 2007). An interactive approach to research is especially suitable when it comes to dealing with complicated organisational matters (Van de Ven, 2007), as the purpose of such an approach is to contribute to the development of new concepts or models that address the needs of the participants (Svensson et al., 2007).

An interactive approach is composed of different elements which are in an association with each other in order to form a holistic view of a research study (Maxwell, 2008). Hence,



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elements such as goals, the conceptual framework, the research questions, the research methods and validity may influence or be influenced by each other. In addition, attention is paid to ethical considerations in every element involved.

The five elements of the interactive model are discussed in the following section.

#### 4.6.1 Goals

This element concerns the justification or motivation for the study, its potential influences in terms of practice and regulations, and the importance of its results (Maxwell, 2008). The goals of a research provide answers to matters pertaining to (1) the reason for carrying out the study; (2) its worth, (3) the problems it wants to clarify; and (4) the regulations it wants to influence (Maxwell, 2008). The goal of the research determines the use of an inductive or a deductive approach to content analysis (Elo & Kyngas, 2008). Sections 1.4 and 1.2.2 provide details on the goals of this research study.

#### 4.6.2 Conceptual framework

This element concerns theories, the results of previous research, and beliefs that are associated with the research topic (Maxwell, 2008). Miles and Huberman (1984) posit that a conceptual framework is the chart a researcher uses to explore a territory. Through the conceptual framework, a theoretical overview of the planned research is provided (Trafford & Leshem, 2008). Considering the assertions of Maxwell (2008) and Miles and Huberman (1984), it can be said that theories, the results of previous research and beliefs pertaining to the research topic serve as a guide to the researcher in conducting the planned research.

In the case of this study, the theories, the results of previous research and beliefs pertaining to the research topic helped the researcher to grasp the sense of the topic, shaped the way the researcher understands it and facilitated the exploration of the research territory. As a territory has boundaries, the conceptual framework for this study (sections 1.2.1.1 and 2.2.1) provided the boundaries of the territory to be explored so that the research study could be carefully conducted within the boundaries.

#### 4.6.3 Research questions

This element concerns the different questions the research study would provide answers to (Maxwell, 2008). The research questions related to this study are found in section 1.6.

#### 4.6.4 Methods

This element concerns the procedures being used for data collection and analysis so that the research questions can be answered (Maxwell, 2008). Sections 4.5.1 and 4.5.2 provide information on the data collection and data analysis conducted in this research study.



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### 4.6.5 Validity

This element refers to the degree to which the findings are considered true among individuals outside the research (Maxwell, 2008). Elements that reinforce the validity of findings are discussed next in relation to the ethical consideration (sections 1.8 and 4.8), as are methods to establish rigour and trustworthy and authentic data (sections 1.8). Trustworthiness is related to the quality and value of a study; when qualitative research can be accepted as true, it is seen as trustworthy (Cho & Trent, 2006). The four criteria that warrant trustworthiness in a qualitative study are (1) validity (Maxwell, 2008), (2) dependability, (3) confirmability, and (4) transferability (Cho & Trent, 2006; Lincoln & Guba, 1985). Each of the four criteria are discussed below.

In research using an interactive approach, validity refers to the characteristics of findings that are true in the eyes of individuals outside the research (Maxwell, 2008). Some strategies used to minimise validity threats are the following:

- The sustained and long-term presence of the researcher at the site which permits several observations of participants (Becker & Geer, 1957).
- The production of detailed data through the presence of the researcher, which is associated with in-depth interviews (Becker, 1970).
- The validation of the data by the participant, which consists of a systematic search for feedback about the data from participants; it is a way of avoiding misinterpretation of the meaning (Bryman, 1988).
- Searching for discordant data through its assessment and deciding whether the conclusion should be modified or retained (Wolcott, 1990). This strategy is referred to as fair dealing by Mays and Pope (2000).
- Triangulation, which consists of collecting data from a variety of participants and settings, using different methods. This method is suitable for assessing the generality of the explanations provided (Fielding & Fielding, 1986).
- The use of numerical expressions to assess the amount of discordant data that might lead to a special conclusion or threat (Becker, 1970).
- The use of multisite studies for comparison (Maxwell, 2008).

Maxwell (2008) asserts that not all these strategies would fit any given study; hence the need for each researcher to use the best strategies that can work with their specific potential validity threats.



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To reinforce validity, the researcher applied the following strategies:

- Presence at the different sites and observation of the participants during FGIs (refer to section 5.2.3.1)
- The process of participant selection and details about the setting and the research participants were provided (Krefting, 1991) (refer to sections 4.4.3.1, 5.2.3.1 and 5.2.3.2).
- Disciplined subjectivity was used, where a detailed description of the fieldwork site was provided to the reader without the researcher imposing her views of events on those of the research participants (Erickson, 1973).
- The researcher remained reflexive throughout the research process, that is, reflecting constantly on the research methods, methodology, limitations, the researcher's own biases and more (Johnson & Rasulova, 2016) (refer to section 4.2.2). This reflection on the methodology of this study can be found in Chapter 4.
- The findings of the study were sent to the participants for confirmation (Johnson & Rasulova, 2016). Since the main aim of this research was to explore the role of workplace well-being initiatives in promoting employee well-being and TT, employees and managers were able to judge the validity of this study rationally (Krefting, 1991).
- Triangulation was proved through FGIs and IIs.
- To achieve the external validity of the study (Andrade, 2009) the findings were compared with the existing literature (Gibbs, 2007).

#### 4.6.5.1 Dependability

Dependability is about the degree to which the research could be done in analogous conditions; as such, enough information on the entire process should be provided so that another researcher could use the same research process although drawing different conclusions (Stenfors et al., 2020). As Lincoln and Guba (1985) state, for a study to qualify as dependable it should be accurate and consistent. The two ways in which dependability is handled are stepwise replication and an inquiry audit. Stepwise replication involves researchers regrouping into two teams to confront the data and verify the results (Makel et al., 2022). Regarding the audit trail, the data and supporting documents are examined by an independent assessor (Carcary, 2009). However, there is a way to deal directly with the dependability; that is, by documenting the research process to allow another researcher to replicate the study (Stenfors et al., 2020).



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In the case of this research study, the direct method was used. Methods pertaining to data collection, analysis and the interpretation of results were described to provide enough information on the research process.

#### 4.6.5.2 Transferability

Transferability is related to the degree to which the results of a research study can be applied to other situations (Lincoln & Guba, 1985). Decisions on transferability are based on a full understanding of the setting by the researcher (Jensen, 2008). The selection criteria applied to participants, their principal characteristics, the research methodology and methods are elements that allow an assessment of the transferability of the findings to a different context (Moretti et al., 2011).

To increase transferability in this research, details on the research context, the participants, the methodology and the methods used in the research were provided to enable judgement on whether the results were transferable. These details are provided in Chapters 1, 4 and 5 respectively.

#### 4.6.5.3 Confirmability

Lincoln and Guba (1985) assert that confirmability is recognised upon achieving credibility, transferability and dependability. Confirmability ensures that the research process and findings are free from bias (Baxter & Eyles, 1997). It refers to the degree to which other researchers can confirm the findings of the research; meaning that interpretations of the findings come from the data and not as a result of the researcher's mind (Guba & Lincoln, 1989.

Reporting on the researcher's beliefs and assumptions constitutes a main criterion of confirmability (Miles & Huberman, 1994). Furthermore, by describing the methodology in detail, the researcher allows the reader to recognise the confirmability of the study (Shenton, 2004). For this reason, the ontological and epistemological assumptions used in the research were clearly mentioned (refer to sections 4.3.1 and 4.3.2). They provide an explanation of how the researcher's position could be perceived in the findings. The methodology that was followed was also described so that confirmability can be determined, showing the coding process and how constructs and theories that emerged from the data can be recognised (refer to section 4.5.2). This is a way to make the research transparent (Jensen, 2008).

## 4.7 ETHICAL CONSIDERATIONS

In qualitative research, ethical considerations are more complex due to the closeness between researchers and participants (Fleming & Zegwaard, 2018; Wa Mbaleka, 2019). Therefore, it is important to look at ethical considerations more closely (Wa Mbaleka, 2019). Additionally, if



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ethical issues are not properly handled, they can result in unethical actions that can have a negative impact on both the researcher and the participants, and even on their employing organisations (Wa Mbaleka, 2019). For this reason, approval must be obtained from human research ethics committees prior to data collection (Fleming & Zegwaard, 2018). This requirement was met in the case of this research study.

Denzin and Lincoln (2011) and Berg (2009) proposed specific ethically acceptable considerations that researchers need to adhere to. These include informed consent, the right to full disclosure, the risk of harm, anonymity and confidentiality, freedom from exploitation, the potential source of bias, and the benefit risk ratio. The measures taken to avoid research bias and the criteria that warrant the trustworthiness of the research and establish rigour will be elaborated later.

### 4.7.1 Informed consent

According to Denzin and Lincoln (2011), informed consent is the foundation of ethical research. The researcher has the responsibility to provide participants with information on the research study and to ask for their consent to participate in the interview. Information on the research, the aim of the research study and the use of the data was given to the participants. The willing participants signed a consent form (see Appendix B) before participating in the study.

### 4.7.2 The right to full disclosure

Participants have the right to be aware of the objective of the research study (Rossman & Rallis, 2011). In this investigation, complete information on the different aspects of the investigation was provided to participants before the researcher interviewed them. This information included the purpose of the study, the nature of their participation, the research methods involved, the prospective benefits of participating in the study, the possible drawbacks of participating, withdrawal from the study, the way the information would be kept and eventually destroyed, and how information on the findings would be passed on via the participant information sheet (see Appendix A).

### 4.7.3 Risk of harm

During a research study, the possible harm to participants and even the wider community should be considered. No harm should be inflicted on participants as a consequence of their contribution to the study. Such harm can range from physical (fatigue and stress), emotional (feeling offended), to reputational (being blackmailed) harm (Fleming & Zegwaard, 2018). Wa Mbaleka (2019) asserts that the researcher has the responsibility to protect himself, the participants and their organisation as much as possible; no one should be harmed as a



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consequence of their participating in a qualitative study. Wa Mbaleka (2019) continues by stating that if emotional stress is foreseen, it is advised to have a counsellor who is prepared in advance to intervene in case of such a need.

In this research study, it was unlikely that physical harm would take place; nevertheless, it was possible that a participant could feel embarrassed or uncomfortable due to some of the questions asked. The researcher took all necessary measures so that no pain, suffering, or offence would be caused to the participants, with only questions related to the objective of the study being asked. The purpose of the study was made clear to allow participants to establish the relationship between the questions being asked and the objective of the study. Additionally, the time limit was respected to avoid fatigue and stress.

The discussions with the participants were handled carefully so that no one could feel offended. The purpose of the study was also made clear to each manager involved who gave permission to conduct the FGIs and even authorised employees to participate. This reassured participants that they were not forced to participate in the study.

### 4.7.4 Confidentiality

Confidentiality refers to the fact that the researcher knows the identities of the participants, but in processing the data they are kept confidential (Fleming & Zegwaard, 2018). This is essential (Wa Mbaleka, 2019). People in the participants' community may be able to identify participants through direct quotes from them (Tolich 2010, 2016). This, to protect the privacy of participants, a strategy that goes beyond keeping data anonymous should be sought (Wa Mbaleka, 2019).

Interviews were conducted in private places with employees or managers. Privacy/confidentiality was encouraged during FGIs since the researcher could not guarantee that the other participants would maintain confidentiality. However, to ensure confidentiality, the only person to have access to the data that were kept in the researcher's office was the researcher herself and the electronic information was kept on a password-protected computer. Pseudonyms were used to ensure that participants' identities were kept private. A confidentiality agreement was also signed by the official translator who assisted the researcher in verifying the translations.

### 4.7.5 Freedom from exploitation

Any offensive conduct toward the participants in a study should be prevented to ensure freedom from exploitation (Polit & Hungler, 1993). The researcher took the necessary precautions to respect the participants and not to abuse them by keeping them too long in the interview. The researcher was also careful not to misuse her position as human resources



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manager of one of the institutions involved in the study. To this effect, the participants were treated with dignity and were asked to freely express themselves without intimidation or coercion. In addition, their cultural diversity was respected. They consequently shared what they wanted to say and withheld what they wanted to keep to themselves. To remain focused, the researcher talked less and listened more.

#### 4.7.6 The benefit/risk ratio

This ratio is about the benefits and risks associated with the study. Benefits denote the improvement or development of the participants' conditions or those of the entire population; the risks associated with a research study may, however, range from physical, psychological, social, and economic to legal harm (European Commission Directorate, 2013; Wendler & Miller, 2007).

The potential risks and benefits related to the study were made known to the participants. The benefits of this research were that workplace well-being initiatives that fit the context of the participants could be implemented and could result in their well-being. The risks associated with the research were judged to be minimal, which meant that the probability of discomfort associated with participation in the research study was not greater than that which participants encountered in their daily lives (European Commission Directorate, 2013). In this research study, participants might have been uncomfortable talking about well-being initiatives implemented by the administration that did not meet their needs, which could have elicited emotional reactions from the participants.

Despite this risk, it was outweighed by the benefits and the researcher decided to continue with the study.

#### 4.7.7 Potential source of bias

The use of purposive sampling to select employees and administrators could have constituted a potential bias in this research. Exclusion bias may be present owing to the selective identification of employees and managers: hence, excluding some from taking part in the study (Roberts et al., 2006). To decrease exclusion, those who fulfilled the predetermined conditions (section 4.4.3.1) could freely participate in the interviews.

Roberts et al. (2006) state that the personal standpoint conveyed by the researcher with regard to the research and his or her knowledge of the context may constitute another potential for bias. In this study, the personal perceptions of the researcher were based on her experiences as an SDAI employee in Cameroon in different capacities for the past 19 years. Hence, she recognised the fact that being an SDAI employee might have influenced her exchanges with FGI members and with the managers (Finch & Lewis, 2005) and might



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eventually have affected the research outcomes. Self-disclosure was an ethical measure taken to avoid this potential bias.

Self-disclosure refers to the act of providing verbal and nonverbal information about the self that was previously unknown (Abel et al., 2006). When the researcher gives ideas and shows attitudes to encourage participants to talk, researcher self-disclosure takes place. This can minimise negative judgements (Reinharz & Chase, 2003) that could create bias in the minds of participants. To decrease research bias, the researcher encouraged the participants to speak their minds openly and put aside their beliefs and experiences. The researcher also attempted to appreciate the phenomena in the light of the participants' perceptions (see section 4.2.2).

## 4.8 METHODS TO ESTABLISH RIGOUR

According to Cooper and Endacott (2007), the methods used to establish rigour in a qualitative study involve a description of the research process, sampling until data saturation is reached, respondent validation ensuring that the majority of perceptions have been considered, and keeping of audio or video recording and interview transcripts for a review in case it is necessary.

To establish rigour in this research study, the research process was fully described (see Chapter 5); the data collection was stopped when data saturation occurred (see section 4.4.3.2); temporary findings were sent to participants for validation; and audio recordings and interview transcripts that are kept in a secure place are available for review.

## 4.9 SUMMARY

A qualitative research design was used for this study. The researcher also took into account various ethical considerations when conducting the study and used guided FGIs and IIs to collect data. The next chapter provides an account of the fieldwork and gives details of the participants involved in this study.



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# CHAPTER 5

# THE RESEARCH PROCESS

## 5.1 INTRODUCTION

Chapter 4 elaborated on the methodology that guided the research process. In this chapter, an exhaustive account of the research procedure is given, specifically the data collection part of the study. This account offers an indication of the way the study improved its rigour as it denotes an audit log of the entire procedure (Furtak, 2019).

This chapter will provide details on (1) the way the data were collected; (2) the way the data were managed and stored, and how the field notes were used; as well as (3) information on the participants involved in the study. The data analysis, which is the subsequent step in the research process, and the conceptualisation of the findings will be presented in Chapter 6.

## 5.2 DATA COLLECTION

In this section, the following steps in data collection will be elaborated on: (1) the way I prepared for data collection and (2) how the interviews were conducted.

### 5.2.1 Preparation for data collection

To prepare an interview schedule (see Appendices C & D), a review of the literature was done prior to the interviews. As previously stated in section 4.5.1.2, open-ended questions were used which were related to the development of a model depicting the role of workplace well-being initiatives (WWIs) in promoting training transfer (TT) on the basis of the perceptions and perspectives of workers and managers. The interview questions that were developed under the guidance of my supervisor[1] were also approved by the Unisa HRM Ethics Review Committee. I practised the interview in advance to familiarise myself with the interview schedule and the voice recorder.

### 5.2.2 Pilot interviews

Pilot interviews constitute a preparation for the main study (Majid et al., 2017) and can be used to address possible practical concerns in the research process (Van Teijlingen & Hundley, 2002) and to reinforce interview procedures (Castillo-Montoya, 2016). Limitations experienced with the interview design can be identified that can allow changes to the main study (Kvale, 2007). For the reasons just cited, pilot interviews are recommended. Therefore, I opted to conduct pilot interviews before embarking on the major study.

[1] At the data collection stage, Professor Yvonne Joubert (04/03/1976–10/10/2021) was my supervisor.



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The date for the pilot interview was set through a phone call for 31 January 2021 at 10 a.m. I held the pilot interview with a manager (who is a pastor) in his office. We have known each other for quite some time so there was no need to get acquainted, hence the interview took place in a relaxed and friendly atmosphere. I tried my best not to influence any of his responses (protection from bias) and he indicated that the topic was of great interest to him because often the church, as an employer, takes for granted the motivation of employees to transfer competencies acquired during training. The interview took 50 minutes. I was comforted by the pastor's statement and we departed after a prayer.

The pilot discussion for the FGIs comprised six pastors and took place on the same day as the pilot interview. Management arranged a comfortable and relaxed place for the FGI to take place. I noted the eagerness of the participants to participate in the discussion. The theme, which according to them was new in their working context, was well received. They all participated without hesitation in the discussion which lasted 55 minutes. We closed the session with a prayer. I felt relief from stress at the end of that day and was very grateful that my entry into the fieldwork had gone well.

After the pilot interviews I noted that the interview questions were clear enough for the participants. A brief analysis of the answers provided showed that the interview guide was an appropriate tool that would help to achieve the objective of the study. The pilot interview confirmed the interview guide and therefore no adjustment was necessary.

### 5.2.3 Conducting focus groups and individual interviews

I proceeded with the IIs and FGIs during the period 1 February to 11 May 2021. The FGIs and IIs were scheduled in consultation with the management of the different institutions involved. The interviews took place on the premises of each institution. Arrangements were made so that the interviews could take place in private and were free from harm, and the sites could be easily reached (Gundomogula, 2020). Since these institutions are located in different parts of Cameroon, I had to travel from one place to another to access the different groups.

Each II and FGI always started with a word of prayer, as this is the practice in SDAIs. Then, I presented myself as a researcher. In accordance with the ethical guidelines of my institution, I then distributed the participant information sheet and the informed consent form to the participants (see Appendices A & B). Considering the ethical responsibilities of researchers towards their participants, the purpose of the research and how the contribution of the participants would be valuable were also explained. I also mentioned that their contribution was voluntary. Participants were informed that confidentiality would be maintained as far as IIs were concerned; however, it could not be guaranteed in the case of the FGIs and each



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member of an FGI was encouraged to maintain confidentiality (King, 2010; Sim & Waterfield, 2019). I then gave the participants time to ask questions. Before starting the discussion, a number was assigned to each participant which, for the sake of confidentiality, the participant mentioned before contributing to the discussion.

It is also suggested that a debriefing session should be held at the end of the interview to reduce bias (Simundić, 2013). Accordingly, a debriefing session with the participants was held at the end of each FGI in which participants were asked to express their impression of the session. Such sessions were necessary to allow transparency and can ensure that the conclusions do not deviate from the truth. In this way, the gap between the conclusions and the truth is reduced.

Table 5.1 below provides details on the fieldwork schedule related to the FGIs, with 11 focus groups being held. Pseudonyms were used as explained to anonymise any private information in each focus group and to keep the information that they shared confidential (see section 4.6.4).

**Table 5.1**

*Schedule for Focus Group Interviews*

| Focus group name | Codes | Location | Date |
|---|---|---|---|
| FGA | E1-E5 | Nanga-Eboko | 8 February 2021 |
| FGB | E6-E12 | Yaoundé | 16 February 2021 |
| FGC | E13-E17 | Douala | 24 February 2021 |
| FGD | E18-E23 | Nanga-Eboko | 3 March 2021 |
| FGE | E24-E30 | Nanga-Eboko | 4 March 2021 |
| FGF | E31-E38 | Douala | 8 April 2021 |
| FGG | E39-E44 | Douala | 9 April 2021 |
| FGH | E45-E49 | Douala | 9 April 2021 |
| FGI | E51-E53 | Douala | 10 April 2021 |
| FGJ | E54-E61 | Buea | 23 April 2021 |
| FGK | E62-E67 | Yaoundé | 27 April 2021 |

Table 5.2 shows the schedule for the IIs with the managers. Pseudonyms were used, as explained, to anonymise any private information about the participants and to keep the information that they shared confidential (see section 4.6.4).



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**Table 5.2**
*Schedule of Individual Interviews with Managers*

| Manager | Location | Date |
|---|---|---|
| MA | Douala | 11 April 2021 |
| MB | Douala | 11 April 2021 |
| MC | Nanga-Eboko | 28 April 2021 |
| MD | Nanga-Eboko | 28 April 2021 |
| ME | Yaoundé | 3 May 2021 |
| MF | Yaoundé | 3 May 2021 |
| MG | Nanga-Eboko | 4 May 2021 |
| MH | Nanga-Eboko | 4 May 2021 |
| MI | Nanga-Eboko | 5 May 2021 |
| MJ | Nanga-Eboko | 5 May 2021 |
| MK | Douala | 11 May 2021 |
| ML | Douala | 11 May 2021 |

5.2.3.1 Focus group discussions

The handling of the 11 FGI sessions of with a total of 67 participants is reported below.

**FGA**

The FGA group was made up of five French-speaking members who were secondary school teachers and whose seniority ranged from three to 16 years. Only two of the members participated actively in the discussions making their voices heard. The rest of the members rather used body language to express their appreciation and acceptance of what their colleagues said. In the end, they all thanked me for giving them the opportunity to participate in the interviews. One of them said that he was hoping that the study would result in a change in his workplace. This interview lasted 45 minutes.

**FGB**

The FGB group was composed of seven French-speaking members involving three superintendents and four directors of studies whose seniority ranged from 11 to 20 years. The management arranged for a quiet, spacious place for the meeting and the discussion took place during class time, but this did not have a negative impact on the session. There were eight participants in the beginning, but one of them decided not to participate after reading the participant information sheet. All members of the group actively participated in the discussion and one participant, who was very touched by the topic being discussed, took time to narrate his painful past experience that had created a disequilibrium and negatively influenced his well-being. Fortunately, according to him, well-being initiatives were subsequently implemented by his employing organisation and things were getting back to normal. Our discussion took one hour and ten minutes, a little more than the average discussion time. I



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thanked the participants at the end for their contributions, and they also expressed their appreciation to me for inviting them to participate. We closed the session with prayer.

**FGC**

The FGC group consisted of five employees. Three of them were superintendents and two were directors of studies. Their seniority ranged from four to six years. Four of the group members were French-speaking and one was English-speaking. There was therefore a need to translate the discussion from French to English and vice versa to allow all the participants to understand it (see section 4.6.1.5).

All members actively participated in the discussions. One of the members spoke very positively about what she identified as a particular well-being initiative implemented by the school that, according to her, had brought a positive change to her life. Owing to the translation, the discussion took one hour and twenty minutes. I thanked the participants and we parted from each other after a prayer.

**FGD**

The FGD group consisted of six French-speaking employees, including two accountants and four secretaries, whose seniority ranged from eight to 12 years. The administration authorised the participating employees to stop their work an hour before office closing time to allow them to participate in the discussion. Five members were quite active in the discussions, but one member, even though present, was quiet from the beginning to the end. The discussion took 50 minutes and closed with a prayer after I had thanked the participants for their participation.

**FGE**

The FGE group was made up of seven French-speaking members whose seniority ranged from 14 to 23 years. All members actively participated in the discussions. They had been my colleagues for years, but like in any other group, I took all necessary precautions not to influence their answers (bracketing). While conducting the discussions, I set aside my awareness of pre-established theories and personal standpoints that might influence the study so that the phenomenon under study could be seen through the viewpoints and perceptions of the participants. I then listened the different contributions with an open mind. A valuable and enriching discussion took place and lasted approximately an hour. At the end, I thanked them for their active participation, and they also thanked me for what they qualified as an interesting topic of discussion.



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**FGF**

There were eight French-speaking pastors in the FGF group, with seniority ranging from 10 to 21 years. All group members contributed vigorously, and four members did not hesitate to share their experiences in their workplace. The discussion took an hour and five minutes. Many confessed that they were blessed by our exchanges and expressed the hope that the research that I was conducting would result in more blessings for the SDAIs in Cameroon and even worldwide. We parted from each other with grateful hearts.

**FGG**

The FGG group was made up of six French-speaking pastors, with seniority ranging from five to 33 years. All members participated without hesitation. Two members who used to visit church members and preach in a war zone talked about their challenging experiences and how they overcame those difficult situations. The discussion took 50 minutes. At the end, the participants indicated that they had had a heartening encounter. I also thanked them for their participation.

**FGH**

The FGH group was made up of five pastors, of whom two were English-speaking and three French-speaking, whose seniority ranged from six to 24 years. To ensure a good comprehension of everything that was said, all contributions to the discussion were translated into French or English depending on the language used by the participant.

As previously commented regarding the FGC group, there are two official languages in Cameroon, namely French and English. Every Cameroonian is exposed to both languages at school even though there are English-speaking and French-speaking zones. However, to ensure that all the contributions were understood and that the interaction of the group was not negatively affected, the discussions were translated into French or English depending on the contributing participant.

All members actively contributed to the discussions. Two members whose hometowns are located in a war zone gave testimony on the difficulties they were facing and how they had found the strength to carry on. All who were present, including myself, were personally touched by those testimonies. The discussions lasted 65 minutes. At the end, I thanked the participants for their contribution and the group sang a song of praise before closing the session with a word of prayer.



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**FGI**

The FGI group was composed of four French-speaking participants, including one cashier, one accountant and two secretaries, with seniority ranging from four to 20 years. They all actively participated in the discussion which lasted 50 minutes. In the end, they expressed the hope of seeing their SDAI become a more positive workplace in the near future as a result of their contribution to the research study. I thanked each participant for their participation and mentioned that I shared the same hope with them.

**FGJ**

The FGJ group comprised eight English-speaking employees involving two medical doctors, five nurses and one chaplain, whose seniority ranged from two to 24 years. The participants were very concerned about their security because their workplace is in the war zone. Security measures included two security guards and four policemen who were standing outside the hall where we met. During the discussions which lasted 65 minutes, the way the participants supported and comforted one another during the troubling times they were going through transpired. I was unknown to them before the discussion, yet they participated actively and provided rich information relevant to the phenomenon being studied. I was also deeply touched by their testimony. I left this place that I visited for the first time feeling deep gratitude.

**FGK**

The FGK group was made up of six French-speaking participants involving one associate treasurer, one accountant and four pastors whose seniority ranged from four to 33 years. The members contributed with enthusiasm to the discussions, indicating that the phenomenon under study was very relevant for our time because things have changed. Previously, the assumption of employers within SDAIs was that employees must be productive whatever the working conditions, as their reward would be great in heaven. All members were French-speaking and the discussion lasted 60 minutes. I thanked them for their active participation and left the place content with the work done.

There was no need to conduct more FGIs because after the transcription and reading of the collected data, I noticed that data saturation (Morse, 2004) had been achieved.

The interviews with individual managers constituted the next part of this section.

#### 5.2.3.2 Individual interviews

Like the participants of the different focus groups, the managers (M) who were interviewed were scattered among different places and all preferred to be interviewed at their workplaces. Twelve managers participated in the interviews, including two conference presidents, two



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conference executive secretaries, three secondary school principals, four finance directors and one academic dean. Their seniority ranged from three to 26 years.

Next, a brief summary of the course of the individual interviews with the managers follows.

**MA**

The interview with MA took place in his office. MA was very open during the discussion and welcomed the topic in a good spirit, leading to our having a rich and relevant exchange. The interview was held in French and took 50 minutes. We closed the session with a prayer.

**MB**

MB received me in his office for the interview. He contributed actively to the discussion and encouraged me in my research study. He also requested that I conduct a seminar in his workplace on the topic being studied. I took this request seriously and am planning to honour it when I am done with my PhD studies. The interview in English took 70 minutes.

**MC**

The office of MC was used for the interview. For the interviewee, the topic under study was really welcome because the transfer of training within the institution under his responsibility has been a concern for him as a manager. He indicated that some of the employees in whom the school invested in their training never returned to serve. MC participated actively in the interview held in English, which took 50 minutes.

**MD**

MD received me in his office for the interview. Our exchange was a real eye-opener for me; in fact, there were some aspects of the phenomenon under study that had never crossed my mind before our encounter. For example, the institution that employed him was so poor that it was in debt to employees due to arrears of wages. For him, paying those arrears would constitute well-being. The French interview lasted 50 minutes during which relevant data were collected.

**ME**

ME’s office was used for the interview. I arrived 15 minutes before time because there was less traffic than expected. One of the secretaries noticed my arrival and immediately announced it to ME. Then I was asked to enter his office. ME found the topic being studied very interesting due to the need for church organisations to be updated in terms of means to improve their efficiency. The French interview took 50 minutes during which pertinent data were collected. We closed the interview with a prayer, after which I went to the office of MF.



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**MF**

I have known MF for a long time, hence the interview took place in a friendly atmosphere. The interviewee actively participated in the interview and freely expressed his opinions. As in previous FGIs and IIs, I took all necessary precautions not to influence MF's viewpoint. I also did not let this long acquaintance affect the data analysis. The exchange lasted 60 minutes. In conclusion, MF encouraged me and said a prayer asking God to bless me in my research. I left the place believing that I had had a productive day.

**MG**

MG received me in his office and answered the interview questions with enthusiasm. He informed his secretary about his desire not to be interrupted during the interview. MG mentioned that the topic under study was interesting and that he thought that SDAIs in Cameroon would benefit from the results. The interview lasted 55 minutes and was held in French.

**MH**

The interview with MH was held in his office, a quiet, comfortable place. MH was with MI in the same office when I arrived. They asked me if they could both be interviewed at the same time. I indicated to them that the interviews were individual so I would take them one after the other. MH answered the interview questions with zeal and I really appreciated his straightforward answers. He also mentioned that it was time for the church to think about the well-being of its employees. The interview with MH was conducted in French and took 50 minutes. We closed the interview with a prayer.

**MI**

MI received me in his office. There was a great deal of movement around it and the secretary was told to monitor it to avoid disturbances. I have known MI for a long time, as we used to sing in the same choir, and it was a pleasure to meet again. My long acquaintance with him did not, however, influence the interview or my data analysis. He expressed his opinions freely during the interview and as with the other cases, I did everything not to influence his views. We had a rich exchange in French for 55 minutes. After a word of prayer, we separated from each other.

**MJ**

The interview with MJ was held in his office in a cordial atmosphere. He mentioned that it was time to conduct research on TT due to the low rate of TT in SDAIs. This declaration motivated my interest in this study even more. MJ answered the interview questions with zeal. The



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interview was conducted in French and lasted 50 minutes. To close, MJ prayed for me and encouraged me in my studies.

**MK**

MK received me in his office for the interview. He informed me that he had gone through many trials in his life and the support of his employing organisation and colleagues meant a lot to him. He answered the interview questions with great interest and mentioned that what I was doing would save many institutions from mediocrity. The interview lasted 55 minutes. I thanked MK for everything and, after a word of prayer, I left.

**ML**

ML’s office was set for the interview. At the beginning, he mentioned that he had only an hour to spare because he had to travel. I thanked him for his availability despite his busy schedule and that we would make do with the time he could spare. Rich and relevant information was collected during the French interview which lasted about 50 minutes. In the end, there was no time limit. We were both satisfied and closed the meeting with a prayer.

In summary, a total of 25 interviews were conducted, which consisted of one pilot FGI and one pilot II, 11 FGIs and 12 IIs. The two pilot interviews constituted a source of pertinent information pertaining to the phenomenon under study and were therefore counted as part of the collected data (Ravitch & Carl, 2016).

**Use of field notes during the data collection process**

The use of field notes is highly recommended in the data collection process (Phillippi & Lauderdale, 2017). Field notes have many roles to play (see sections 4.2.2 and 4.5.1.3). For each interview, whether individual or focus group, I took note of the vocation of the institution, the location, the date and time of each interview, the gestures of participants, their facial expressions, the way they listened, moved and reacted, their tone of voice, and the emotions they expressed, especially those who were located in a war zone. Those nonverbal cues helped me to understand the lives of participants, their interest in the topic, and their hopes for the results of the study. Field notes helped me to contextualise the study and constituted a valuable tool for the writing of this chapter, which gives an account of the fieldwork.

The way data were recorded, transcribed, translated and stored will be discussed in the next section.



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## 5.3 TRANSLATING AND STORING DATA

As stated in Chapter 4 (section 4.5.1.5) French data were translated into English before submitting the entire document for editing. Table 5.3 is an example of the translated document submitted for editing.

**Table 5.3**

*Presentation of French and English Data for Editing*

| Participant | Questions | Answers |
|---|---|---|
| 1 | Comment définissez-vous ou expliquez-vous le mot « bien-être »? [What is your definition or explanation of the word “well-being”?] | Une sensation où l’être humain se sent satisfait car libre de tout souci. [Feeling of satisfaction due to freedom from worries.] |
| 2 | | Un état de satisfaction totale et un sentiment d’accomplissement, l’absence de maladie, réussite sur le plan financier et social, et avoir la paix du cœur. Toutes ces conditions doivent être remplies pour expérimenter le bien-être. [A state of total satisfaction and a feeling of fulfilment, absence of disease, enjoying success in the social and financial domain, and experiencing a peace at heart. All these conditions should be fulfilled to experience well-being.] |
| 2 | Quels sont les expériences ou facteurs qui ont affaibli votre bien-être? [What experiences or factors have weakened you well-being?] | Beaucoup de défis et expériences dans la vie comme la maladie, une charge excessive de travail, des différences culturelles qui peuvent entrainer des mésententes entre collègues ou entre employés et supérieur hiérarchique, incertitude concernant le futur à cause de différents défis dans la vie. [Many challenges and experiences in life such as disease, heavy workload, cultural differences that can cause misunderstanding between colleagues or between employees and a supervisor; uncertainty about the future due to life’s challenges.] |
| 2 | Quels sont les effets / conséquences de votre bien-être sur votre organisation? [What are the outcomes of your well-being on your organisation?] | Un échange social; si je me sens bien dans l’organisation, cette organisation peut bénéficier de mon bien-être car je m’approprie de cette organisation. Si je ne me sens pas bien, c’est difficile de me livrer totalement à l’organisation et d’apporter une certaine compétence. [A social exchange; if I experience well-being at work, the organisation will benefit from my state because I will be loyal to the organisation. If I do not feel well, it would be difficult for me to give myself totally to the organisation and use my competencies.] |
| 1 | | L’institution va bénéficier de ma disponibilité. Je ferai le travail comme cela se doit car l’institution me met à l’aise. [The institution will beneficiate from my availability. I will do my work according to the norms because the institution cares for me.] |
| 2 | Comment définissez-vous ou expliquez-vous le mot « formation »? [What is your definition of / or explanation for the word “training”?] | Former c’est donner une forme; offrir des connaissances bien ficelées et conçues au départ, permettant l’acquisition de compétences à utiliser dans son travail. [To train is to give a shape; to offer special and well-defined knowledge allowing the acquisition of competencies to be used in the workplace.] |
| 1 | | Acquisition de nouvelles connaissances et de compétences afin de fermer un écart dans certains domaines. [The fact of acquiring new knowledge and competencies to close an existing gap in a certain domain.] |



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Table 5.3 (Continued)

| Participant | Questions | Answers |
|---|---|---|
| 2 | Quelles sont les conséquences des formations que vous avez reçues sur votre travail? [What are the impacts of the training you received on your work?] | La formation nous a aidé à être plus qualifiés dans notre travail. En tant qu'enseignante, j'ai reçu une formation qui me permet de transmettre les connaissances aux élèves. Les formations nous aident à être plus compétents, à nous actualiser et à faire ce qu'on n'arrivait pas à faire il y a de cela quelque temps. La formation améliore l'efficacité des employés. [Training has helped me to be more qualified in my job. As a teacher I received training that has given me the capacity to transmit knowledge to students. Training has helped me to be more competent, to update my knowledge and to do what I could not do earlier. Training improves the efficiency of employees.] |
| 2 | Quelles sont les initiatives prises par votre organisation qui contribuent à votre bien-être? [What are, according to you, the initiatives taken in your workplace that contribute to your well-being?] | Un bon salaire; la compréhension mutuelle dans l'environnement de travail, la considération de la hiérarchie car nos opinions et points de vue comptent. Le fait de nous envoyer en formation; une subvention pour l'achat de médicaments des enseignants. [A good salary; a mutual understanding in the workplace; the consideration of the hierarchy because our opinions and points of view matter to the administration. The fact of sending us for training; assistance for the purchase of medication for teachers.] |

Subsequently, a document was created that contained the English version of the questions and answers to facilitate data analysis.

All electronic records including the audio recordings and transcribed interviews were stored on my password-protected computer. Paper-based records were kept in a safe located in my office and I was the only one who had access to the data. These actions were taken in accordance with the Unisa Ethics Policy, as stipulated in section 4.7: "Researchers should take reasonable technical and operational steps to ensure that research records are stored in such a way as to protect confidentiality of records and the anonymity of participants."

## 5.4 USING A MANUAL APPROACH FOR DATA MANAGEMENT AND ANALYSIS

The use of Atlas.ti for data analysis was previously planned. The researcher was supposed to attend training on the use of Atlas.ti from the Computer Science Department of the Adventist University Cosendai, Douala campus. Unfortunately, the start of the training period felt into the lockdown caused by Covid-19. The organisation of online training took time. In order to avoid wasting time, I was advised to do the data analysis manually following Tesch's (1990) method (section 4.5.2).

Doing the data analysis manually encouraged a more significant interchange with the collected data (Mattimoe et al., 2021). It also allowed for a more profound understanding of the phenomenon being studied as required in qualitative analysis (Basit, 2003).



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## 5.5 CONCLUSION

This chapter gave an explanation on the way the data collection was conducted. It discussed all the activities pertaining to data collection in the field as well as details on the participants who played a crucial role in the research process. In Chapter 6, the findings of this study will be presented, while a model based on these findings, which constitutes the main aim of this research study, will be provided in Chapter 7.



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# CHAPTER 6

# PRESENTATION AND CONCEPTUALISATION OF THE FINDINGS

## 6.1 INTRODUCTION

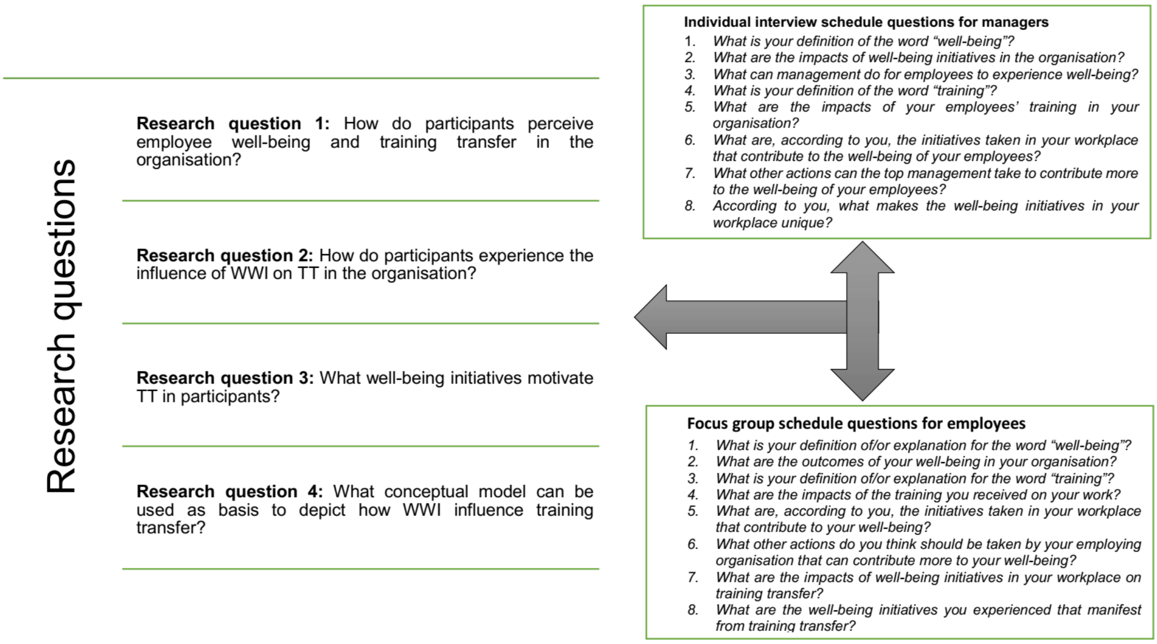
In Chapter 5, an account of the fieldwork was given and the way the collected data were managed was elaborated on. In this chapter, the findings are presented and conceptualised.

The use of Tesch's (1990) method allowed the identification of seven themes and sub-themes. After identifying these, the answers provided for each research question, as well as the content of the data, were found to attain the objectives of the study.

The data received from focus group interviews (FGIs) with employees from eight institutions and twelve 12 individual interviews (IIs) with managers of various institutions served as a basis for the findings. In this chapter, the results will be presented following the order of the research questions presented in section 1.6. Figure 6.1, which follows, is a schematic presentation of the research questions and the questions scheduled for the interviews focus groups.

**Figure 6.1**

*A Schematic Illustration of the Research Questions with Interview Questions Scheduled for the Managers and Focus Groups*




The data allowed the construction of seven main themes, namely: (1) meaning of well-being (2) outcome of well-being, (3) meaning of training, (4) outcomes of training in the organisation, (5) impact of workplace well-being initiatives (WWIs) on training transfer (TT), (6) well-being



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initiatives that motivate TT in participants, and (7) a conceptual well-being model that can be used as basis of WWIs to promote TT.

The main themes and sub-themes that fall under the different research questions are visually presented in Figure 6.2. Themes 1, 2, 3, and 4 fall under research question 1; Theme 5 falls under research question 2; Theme 6 falls under research question 3; and Theme 7 falls under research question 4.

**Figure 6.2**

*Themes and Sub-themes of the Data*

| | |
|---|---|
| Theme 1 Meaning of well-being | • Definition of well-being<br>• Experiences and factors strengthening well-being<br>• Experiences and factors weakening well-being |
| Theme 2 Outcome of well-being in the organisation | • Characteristics of employees' well-being experiences<br>• Outcomes of employees' well-being on the organisation |
| Theme 3 Meaning of training | • Definition of training<br>• The objectives of training |
| Theme 4 Outcome of training on the organisation | • Advantages/disadvantages of training for the employees<br>• Advantages/disadvantages of training for the organisation |
| Theme 5 Impact of workplace well-being initiatives on training transfer | |
| Theme 6 Well-being initiatives that motivate training transfer | • Well-being initiatives in the different workplaces<br>• Workploace well-being initiatives that have motivated training transfer in participants<br>• Other well-being inititiatives not implemented that can motivate training tranfer |
| Theme 7 Conceptualisation of a well-being model as a basis for well-being initiatives to promote training transfer | |

The theme and sub-themes that fall under the four research questions will be discussed in the sections that follow. Figure 6.2 is an overarching image with the intention of making it easier to understand the tables that follow which contain the codes, sub-themes and main themes. All themes and sub-themes are presented in a way that provides an overview of the flow in



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the presentation of the findings. Themes 5 and 7 do not have sub-themes because there are no underlying ideas that were explored within the themes.

## 6.2 THEME 1 MEANING OF WELL-BEING

Theme 1 refers to the way participants perceive, define and explain well-being and consists of three sub-themes: Sub-theme 1 depicts the way in which well-being can be defined, Sub-theme 2 concerns the experiences or factors that strengthen well-being, conceptualised as resources, and Sub-theme 3 pertains to experiences or factors that weaken well-being, conceptualised as challenges.

### 6.2.1 Sub-theme 1: A definition of well-being

Sub-theme 1 relates to the way one understands the term "well-being". It is a legitimate wish to be well or to feel well. But what is it like to experience well-being? Different definitions have been attributed to well-being; the term can be understood in many different ways and various interpretations have been be attributed to it. In this research, the term is studied within the context of SDAI employees who regularly face work challenges. The main question and responses concerning the definition of well-being are found in Table 6.1.

It should be noted that there were two types of participant, namely employees and managers. In the different tables, E stands for employee participating in the focus group interviews (FGIs) and M stands for manager. For example, FGA-E2 refers to employee number 2 who was a participant of FGA group, and MA stands for manager A.

**Table 6.1**

*Definition/explanation of "Well-being"*

| Verbatim evidence | Group category (code) identified for definition of or explanation for the word "well-being" |
|---|---|
| FGE-E2: A state of total satisfaction and fulfilment.<br>FGE-E7: A state of satisfaction wherever one is.<br>FGB-E10: The satisfaction with what one is doing also results also in the satisfaction of others.<br>FGE-E28: A state of equilibrium and satisfaction due to what one has and what one is.<br>FGF-E31: Well-being is a state of satisfaction in all domains of life.<br>FGF-E36: A feeling of satisfaction and permanent joy.<br>FGF-E37: A state of satisfaction and contentment in the moral, spiritual, and financial domain.<br>FGF-E38: A feeling of satisfaction due to the capacity to offer useful services.<br>FGG-E41: Well-being is to be satisfied in the moral, intellectual, physical, and spiritual domains. | A feeling of satisfaction and fulfilment which involves various domains of life |



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Table 6.1 (Continued)

| **Verbatim evidence** | **Group category (code) identified for definition of or explanation for the word "well-being"** |
|---|---|
| FGH-E45: Well-being is a good feeling of satisfaction triggered by financial security.<br>FGH-E46: Considering my career as a pastor, well-being is a moral satisfaction and fulfilment.<br>FGB-E9: A state of fulfilment in the physical, moral, material, and spiritual domains, and hence a state of qualitative and quantitative fulfilment of a person.<br>FGC-E13: The feeling of fulfilment in a person caused by physical, emotional, spiritual, and financial health.<br>FGC-E16: To feel fulfilled in the moral, spiritual, educational, and health domain.<br>FGC-E14: Well-being is when I feel fulfilled psychologically, physically, and socially.<br>FGC-E17: The mental, physical, psychological, and spiritual state of a fulfilled person.<br>FGD-E18: Well-being is a state of fulfilment in which I have the minimum in all domains.<br>FGE-E26: It is a nice feeling of fulfilment that one has upon satisfaction of one's fundamental needs<br>FGE-E27: Well-being is a condition of fulfilment due to better living conditions.<br>FGH-E42: A feeling of fulfilment in the moral, physical, intellectual and social domain.<br>FGJ-E51: Well-being is a total fulfilment in moral, physical and professional domain.<br>FGE-E27: Well-being is a condition of fulfilment due to better living conditions.<br>FGG-E42: A feeling of fulfilment in the moral, physical, intellectual and social domain.<br>FGI-E51: Well-being is a total fulfilment in moral, physical and professional domain.<br>FGI-E53: Well-being is the feeling of satisfaction and at peace everywhere one is.<br>FGF-E32: Well-being is a feeling of happiness | A feeling of satisfaction and fulfilment which involves various domains of life |
| M2: A satisfaction in the spiritual, physical, moral, and even social domain. If one is not satisfied in one of the concerned domains, there is no well-being.<br>M7: Well-being is a feeling of satisfaction.<br>M3: To feel fulfilled in the accomplishment of one's task in the workplace.<br>M8: Well-being is a feeling of fulfilment in the professional, social, material and spiritual domain.<br>M10: The word well-being involves all aspects of life: fulfilment in the moral, sentimental, financial, and health domain. When all these conditions are met, then we can talk about well-being.<br>M12: To experience well-being is to have a peaceful and satisfied spirit due to the absence of worries related to the satisfaction of one's fundamental needs | A feeling of satisfaction and fulfilment which involves various domains of life |



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Table 6.1 (Continued)

| Verbatim evidence | Group category (code) identified for definition of or explanation for the word "well-being" |
|---|---|
| M4: A feeling of fulfilment due to various factors related to life.<br>M9: Well-being is a feeling of satisfaction and peace.<br>M5: When I feel satisfied then I experience well-being.<br>M1: To be fulfilled in various domains important to me.<br>M6: A sentiment of satisfaction and internal peace. | A feeling of satisfaction and fulfilment which involves various domains of life |

As presented in Table 6.1, 26 participating employees and 11 participating managers perceived well-being as a feeling of satisfaction and fulfilment that involves all aspects of life. According to the SDAI employees and managers, to experience well-being, satisfaction is needed with the moral, financial, spiritual, physical, social, intellectual, professional and/or mental domains. Such satisfaction can be present regardless of the place in which a person is situated.

### 6.2.2 Sub-theme 2: Experiences or elements that create or strengthen well-being and conceptualised as resources

This sub-theme refers to the various experiences or elements that have created or strengthened employee well-being. In other words, in the presence of those elements or through those experiences, the well-being of an employee is strengthened.

The follow-up question and the answers regarding the experiences or elements that strengthen well-being and are conceptualised as resources are specified in Table 6.2.

As shown in Table 6.2, participants indicated that the following constitutes resources for them:

- *Satisfaction of basic needs*: the view shared by five participating employees and four participating managers
- *Physical, financial, spiritual, intellectual, moral, and emotional health*: the view shared by five participating employees and four participating managers
- *Peace of mind*: two participating employees
- *Job security*: the view shared by four participating employees and two managers
- *Acceptance by others*: shared by one participating employee.



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In the context of SDAI employees, basic needs refer to food, healthcare, clean water, shelter, clothes and access to education. These factors constitute the minimum material things needed in life.

Physical health refers to a healthy body capable of performing basic physical activities. Financial health refers to a situation where one has enough financial means to care for one's needs and wants. Spiritual health refers to a strong relationship with God that results in the capacity to stand despite the storms of life. Intellectual health refers to an intellectual capacity acquired through education. Moral health refers to the fact that you are strong morally. Emotional health refers to emotional stability.

Peace of mind is conceptualised as an internal calmness with the assurance that God is in control.

Job security refers to the assurance that the work one is doing today will still be there tomorrow, and so worries about being jobless are reduced to a minimum.

Acceptance by others is about being considered a member of a society, a group and a family with all the rights associated with that status.

The well-being experienced by the participants originates from the above-mentioned resources. Some of them are external resources (e.g. food, healthcare, etc.) and others are internal resources (e.g. peace of mind, spiritual health, etc.).

The experiences or factors that have weakened employee well-being will be discussed in the next section.

**Table 6.2**

*Experiences or Factors that Strengthen your Well-being*

| Verbatim evidence | Group category (code) identified for resources |
|---|---|
| FGD-P18: The experience of fulfilment when I have the minimum in all domains.<br>FGE-P26: It is the experience of having a nice feeling of fulfilment one has upon satisfaction of one's fundamental needs.<br>FGE-P24: It is a situation where I am able to satisfy my primary needs: providing food for my family, getting appropriate clothes and caring for my health.<br>FGE-P25: I experience well-being when I am able to take care of my family's basic needs and I have hope for tomorrow.<br>FGD-P19: I experience well-being when I have a peace of heart by satisfying my basic needs and, at the same time by having the possibility to take care of a neighbour who is in need. | Satisfaction of basic needs |
| M12: A peaceful spirit due to the absence of worries related to the satisfaction of one's basic needs.<br>M1: Simply the satisfaction of my basic needs<br>M9: The satisfaction of my basic needs and those of my family | Satisfaction of basic needs |



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Table 6.2 (Continued)

| Verbatim evidence | Group category (code) identified for resources |
|---|---|
| M6: The capacity to satisfy my basic needs | Satisfaction of basic needs |
| FGA-P2: As far as I am concerned, physical health and peace of heart are sources of well-being.<br>FGB-P7: There are several sources of well-being I can identify: financial health, physical health and job security.<br>FGC-P13: According to me, well-being is caused by physical, emotional, spiritual and financial health.<br>FGB-P8: A quietude in the intellectual and spiritual domain and financial health create well-being in me.<br>FGC-P16: To feel fulfilled in the moral, spiritual, educational, and health domain. | Physical, financial, spiritual, intellectual, moral and emotional health |
| M3: To experience well-being, I need spiritual, physical, and financial health<br>M5: To be strong in the spiritual, physical and financial domains.<br>M7: I would say spiritual resource first, accompanied by physical health and enough financial resources.<br>M2: spiritual strength, enough financial resources, and physical health | Physical, financial, spiritual, intellectual, moral and emotional health |
| FGD-P22: For me, good health and peace of heart are sources of well-being.<br>FGD, P19: I experience well-being when I have a peace of heart by satisfying my basic needs and, at the same time by having the possibility to take care of a neighbour who is in need. | Peace of mind |
| FGB-P7: There are several sources of well-being I can identify: financial health, physical health and job security.<br>FGE-P25: If my work is secured for the future.<br>FGC-P13: I also add job security to my list.<br>FGD-P20: Job security is for me a source of well-being; that means that I don' need to worry about the means of satisfying the basic needs of my family. | Job security |
| M4: Job security strengthens my well-being<br>M8: A stable job for sure. | Job security |
| FGF-P36: My well-being comes from being accepted by others as a human being and as an employee. | Acceptance by others |

### 6.2.3 Sub-theme 3: Experiences or factors that weaken employee well-being and conceptualised as challenges

In Sub-themes 1 and 2 the definition of well-being and the various sources of well-being were discussed.

In sub-theme 3, the emphasis is on the experiences and factors, conceptualised as challenges that have weakened the well-being of SDAI employees. Here, we refer to situations faced by employees that are harmful to their well-being, thus making the employee concerned



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uncomfortable. The follow-up question and the answers regarding the experiences or factors that have weakened employee well-being are presented in Table 6.3.

As shown in Table 6.3, the participants indicated that the following factors constitute for them challenges:

- *Uncertainty about the future*: the view shared by three participating employees
- *Lack of recognition of employee's effort*: the view shared by seven participating employees
- *Disagreement and lack of unity:* the view shared by five participating employees and 3 participating managers
- *Lack of opportunity to build friendship*: the view shared by two participating employees and two participating managers
- *Lack of health protection measures*: the view shared by five participating employees
- *Unethical leadership*: the view shared by five participating employees and two participating managers.

In the context of SDAI employees, uncertainty about the future refers to a lack of assurance that the job one has today will still exist in the near or distant future. According to the participants, this is due to a lack of vision on the part of management. To this effect, one participant asked in a loud voice: "Is there hope for the future?"

Lack of recognition of employees' efforts refers to the disproportionality between effort made and the salary attributed to employees. In fact, there is no performance evaluation in the system. All employees receive a fixed salary and no bonuses are awarded to those who make an extra effort.

Disagreement and lack of unity refer to misunderstandings that create divisions between employees and between employees and supervisors. Such misunderstandings are caused mainly by differences in culture and viewpoints, and by tribalism.

Lack of opportunities to build friendships refers to the absence of recreational activities and other occasions where employees and managers can gather and converse as social beings.

Lack of health protection measures refers to the deficiency of a policy in protecting the health and security of employees.

Unethical leadership refers to leadership that treats employees unjustly and mistreats employees who dare to stand up for the truth and fight corruption. Some SDAI managers,



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often spiritual leaders, display behaviour that contradicts their teachings, which encourage honesty, and frequently mistreat employees who are honest and upright.

**Table 6.3**

*Experiences or Factors that Weaken your Well-being*

| Verbatim evidence | Group category (code) identified for challenges |
|---|---|
| FGF-P34 Anxieties due to uncertainty about the future created by mismanagement of the institution.<br>FGJ-P54 Lack of perspective for the future. I cannot clearly see where the institution is heading.<br>FGD-P21 The future is uncertain. Where to find hope? | Uncertainty about the future |
| FGB-P11 No professionalism in the treatment of employees despite the efforts made. I feel that what I get as a salary is not proportional to the efforts I make. There is no recognition for what I have accomplished for the institution.<br>FGE-P30 Lack of equity in the remuneration plan. Some employees receive allowances and others don't, yet they do the same job.<br>FGJ-P56 Unrewarding salary.<br>FGF-P32 Lack of appreciation for a well-done job. Not even a simple note to say "thank you"!<br>FGD-P18 Lack of participation in decision making.<br>FGD-P20 Lack of esteem from supervisors and top management. These people do not know how to appreciate employees.<br>FGF-P33 Lack of promotion despite efforts of employees to produce good performance. | Lack of recognition of employees' efforts |
| FGE-P25 I felt depressed due to a serious misunderstanding between me and my colleague. It was very difficult to take.<br>FGJ-P54 Disagreement with colleagues due to cultural differences.<br>FGJ-P60 Feeling of loneliness. Very often professional problems cause personal problems, and you are just abandoned!<br>FGF-P38 Lack of cohesion spirit.<br>FGE-P30 Bad social relationship with supervisors. | Disagreement and lack of unity |
| M2: The lack of unity in our organisation has weakened my well-being several times.<br>M9: The experience of disagreement in our workplace.<br>M3: The lack of understanding of the top management | Disagreement and lack of unity |
| FGD-P18 Absence of recreation activities that can reinforce social relations. Only work and work and work!<br>FGD-P20 Lack of opportunities to make friends among employees.<br>M7: Lack of time to be with friends<br>M8: Lack of time to develop friendship because of too much work | Lack of occasions to build friendship |
| FGJ-P55 Physical illness sometimes due to poor working conditions. The chairs on which employees sit in their offices are not good. Those who work in the wood shop do not have protection against dust.<br>FGI-P52 No health protection measures in the workplace.<br>FGD-P18 Fatigue due to stress. This is the case every day!<br>FGI-P50 Body pain due to work overload.<br>FGD-P18 Fatigue and worries. This is our daily bread. | Lack of health protection measures |



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Table 6.3 (Continued)

| **Verbatim evidence** | **Group category (code) identified for challenges** |
| --- | --- |
| FGH-P45 Leaders afraid to stand for the truth. | Unethical leadership |
| FGF-P36 Mistreatment for wanting to stop corruption. How can you see such a thing in a denominational institution? | |
| FGB-P12 Injustice in the treatment of employees that is in contradiction with the teachings of the Bible. | |
| FGE-P27 Persecution for my integrity. I was persecuted because I was against the delivery of false diplomas. Many employees were against me during this time. | |
| FGF-P34 Indifference of some spiritual leaders in front of an employee's suffering. | |
| M1: Mistreatment of the top management | |
| M4: Unethical treatment | |

Table 6.4 below summarises the resources and challenges related to the experiences of the SDAI employees and managers. The identified resources are elements that strengthen the well-being of participants, while the identified challenges are elements that weaken their well-being.

**Table 6.4**

*Resources and challenges related to the Experience of SDAI Employees*

| **Resources** | **Challenges** | **Category of resources/challenges** |
| --- | --- | --- |
| Moral health<br>Emotional health | Uncertainty about the future<br>Unethical leadership | Psychological |
| Physical health | Lack of health protection measures | Physical |
| Acceptance by others | Disagreement and lack of unity<br>Lack of occasion to build friendship | Social |
| Intellectual health | Lack of recognition of employee effort | Organisational |
| Satisfaction of basic needs<br>Financial health<br>Job security | | Financial |
| Spiritual health<br>Peace of mind | | Spiritual |

In the above table, resources and challenges are regrouped into categories depending on the domain they touch. The psychological, physical and social resources and challenges provided in the meta-theoretical framework are conceptualised in sections 2.2.6.1, 2.2.6.2, and 2.2.6.3. However, three new categories of resources/challenges emerged from the data, namely



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financial, organisational and spiritual resources/challenges. The conceptual definitions of financial, organisational and spiritual resources/challenges are found in sections 2.2.7.1, 2.2.7.2 and 2.2.7.3. In the next theme, the outcomes of the employees' well-being in the organisation will be discussed.

## 6.3 CONCEPTUALISATION OF THEME 1

Theme 1 encompasses three sub-themes, namely, the definition of well-being, experiences or factors that strengthen employee well-being which are identified as resources of well-being, and experiences or elements that weaken employee well-being which are identified as challenges to the participants' well-being. Participants perceived well-being as a feeling of satisfaction and fulfilment that involves all aspects of life. Such a feeling does not come haphazardly; it is triggered by external and internal resources that touch various domains of life. On the one hand, the elements that strengthen well-being and which are known as resources help to maintain/reinforce that feeling of satisfaction and fulfilment. The resources of well-being depend on the individual, therefore they may not be the same for everyone. On the other hand, the factors that weaken well-being, and which are known as challenges, decrease that feeling of satisfaction and fulfilment. In the same way as with the resources, the factors that constitute challenges and the intensity of such challenges created by each factor may not be the same for everyone.

Hence, the conceptualisation of how the participants in this study ultimately attached meaning to well-being can be summarised as follows: well-being is a feeling of satisfaction and fulfilment involving different domains of life such as the satisfaction of basic needs, financial health, recognition of employees' efforts and physical health. Such a feeling is strengthened by resources and weakened by challenges. Six categories of resources and challenges, namely, psychological, physical, social, financial, organisational and spiritual are involved. Resources for and challenges to well-being depend on the individual involved and the realities of the specific workplace.

## 6.4 THEME 2 OUTCOMES OF WELL-BEING IN THE ORGANISATION

Employees experiencing well-being usually display positive behaviour that in turn has an impact on their employing organisation. Theme 2 pertains to how SDAI employees experience well-being and how it influences their behaviour at work (with specific emphasis on how their behaviour affects the organisation). This theme consists of two sub-themes: Sub-theme 1 relates to the characteristics of employees experiencing well-being and Sub-theme 2 concerns the outcomes of the employees' well-being on the organisation.



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### 6.4.1 Sub-theme 1: Characteristics of employees' well-being experiences

This sub-theme refers to the characteristics of employees who experience well-being and their behaviour toward work. The main question and answers concerning the behaviour towards work of employees experiencing well-being are specified in Table 6.5.

**Table 6.5**

*Characteristics of Employees Experiencing Well-being*

| Verbatim evidence | Group category (code) identified for the characteristics of employees experiencing well-being |
|---|---|
| FGA-E1: A person experiencing well-being overcomes fear of hard work.<br>FGA-E3: Well-being makes me optimistic about the future of my workplace.<br>FGE-E26: Well-being allows me to remain optimistic in any circumstance at work and anywhere. | Courage/optimism |
| FGJ-E56: Such worker would be regular at work.<br>FGJ-E60: At work on time and regularly.<br>FGA-E2: Regularity at work. | Regularity at work |
| FGF-E36: A spirit of joy, a readiness to serve.<br>FGD-E22: When one is well, one is motivated to work. Well-being helps employees to be in good mood at work so that they will remain motivated.<br>FGE-E27: I am strong morally then I desire to work well.<br>FGB-PE8: Employees can have the desire to produce a good quality of work when they experience well-being.<br>FGB-E12: Employees can feel the desire to work hard and well.<br>FGC-E14: Workers will feel stimulated to put more effort in their work which will result in good outcome.<br>FGE-E25: The organisation allows me to experience well-being; consequently, I am more motivated to work for the growth of the organisation knowing that its growth will lead to the improvement of my well-being.<br>FGC-E13: I feel vigorous and am ready to work well.<br>FGH-E45: Having well-being in me allows me to produce a good quality of work.<br>FGE-E30: A great motivation to work is one of the results of well-being in a person.<br>FGE-E25: A desire to accomplish a great job.<br>FGE-E28: A feeling of joy in doing my work.<br>FGF-E36: A spirit of joy, ready to serve.<br>FGF-E35: A motivation to do one's work according to the norms.<br>FGG-E41: The enthusiasm to do a work of great quality.<br>FGJ-E55: Eagerness to produce a good work.<br>FGI-E52: Simply a motivation to work hard while at work, a motivation to be pleasant with family when at home, and a motivation to enjoy and appreciate friendships. | Motivation to deliver quality work |



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Table 6.5 (Continued)

| **Verbatim evidence** | **Group category (code) identified for the characteristics of employees experiencing well-being** |
|---|---|
| FGE-E24: The motivation to do my best which will have a positive impact on the organisation.<br>FGE-E28: When one feels well, one can easily be at the disposal of the organisation. One can do one's work better and do more than what is required. Well-being is one of the factors that determine employee's performance within the organisation. | Motivation to deliver quality work |
| FGD-E20: More committed employees<br>FGI-E52: Very committed and loyal employees.<br>FGF-E31: Employees stick to the organisation.<br>FGA-E2: A developed loyalty to the organisation.<br>FGD-E23: An attachment to the organisation.<br>FGA-E1: The institution will beneficiate from my availability. I will do my work according to the norms because the institution cares for me.<br>FGB-E8: The employee will give his/her best and take personal initiatives for the profitability of the organisation. He will be self-disciplined and will identify other means to be used for the success of the organisation.<br>FGD-E23: I feel attached to the organisation. I can give my best in my work so that the organisation can grow because my future depends on the progress of the organisation.<br>FGB-E11: Less distraction and more concentration on the work; work with strength and energy; good mood to pacify the relational aspect of life. | Increased commitment and loyalty |
| FGC-E13: I feel vigorous and am ready to work well.<br>FGD-E22: When one is well, one is motivated to work. Well-being helps employees to be in good mood at work so that they will remain motivated.<br>FGC-E13: I feel vigorous and am ready to work well.<br>FGE-E28: A feeling of joy in doing my work.<br>FGF-E36: A spirit of joy, ready to serve.<br>FGG-E41: The enthusiasm to do a work of great quality. | Enthusiasm, vigour and joy |

According to Table 6.5, SDAI employees who experience well-being have the following characteristics:

- *Courage and optimism*: the view shared by three participating employees
- *Regularity at work*: the view shared by three participating employees
- *Motivation to deliver quality work*: the view shared by 19 participating employees
- *Increased commitment and loyalty*: the view shared by nine participating employees
- *Enthusiasm, vigour and joy*: the view shared by six participating employees.



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As shown in Table 6.5, the participating employees indicated that employees experiencing well-being are optimistic, courageous, enthusiastic, vigorous and joyful. Well-being in SDAI employees motivates them to work well, increases their commitment, loyalty and attachment to the organisation, and reduces their absence from work. Employees who are motivated to work well want to work harder and do their best. Committed employees respect their commitment to the organisation and fulfil their responsibilities. An employee’s loyalty and attachment refers to his or her capacity to be committed to the organisation in both good and bad times; such an employee is focused and disciplined. As such, they are regularly present at work.

### 6.4.2 Sub-theme 2: Outcomes of employee well-being for the organisation

This sub-theme refers to the consequences for the organisation pertaining to well-being in employees. A positive attitude towards work as a result of employee well-being has some consequences for the organisation. The main question and the answers concerning the outcomes of employee well-being for the organisation are specified in Table 6.6.

**Table 6.6**

*Outcomes of employee well-being for the organisation*

| Verbatim evidence | Group category (code) identified for the outcomes of employee well-being for the organisation |
|---|---|
| FGB-E6: There will be trust between the administration and the employees which will result in the progress of the organisation. There will not be abnegation, and the employees will do their best and take initiatives for the success of the organisation. | A developing and flourishing organisation |
| FGC-E13: I give my best; I am dedicated to my work and do whatever is possible to make the organisation progress. For this to happen, the employee should be grateful to the organisation. This good conscience must intervene. | |
| FGC-E17: The development and the flourishing of the organisation; harmony in the way of working; zeal in workers; all this results in more revenues for the organisation to care more for the employees. | |
| FGD-E23: I feel attached to the organisation. I can give my best in my work so that the organisation can grow because my future depends on the progress of the organisation. | |
| FGC-E16: A motivation to do your part to participate to the development of the institution that results in a good performance. | |
| FGD-E18: If I experience well-being, I will become more productive. | |
| FGF-E31: Because of well-being, one has good physical, moral, and mental health. The result is an increase in the performance which improves the performance of the organisation. | |
| FGE-E27: I will have a good performance in my work and I can even go beyond the goal to be attained. | |



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Table 6.6 (Continued)

| Verbatim evidence | Group category (code) identified for the outcomes of employee well-being for the organisation |
|---|---|
| FGE-E28: When one feels well, one can easily be at the disposal of the organisation. One can do his work better and do more than what is required. Well-being is one of the factors that determine employee performance within the organisation.<br>FGF-E38: The absence of well-being can cause frustration; then one cannot do their best and spends one's time complaining. In the opposite case, due to well-being, one feels comfortable and gives the best in the workplace. This results in better performance of the organisation.<br>FGF-E37: The state of well-being brings moral and spiritual satisfaction. Then one can give the best for the success of the organisation.<br>FGG-E42: It is evident that the well-being of the employees will have positive consequences on the organisation, namely good performance, work's progress, growth, and the attainment of the objectives of the organisation. | A developing and flourishing organisation |
| FGH-E48: The employee is more productive; the organisation is going to benefit from the fact that a pastor is productive. He will be a good example from what is expected of church members. It is very clear that the well-being of the employee has a significant impact on the organisation.<br>FGH-E47: Well-being will motivate me to work more and have a better performance. Well-being is a motivator that pushes me to do my best in my work.<br>FGK-P66: High performance leads to high profitability for the organisation.<br>FGH-E46: The consequences can only be positive and result in better performance of the employees and the organisation.<br>FGI-E51: Well-being is a motivator for more production in an employee. The positive impact of well-being is also automatic on an employee's performance.<br>FGK-E62: The capacity to achieve the work objectives; as a consequence, good performance of the organisation.<br>M3: My well-being will have only a positive impact on the organisation because if I am happy and feel fulfilled, then a good performance will follow. I will do my work with joy and a grateful heart; I am sure that good results will be noticed.<br>M1: My well-being motivates me to do my best in my work and achieve a good performance that will positively impact the performance of the organisation.<br>M4: Good performance at work. Being at ease, I give my best and am faithful to the organisation. Well-being should positively impact the performance of the organisation.<br>M1: One is productive, and the organisation fully from one's competencies and potential; one easily communicates with the staff and other members of the administration. | Individual performance to enhance the development and the performance of the organisation |



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Table 6.6 (Continued)

| Verbatim evidence | Group category (code) identified for the outcomes of employee well-being for the organisation |
|---|---|
| M12: I get to work on time, I give my best to do my work in order to achieve good results | Individual performance to enhance the development and the performance of the organisation |
| FGD-E22: I will work well to attain organisational objectives.<br>M7: I will strive to help the organisation to reach its objectives<br>M5: I believe that well-being is a powerful motivator for the achievement of organisational objectives | Attainment of organisational objectives |
| FGB-E7: Well-being is a social cohesion factor that brings employees together as a good team because when there is well-being, there are no complaints or bitterness in employees. | Social cohesion among employees |
| FGC-E15: A good reputation of the organisation because the more the employees experience well-being, the more the organisation will be well considered from outside; it even becomes an advertisement for the institution; it shows that the organisation respects principles of ethics.<br>FGF-E35: It makes employees feel good about their job and the organisation.<br>FGC-E13: It will improve the image of the organisation in the eyes of employees.<br>FGE-E25: Attracts the attention of employees so that they will appreciate the organisation. | A trustworthy, respected and ethical image of the organisation |
| M11: Naturally, I give my best to do my work. I also communicate joy and trust to my environment; this attitude can motivate other employees to also do their best in their work.<br>M2: We serve with joy in the name of the organisation; we talk happily about the organisation; we are open to others and are ready to serve. We present the organisation with dignity. In the opposite case, the absence of well-being creates bitterness and unfaithfulness to the organisation.<br>M6: I defend the interest and the image of the organisation anywhere I am and anytime I can because of the good image I have of my organisation. | A trustworthy, respected and ethical image of the organisation |

As shown in Table 6.6, employee well-being in the organisation results in the following:

- *A developing and flourishing organisation*: the view shared by 12 participating employees
- *Individual performance to enhance the development and performance of the organisation*: a view shared by six participating employees and five participating managers
- *Attainment of organisational objectives*: a view shared by one participating employees and two participating managers
- *Social cohesion in employees*: a view shared by one participating employee



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- *A trustworthy, respected and ethical image of the organisation*: a view shared by four participating employees and three participating managers.

A developed and flourishing organisation: This refers to an organisation with competent human resources, using modern technologies, having modern materials and equipment; all of this is possible due to the successful performance of the organisation.

The efforts of the participants have an impact on the organisation; when employees are happy, they are willing to do what is best to improve organisational performance. If organisations treat their employees as their biggest asset (no matter whether they are profit or non-profit driven), employees will do their best to be "partners" in reaching common goals.

The attainment of organisational objectives: In the context of SDAIs, this refers to the realisation of all projections in terms of number of clients (for hospitals), number of students (for secondary schools and the university), and number of baptised members (for the conference and mission).

Social cohesion among the employees: This refers to unity, connectedness and solidarity, as well as a social bond, among the employees. Social cohesion minimises misunderstandings, making the organisation a workplace that encourages a sense of belonging.

A trustworthy and ethical image of the organisation: This refers to the trust employees and outsiders have in the organisation and its credibility in the eyes of both internal and external observers. Within the context of SDAIs, if an organisation is trustworthy it can easily keep its employees, attract new employees, increase its market share, and keep baptised members as active church members.

## 6.5 CONCEPTUALISATION OF THEME 2

Theme 2 encompassed two sub-themes, namely (1) the characteristics of employees experiencing well-being, and (2) the outcomes of employee well-being for the organisation.

When well-being is present in the organisation, the results are positive for both the employee and the organisation. When employees experience well-being, they are courageous, optimistic, joyful, enthusiastic and vigorous; they want to work harder and do their best, they are committed and loyal to the organisation, they display good behaviour and have the determination to produce a work of high quality, and are regularly present at work. As a result of the positive attitude on the part of employees, the organisation develops and flourishes, leading to improved performance, the achievement of objectives, an enhanced sense of belonging among employees, and an excellent image in the eyes of employees and the public.



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Hence, the conceptualisation of what the participants in this study ultimately perceive as the outcomes of well-being for the organisation can be summarised as follows: Well-being in the organisation is a critical tool for organisational success, triggering positive behaviour in employees who consequently produce quality work. The end result is a successful organisation with thriving employees.

In the next theme, the meaning of training according to the participants will be discussed.

## 6.6 THEME 3 MEANING OF TRAINING

Theme 3 refers to the way participants perceive, define and explain the word "training". Sub-theme 1 depicts how training can be defined, and Sub-theme 2 concerns the objectives of training.

### 6.6.1 Sub-theme 1: A definition of training

The main question and the answers concerning the employees' definitions/perceptions of training are specified in Table 6.7.

**Table 6.7**

*Definition of Training*

| Verbatim evidence | Group category (code) identified for definition of training |
|---|---|
| FGA-E2: Training is the fact of offering special and well-defined knowledge and aptitudes to an employee to acquire capacities to be used in his/her work. | A process of knowledge, skill, ability and attitude acquisition to make participants more capable/competent |
| FGA-E1: Acquiring new knowledge and competencies to close an existing gap in a certain domain. | |
| FGB-E8: The act of granting academic, professional, and spiritual knowledge to employees so that they can be well equipped to do their work | |
| FGB-E11: It is a process of learning through which one acquires new competencies and aptitudes that will allow the attainment of a better performance. | |
| FGC-E14: A process performed by a trainee to acquire knowledge and skills in a particular field. | |
| FGC-E16: It is the acquisition of knowledge in a particular domain. | |
| FGC-E17: A process which consists of providing a person with new knowledge in a particular domain in order to improve his/her performance. | |
| FGC-E13: Learning related to a specified domain, with the aim of obtaining a qualification in that domain, which will help in having better performance. | |
| FGD-E23: The acquisition of theoretical knowledge and know-how. | |
| FGD-E19: Acquisition of knowledge that allows the trainee to know more in a particular domain; this will allow the trainee to work better and progress in his/her work. | |



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Table 6.7 (Continued)

| Verbatim evidence | Group category (code) identified for definition of training |
|---|---|
| FGE-E25: It is the fact of acquiring competencies not only during academic studies but even in the different seminars offered while working. | A process of knowledge, skill, ability and attitude acquisition to make participants more capable/competent |
| FGE-E24: It is the acquisition of skills and competencies that allow me to perform better in my profession | |
| FGE-E26: It is the acquisition of competencies in a given domain. | |
| FGE-E27: It is the fact of acquiring knowledge to be more competent. | |
| FGE-E28: To put at the disposal of a trainee some knowledge that the trainee did not have; the aim is to make the trainee more capable than he/she was before the training. | |
| FGF-E33: The accompaniment that an organisation provides to an employee in view of granting him the knowledge needed to do well his work. | |
| FGF-E31: The act of granting an employee the knowledge needed to have a great performance in his work. | |
| FGF-E34: It is an action that allows me to acquire intellectual, professional and spiritual knowledge; its aim is to increase my knowledge and to influence positively my performance in all domains. | |
| FGF-E38: Training is to equip someone with knowledge for the position for which he/she was hired. | |
| FGG-E43: Training is the acquisition of new knowledge, information, and new aptitudes required for the work to be done. | |
| FGH-E47: A way of acquiring competencies that will help employees in the realisation of their work | |
| FGH-E48: Activities that seek to transmit to employees the skills, knowledge, abilities required to perform well in his/her job and the needed attitude to face the work demands. | |
| FGI-E51: Training is the process of acquiring theoretical or practical knowledge which will result in know-how. | |
| FGF-E62: Training refers to the acquisition of knowledge in theory and practice to be used in the work I am called to do. | |
| FGF-E64: Training is an opportunity to acquire knowledge, skills, abilities and proper attitude and receive tools that I can use to have better performance in my work. | |
| FGF-E65: Acquisition of knowledge and know-how that will help me to accomplish my responsibility or do a certain job. | |
| FGF-E67: Acquisition of knowledge, skills and attitude or a specialisation which will create know-how in me and allow me to be useful in a particular domain. | |
| FGF-E35: Training is a process of learning that is made of several steps so that an employee can become what the organisation wants him/her to be. | |
| M9: Training is the fact of granting an employee with specific knowledge, skills, abilities and attitude to be adopted at work in view to contribute to the development of the employing organisation, in other words, giving to an employee the possibility to increase his/her competencies in his domain of expertise so that the organisation can benefit from it. | |



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Table 6.7 (Continued)

| Verbatim evidence | Group category (code) identified for definition of training |
|---|---|
| M10: Training is the act of providing an employee the required knowledge to do specific work.<br>M1: Training is giving shape to an employee, to teach a way of thinking, doing, and of communicating. Training allows the insertion of missing knowledge, skills, abilities, and attitude into an employee; it allows the arrangement of certain situations.<br>M2: Training on its formal side is the fact of putting together the employees and giving them a 'shape' by providing some information and knowledge through trainers from inside and outside the organisation.<br>M4: Training is the development of knowledge, skills, abilities, and attitude to be used at work for a better performance in the work I am doing. | A process of knowledge, skill, ability and attitude acquisition to make participants more capable/competent |
| FGB-E6: Training is giving an employee the necessary tools to improve his/her work.<br>FGG-E42: All initiatives taken by the organisation to improve the performance and knowledge of employees and to give them the necessary tools to contribute in the growth of the organisation.<br>M11: Training is the action of granting tools in a particular domain to collaborators so that their work can be done efficiently. In our particular case, those tools are teaching practices since we deal with teachers.<br>M6: Training pertains to activities aiming at the improvement of employee's the performance. | A tool to improve employees' performance |
| FGH-E46: The fact of updating my knowledge to meet the expectations of the current environment.<br>FGI-E52: Training is a way to update knowledge to match with the needs of the working environment.<br>FGI-E50: To upgrade knowledge to meet the new requirements of the working environment. | An updating of knowledge |

As shown in Table 6.7, participants attributed the following definitions to the word "training":

- *A process of knowledge, skill, ability and attitude acquisition to make participants more capable/competent*: a view shared by 28 participating employees and five participating managers
- *A tool to improve employee performance*: a view shared by two participating employees and two managers
- *An updating of knowledge*: the view of three participating employees

Training as a process refers to a series of organised activities that enable employees, as trainees, to acquire the knowledge, skills, abilities (KSA) and attitudes required to become more competent in the work they do in the face of work challenges. The acquisition of KSA



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here involves sorting and gathering information from sources within and outside the organisation to be passed on to trainees. The proper attitudes to be adopted when faced with work challenges are also provided through the same process.

An example of the preceding discussion was provided by one participant. Two or three business lecturers were assigned to conduct training on the principles of management in order to impart management know-how and proper managerial attitudes, and to develop management competencies. The trainees were middle managers employed in different institutions. The assigned lecturers sorted and gathered information from different sources (articles, books, personal experiences) for the training material used during the training sessions, with the aim of transferring KSA and proper attitudes to the trainees. Therefore, the managers' existing knowledge was integrated with new knowledge. According to one participant, two trainees shook hands and one shouted: "From now on, we are no longer the same!"

Training is also perceived as a tool that is used to improve employee performance. As one participant indicated, this tool is used to "shape" and "mould" an employee so that the "wanted shape" can be obtained. The "wanted shape" represents (1) the level of the particular KSA that an employee should have in order to be able to perform his or her work, and (2) the proper attitude an employee should adopt, according to the organisation's norms, when facing work challenges.

Similarly, training is related to an action to update knowledge. According to the participants, the updating of knowledge refers to adding new knowledge to existing knowledge so that the trainee concerned is equipped with the particular knowledge required in a new context. According to an example given by one participant, an accounting teacher usually has basic knowledge of accounting. However, there might be new laws pertaining to the treatment of some transactions that have just been published. The said teacher is then trained in terms of the new laws and their application to general accounting.

**Follow-up question and answers**

The follow-up question and answers concerning the different types of training organised by the various organisations are specified in Table 6.8.



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**Table 6.8**

*The different types of training organised by your workplace*

| Verbatim evidence | Group category (code) identified for the kinds of training organised by workplaces |
|---|---|
| FGB-E10: Training can be formal or informal. The school sends us, teachers, where we learn the techniques for transmitting knowledge to our students. This is a formal training. | Learning of techniques on knowledge transmission to students |
| M2**:** We have an informal training every Monday morning to remind employees verbally about important things. | Verbal (informal) training |
| M2: A seminar is organised for pastors every three months for all workers: we choose a theme that can complete missing knowledge in employees.<br>M3: Each year we organise seminars to keep teachers updated since we are shifting to the approach by competence. All of this results in quality teaching. | Seminars |
| FGE-E28: A seminar on accounting and financial management is organised every year for accounting staff and treasurers.<br>FGJ-E61: As teachers, we often have a seminar (Introduction of Faith and Learning seminar) in which teachers are encouraged to talk about faith to the students to nurture their soul.<br>FGB-E10: It can also be informal in the sense that while teaching in the structure, there are internal seminars that will permit one to improve their teaching.<br>FGE-E25: Different seminars along with demonstrations while being at work. | Seminars |
| M2: When we notice some shortcomings or needs, we organise training for capacity building to remind some of the known principles that employees may have forgotten. | Capacity building |

As shown in Table 6.8, the participants indicated that the different types of training organised by their workplaces included

1. learning of techniques on knowledge transmission to students
2. verbal (informal) training
3. seminars, and
4. capacity building.

The first type of training refers to training teachers in SDAIs on how to use the competency-based approach. The teaching system in Cameroon has shifted from a theory-based approach to a competency-based approach, which makes teaching more practical and more focused on know-how. This training served to give teachers some tips to use in the classroom to facilitate the transfer of competences to students.



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The second type of training refers to verbal (informal) training provided to mission and conference headquarters every Monday morning. They start their working week with a meeting during which employees are reminded of important rules, principles and policies.

The third type of training is seminars. Several types of seminar are handled within the different SDAIs, including seminars for pastors, seminars for accountants and treasurers, and seminars for teachers on the Introduction of Faith and Learning in the classroom.

Regarding the seminars for pastors, the participants indicated that themes related to the handling of burning issues in the mission field or the implementation of new principles are chosen. All pastors within a conference are invited to attend such seminars and training materials are provided to participants.

The seminars for accountants and treasurers, according to participants, usually have two main parts: (1) orientation on the handling of the different funds (tithes, offerings, investment funds, allocated funds, grants, etc.) with respect to accounting principles, and (2) orientation on the use of the accounting software.

The seminars for teachers are aimed at the Introduction of Faith and Learning (IFL) in the classroom. The Seventh-Day Adventist Church (SDAC) believes that its offerings should have a positive impact on the physical, mental and spiritual domain of the customer. For this reason, to care for the physical domain, students are required to do manual work; to care for the mental domain, they are required to attend classes regularly and acquire certain knowledge to be used, especially in their professional life; and to care for the spiritual domain, they are exposed to teachings that can strengthen their relationship with God and thus increase their faith in Him. Through the IFL seminar, teachers are provided with methods and tips that they can use in the classroom to teach efficiently and help their students to build a strong relationship with God. Teachers are also helped to develop the proper attitude to be adopted as a Christian lecturer when faced with work challenges.

The fourth type of training is organisational capacity building, which is aimed at the development of KSA to be able to meet the requirements of a fast-changing environment so that the institution concerned can achieve its mission.

Since the different institutions involved belong to different industries, the training offered by each institution depends on the activity domain. This justifies the variety of training organised by the workplaces.

### 6.6.2 Sub-theme 2: Objectives of training

This sub-theme refers to the aim and intentions of SDAIs in training employees, as perceived by the participants. As previously shown in Table 6.8, several types of training are organised



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according to the needs and the type of institution involved. This sub-theme entails the reasons why those institutions invest in training for their employees.

The main questions and answers concerning the training objectives are specified in Table 6.9.

**Table 6.9**

*Objectives of Training*

| Verbatim evidence | Group category (code) identified for objectives of training |
|---|---|
| FGD-E22: Training is to reinforce human resource capacities.<br>FGE-E25: Training is needed to strengthen the capacity of employees.<br>FGB-E8: Increase the internal values of human resources.<br>M1: We usually organise training to improve the capacities of our employees<br>M3: For the employees to have the needed capacities<br>M4:To increase the capacities of our human resources | To reinforce human resources capacity |
| FGA-E1: To improve HR performance and productivity, organisations must send employees for training.<br>FGE-E28: Training allows employees to improve their performance.<br>FGF-E35: For employees to learn more and produce a better work result.<br>FGC-E17: Training is a must if the organisation wants to do better.<br>FGB-E7: To help employees do a better job.<br>M5: When we feel the performance of our employees should be improved, we organise training<br>M7: To improve employee's performance<br>M8: So that the performance of our employees can be improved | To improve employees' performance |
| FGF-E34: Training reinforces the inner value of employees and thus strengthens their morale.<br>FGB-E8: Increase the internal HR values.<br>FGG-E39: Training makes employees more satisfied.<br>FGG-E43: It gives me new enthusiasm to do my work.<br>FGF-E67: The training received allows me to work with a spirit of zeal and devotion. | To strengthen employee morale |
| FGG-E39: Training can help an organisation acquire a competitive advantage through its employees.<br>FGI-E51: To be able to remain competitive by having capable employees. | To acquire and keep a competitive advantage |
| FGB-E10: Training is used to update the knowledge of employees.<br>FGC-E14: The expectations of the environment keep changing, and the knowledge of employees should always be updated.<br>M2: Our working environment requires new skills and knowledge. We organise training to update the knowledge our employees.<br>M6: There are new requirements due to changes in technology. To meet the new requirements, we update the knowledge of our HR through training. | Update the knowledge in the face of new requirements in the environment |



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Table 6.9 (Continued)

| Verbatim evidence | Group category (code) identified for objectives of training |
|---|---|
| M9: To update the knowledge and skills of employees. | |
| M10: To help employees have updated knowledge. | |
| M11: Because there is a need to update the knowledge of employees. | |

According to Table 6.9, the reasons for which organisations organise training are the following:

- *To strengthen human resource capacities*: a view shared by three managers and three employees
- *To improve the employee's performance*: a view shared by five managers and three employees
- *To strengthen employee morale*: the view of five employees
- *To acquire and keep a competitive advantage*: the view of two employees
- *To keep employee knowledge up to date in front of the environment*: a view shared by two employees and five managers.

The first reason for training, according to participants, is to reinforce the capacity of human resources (HR). In this study, HR capacities refer to the KSA of employees that allow them to perform their tasks. The reinforcement of HR capacities involves the recalling of basic principles that serve as a basis for the different domains of expertise. The emphasis is on principles that deal with the capacity to adapt to change and face challenges.

The training of employees organised by SDAIs also aims to improve employees' performance. Such training places emphasis on providing the KSA and attitudes required to carry out a particular activity. Accordingly, the job profile is compared to the competency profile, which should ideally match. It can happen that this is not the case, especially when no effort was made to position the appropriate person in the right place. This may result in the employee's performance being unsatisfactory. Training is then used to fill the gap so that employee performance can be improved.

Training has also been found to strengthen employee morale. According to participants, employees place a high value on training in the Cameroonian context; they are proud of themselves and the organisation for having attended training. They have a grateful attitude and express satisfaction because they feel affiliated with the organisation.

Training of employees is also intended for the organisation to have and maintain a competitive advantage. In the context of this study, some SDAI offerings distinguish themselves from the



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offerings of other local institutions and constitute a competitive advantage for those institutions.

One example to this effect was provided by a participant:

> *Being a member of a group of 180 Adventist universities around the world, the Adventist University Cosendai (AUC) located in Cameroon uses the credit system in line with the system used in those 180 universities. According to the credit system, a number of credits is associated to a course. Once a student has validated a course, the number of credits associated to that course is attributed to the student. When the required number of credits for a particular programme is attained, the student can graduate. This facilitates the transfer of a student from one of these schools to another school and the admission to another school for advanced studies. Unlike this system, other universities have a different arrangement. To maintain such a competitive advantage, local employees who are used to the local system are trained on the common organisational culture of the above-mentioned group to provide consistency among the different activities; otherwise, the university can lose its status.*

The purpose of training in SDAIs is also to keep employees' knowledge up to date in order to meet any new requirements in the environment. The environment is ever changing and may require new ways of doing things. For example, one participant stated that previously students were required to be present on campus to register. However, with the advancement of technology, a program was created allowing students to register online. Consequently, the registration office employees had to undergo training to use the program correctly and to be able to extract data related to registration from the platform.

## 6.7 CONCEPTUALISATION OF THEME 3

Theme 3 encompassed two sub-themes, namely (1) the definition of training and (2) the objectives of training. Training is a process of knowledge, skill, ability and attitude acquisition. Training makes possible (1) the acquisition of a new KSA and/or the adaptation of existing KSA pertaining to different domains that employees need to do their work, and (2) the acquisition of proper attitudes to adopt when faced with work challenges.

In the particular context of the SDAIs, different types of training are organised to produce good performance. These depend on the training needs identified to help employees do their work according to organisational norms. The objectives of training in SDAIs include the reinforcement of employee capacity, the improvement of their performance, the strengthening of their morale, the acquisition and the maintenance of a competitive advantage through the



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use of competent employees, the updating of employees' KSA and the adoption of a proper attitude in the face of work challenges.

Hence, the concluding conceptualisation of how the participants in this study perceived training can be summarised as follows: Training is a process through which employees acquire (1) the needed KSA to perform their work, and (2) the proper attitude to adopt in the face of work challenges. Training aims at the reinforcement of employees' competencies.

In the next theme, the outcomes of the training in the organisation will be discussed.

## 6.8 THEME 4 OUTCOMES OF TRAINING FOR THE ORGANISATION

This theme refers to the results of training employees in SDAIs and includes the effects that training sessions have on the employees and the organisation itself. It consists of two sub-themes: Sub-theme 1 relates to the advantages and drawbacks of training for the employee, and Sub-theme 2 concerns the advantages of training for the organisation as well as challenges related to training.

### 6.8.1 Sub-theme 1: Advantages and disadvantages of training for the employee

This sub-theme refers to the positive consequences of training for SDAI employees who attended training sessions, as well as the negative side of the situation encountered by employees.

The main questions and answers regarding the outcomes of training are found in Tables 6.10 and 6.11.

**Table 6.10**

*Advantages of Training for Employees*

| Verbatim evidence | Group category (code) identified for the advantages of training for employees |
|---|---|
| FGA-E2: Training has helped me to be more qualified for my position and improve my efficiency.<br>FGF-E38: Training has a positive impact on me and on those to whom I offer my services.<br>FGF-E31: An employee who receives good training is efficient, has good performance, has a vision, is well orientated in the work, is aware of the objectives to be reached, and knows what the organisation expects of him.<br>FGG-E40: Training transforms one's life because new knowledge is acquired. Improve employee quality of life and quality of work.<br>FGG-E43: It gives me new enthusiasm to do my work.<br>FGK-E67: The training received allows me to work with a spirit of zeal and devotion. | Employees are more qualified, efficient, devoted and enthusiastic |



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Table 6.10 (Continued)

| Verbatim evidence | Group category (code) identified for the advantages of training for employees |
|---|---|
| FGC-E16: One works with assurance; there is no trial and error.<br>FGD-E23: Training has allowed me to improve my work and be self-confident.<br>FGE-E28: When training is received, one changes and becomes a new person, more capable of doing one's job.<br>FGH-E49: Training is very useful because it allows one to evaluate himself and take corrective measures when things were not done properly.<br>FGB-E11: Training allows one to do better work. | Employees are more qualified, efficient, devoted and enthusiastic |
| M2: As a consequence of received training, our employees (pastors) now write manuals that can be used in our different activities.<br>M5: Our employees become more enthusiastic and committed.<br>M9: The employees become more efficient in their work.<br>M7: After training, our employees seem to be more enthusiastic.<br>M8: Training makes employees more qualified for their work. | Employees are more qualified, efficient, devoted and enthusiastic |
| FGB-E7: A better adaptation to the work environment. A better understanding of the rules and laws pertaining to my work and my workplace.<br>FGB-E8: Training allows an improved understanding of the work one is called to do, and an improved knowledge of the work environment so that one's performance can be improved.<br>FGH-E49: Training helps the employee adjust to his/her work.<br>FGK-E62: Before training, I was hostile to the idea of hierarchy in the organisation. After my training, I have understood the principles of management and it has become natural in me to accept having a supervisor. | Employees are well-adapted to their work environment |
| FGB-E8: Training frees the spirit. It drives the organisation to competitiveness.<br>FGJ-E54: Training allows me to have an open spirit to do my work properly.<br>M6: Employees are more receptive of new ideas after training.<br>M11: Training makes employees open-minded | Employees are open-minded |
| FGC-E15: Pride and self-esteem in the trainee, resulting in work done with assurance.<br>FGK-E61: I feel self-confident after training | Employees have more self-esteem/self-confidence |
| FGF-E38: My performance improves and I feel more useful as a pastor.<br>FGF-E32: Training leads to a transfer of competence. When I can bring a solution to a work problem, I feel useful.<br>FGF-E33: The continuous training I receive as a working pastor helps me to be dedicated and to be more useful to the work; this results in a feeling of satisfaction in myself and in the church I serve.<br>FGH-E47: Training makes me believe that I am useful. | Employees feel more useful |
| M1: Trained employees are respected; administrators know that they can make mistakes, and there are employees who received training who can help in certain domains | Employees are more respected |



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Table 6.10 (Continued)

| Verbatim evidence | Group category (code) identified for the advantages of training for employees |
|---|---|
| FGH-E45: Training serves to the fulfilment of the trainee because he/she knows that he/she received knowledge related to his/her domain of activity. | Employees feel fulfilled |
| FGC-E13: I feel fulfilled in the domain of their profession and provide quality service. | |

According to Table 6.10 on the advantages of training for employees, participants indicated that after training

- *employees are more qualified/efficient/enthusiastic*: a view shared by 11 participating employees and five participating managers
- *employees become well adapted to the requirements of their work environment:* the view of four employees
- *employees are open-minded:* a view shared by two employees and two managers
- *employees are more respected:* the view of two managers, and
- *employees feel fulfilled:* the view of two employees.

After training, SDAI employees feel more qualified, efficient and enthusiastic. In the context of this study, the more qualified employees are those whose competency profiles match their job profiles. This situation is achieved after training; that is, there was a gap in the employees' competency before training and this gap was closed by training. Employees also feel more efficient; there is proper use of the resources they have on hand because they are organised. They master what they have to do and are, therefore, productive. The employees are enthusiastic and show great interest in what they do.

Another outcome of training the employee, according to the participants, is their adaptation to their work environment. Through training, SDAIs help employees to become aware of the expectations of their workplace and provide them with the training necessary to adjust whenever changes take place. One participant talked about his experience in one of the training sessions:

> *I attended training on the management of organisational changes provided in one of the SDAI when changes were about to take place in our institution as defined in the strategic plan. The employees were notified and informed about the changes to take place and their positive results. We finished the training session knowing exactly what will happen in our work environment and what is expected of us. It was great because*



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*we were thinking about the challenges ahead of us, but at the same time we were able to imagine the positive changes that are about to take place.*

Employees are also open-minded after training. According to participants, this is the case in SDAIs when the training given is an eye-opener for participants; that is, a new way of doing the work was taught in a training session. The individual's mind is now ready to accept that alternative ways of doing things exist and should be explored. In addition, employees have more self-esteem and are more confident. According to participants, training adds value to employees. As a consequence, employees trust their judgement and have no doubt about how to handle their jobs.

Employees feel useful. According to the participants, they feel that the organisation needs them because they are capable; their recruitment was not a favour but based on merit. They feel respected, which means that their value is recognised and, therefore, they are treated well. They feel fulfilled and satisfied for having developed his or her capabilities through training.

The responses of the participants in Table 6.9 indicate that training adds value to the employee who went through the training. They feel more qualified and more respected. As a consequence, they are more confident and enthusiastic about doing their job. This added value will be used in the workplace.

**Table 6.11**

*Disadvantages of Training for Employees*

| **Verbatim evidence** | **Group category (code) identified for the disadvantages of training for employees** |
|---|---|
| FGB-E8: Training can also have A negative consequence: a trained employee can have a new vision that others do not have as a result of training. This situation can be a cause of conflict and misunderstanding in the workplace.<br>FGC-E13: If the workplace is not ready for innovation, a conflict can arise. Training can be beneficial to the workplace if there is collaboration between the workplace and the trainee; otherwise, training can bring about a problem. | Conflict and misunderstanding in the workplace |
| FGD-E22: Some seminars organised by the workplace did not have an impact on my work because the topics discussed were not related to my work, so I just lost my time. Then I have to compensate for the lost time after training.<br>FGF-E32: When the centre of a problem I face in my work is not addressed by the training, then it is not helpful; it becomes a waste of time. And I have to find ways to catch up with work! | Pressure/frustration due to lost time in seminars |



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Table 6.11 (Continued)

| **Verbatim evidence** | **Group category (code) identified for the disadvantages of training for employees** |
|---|---|
| FGF-E38: There are things that I deplore. I was told in school that the programmes run in a local church should be in line with the needs of the church. Many times, the programmes run in the training come from the hierarchy, and they do not address the needs of the local church. I have to follow those programmes while being frustrated. In this case, the training does not solve the local problem. | Pressure/frustration due to lost time in seminars |
| FGE-E28: When an employee cannot use acquired knowledge, it is to the detriment of the trainee and the organisation because it creates demotivation in the employee. | Demotivation due to the failure to use acquired knowledge |

As shown in Table 6.11, the participants stated that the disadvantages of training for employees are the following:

- *Conflict and misunderstanding in the workplace*: a view shared by two employees
- *Pressure/frustration due to lost time*: a view shared by three employees
- *Demotivation due to failure to use acquired knowledge*: the view of one employee.

The participants identified three major disadvantages of training. First, it caused conflict with others due to their new vision. Their way of looking at things changed after training, and this created an issue with those who were used to handling things differently.

The second disadvantage was the frustration they face due to pressure and lost time. Attending training constitutes loss of time when the training does not address issues that employees encounter in their workplace. This is the case where no assessment of training needs was conducted before deciding on the object of training. When training is over, trainees feel pressured to catch up with their work.

The last disadvantage identified relates to demotivation resulting from the failure to use acquired knowledge. This kind of demotivation refers to a loss of zeal when the workplace is not ready to accommodate the transfer of new KSA. It may be that the materials and equipment needed do not exist, making the implementation of a new action impossible.

The advantages of training and challenges related to training for the organisation will be elaborated on in the next section.



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### 6.8.2 Sub-theme 2: Advantages and disadvantages of training for the organisation

This sub-theme refers to the positive impact of training on the SDAI and the difficulties that those institutions face because of training.

The main questions and answers regarding the advantages and disadvantages of training for the organisation are found in Tables 6.12 and 6.13.

**Table 6.12**

*Advantages of Training for the Organisation*

| Verbatim evidence | Group category (code) identified for the advantages of training for the organisation |
|---|---|
| FGB-E6: Training helps an organisation to be independent because when the employees are properly trained there is no need to look for talents from outside. | A more independent organisation |
| M4: The school relies less on visiting teachers and can count on trained permanent teachers.<br>M10: As a consequence of training, our tasks become light because a trained permanent teacher can replace up to four visiting lecturers by performing their tasks. | A more independent organisation |
| FGB-E11: It makes an organisation more competitive. | More competitive organisation |
| FGC-E13: There will be innovation; the trainee will come with something new. Training can be beneficial to the workplace if there is collaboration between the workplace and the trainee; otherwise, training can bring about a problem. | Innovative organisation |
| FGC-E15: Increased productivity and performance because training can be a source of progress and growth.<br>FGC-E17: Trained employees working according to the norms resulting in the growth of the workplace; better performance.<br>FGC-E14: The trainee will be more efficient and his or her performance will add values to the output of the organisation.<br>FGD-E23: Training has opened my spirit and helped me do my work better.<br>FGE-E26: Training has allowed me to improve my work and to be different.<br>FGE-E25: Training allows me to do well my work and hence give my contribution for the growth of the organisation.<br>FGE-E24: The academic training received as a teacher has reinforced my teaching capacity and I do my work better than before training; hence, training has positive impacts on my employing organisation.<br>FGE-E27: Through training, I receive knowledge that helps me to have a greater performance in my job.<br>FGE-E28: Work is done according to the knowledge and skills received during training; this means that training normally has an impact on one's work. One does one's work better and faster and even beyond what is required when one receives training.<br>FGF-E38: Training allows me to understand what I have to do and to master my work. My performance improves and I feel more useful as a pastor. | Increased productivity and performance |



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Table 6.12 (Continued)

| Verbatim evidence | Group category (code) identified for the advantages of training for the organisation |
|---|---|
| FGF-E34: Continuous training, especially when well-orientated, allows employees to increase their competencies and to respond better to the needs of the organisation in reaching its goals and even beyond. | Increased productivity and performance |
| FGG-E39: A better performance as a pastor; this will make church members proud of their pastor. | |
| FGG-E40: The employer benefits from the training in a way that the employee's performance is better and his/her work is satisfactory. | |
| FGH-E47: Training convinces me that I am useful. Training gives me the opportunity to positively impact my surroundings and the organisation by being competent. | |
| FGH-E49: It allows knowledge to meet the environment's needs. All of this results in better quality of work compared to performance before training. | |
| FGH-E46: When the knowledge acquired during training is useful to solve problems encountered in my work, there is a training transfer and my performance is better. | |
| FGI-E53: It facilitates the execution of a task; the work can be carried out with rapidity. | |
| FGC-E13: The more training is received with seriousness, the more the work will be handled with care. There is a relationship between performance during training and performance at work. | |
| FGF-E38: Several times we receive good training, which allows us to do good work, and positive changes are evident. | |
| FGJ-E60: After training, I have the ability to perform my work easily and I have no doubt about what I do. I work without worrying about inconveniences. | |
| M1: In the domain of finance and accounting, we receive financial information in time as a result of training of the employee in charge. Simply put, employee training positively impacts the performance of our organisation. | Increased productivity and performance |
| M3: Training results on good performance in the workplace. The discipline taught is very well mastered. | |
| M8: Trainees come back to the workplace with new insights, new ways of doing things, and this can boost the dynamic in the organisation. However, a new dynamic can cause resistance. | |
| M7: The work is done faster and is of good quality. | |
| M11: The pedagogical inspector regularly for a control. The given instructions contained in their report are communicated to the teachers, and they receive training or seminars accordingly so that the gap between the norms and what they do can be closed. After such training, we notice an improvement in their ways of teaching, handling documents and collaborating | |

As shown in Table 6.12, the participants asserted that the advantages of training for the organisation are the following:



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- *A more independent organisation*: a view shared by the participating employees and managers, i.e. one employee and two managers
- *A more competitive organisation*: the view of one employee
- *An innovative organisation*: the view of one employee
- *Increased productivity and performance*: a view shared by 20 employees and five managers.

According to the participants, training makes the institution more independent. The independence of the institution here refers to the fact that when teachers/lecturers receive training, it is no longer necessary to depend on visiting lecturers/teachers who are specialised in a particular domain because after training, capable human resources are available.

Training makes the institution more competitive. This refers to the capacity of the institution to offer goods and services that are better than those offered by competitors due to properly trained human resources.

The training of employees results in increased organisational productivity and performance. This refers to the increased efficiency of employees in handling their tasks and their increased ability to offer goods and services that meet the requirements.

Training can make an institution innovative. This refers to the capacity to come up with something new as a result of training. This may be a new product, a new service, or a new way of doing things. An example to this effect was provided by one of the participants.

> *I attended a training on project cycle management. After the training, I was very excited to think about what project can be run at our institution after acquiring enough knowledge on the topic. I said to myself: "What others were able to do, we can also do!" I then came up with the concept of 'Enterprise University' to help poor students pay their school fees. This involves the creation of different enterprises (farm, bakery, etc.) within the school so that jobs can be provided to students.*

**Table 6.13**

*Disadvantages Related to Training Facing the Organisation*

| Verbatim evidence | Group category (code) identified for disadvantages related to training faced by the organisation |
|---|---|
| FGB-E11: Training is not enough for an organisation to grow. An employee can receive training, but if there are no other motivation factors there will be no training transfer. | Uncertainty about employees' motivation to transfer |
| FGB-E13: If the workplace is not ready for innovation, a conflict can arise. Training can be beneficial to the workplace if there is collaboration between the workplace and the trainee; otherwise, training can bring about a problem. | Possibility of conflict |



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Table 6.13 (Continued)

| Verbatim evidence | Group category (code) identified for disadvantages related to training faced by the organisation |
|---|---|
| FGI-E51: Training is not enough. The workplace must be ready so that acquired knowledge.<br>M8: Training puts pressure on the organisation because new working conditions and organisational support might be needed for training transfer to take place.<br>M12: Many times, the workplace is not ready for training transfer due to the absence of needs assessment. | Investment required to update the workplace |
| M6: There are some challenges related to training. When an employee comes back from training, he/she thinks of being appreciated right away at his right value; however, if his salary or working conditions do not change, he/she will look elsewhere. | Pressure due to the expectations of the trained employees |
| M7: Some employees leave the institution after upgrading from academic training; they look for a job elsewhere. This constitutes a financial loss for the organisation.<br>M9: The consequences can be disastrous. In our case, the organisation has decided to train some of its staff, but after the training the trainees have preferred to look for jobs somewhere else, yet the school has invested in them. So, the organisation lost its investment.<br>M12: Not all trainees return to the workplace after training; some look for a job that can give them a better salary. | Departure of employees after training |

According to Table 6.13, the participants indicate that the challenges related to training faced by the organisation are the following:

- *Uncertainty about employee motivation to transfer*: the view of one employee
- *Possibility of conflict*: the view of one employee
- *Investment required to update the workplace*: a view shared by one employee and two managers
- *Pressure due to the expectations of the trained employees*: the view of one manager
- *Departure of employees after training*: a view shared by three managers.

Table 6.13 provides the different responses to the challenges related to training; these depend on the experiences that the participants or the concerned institutions went through. The identified challenges are the following:

- *Uncertainty about the motivation to transfer*. This refers to the fact that the training of employees does not guarantee the transfer of KSA and thus the achievement of training objectives.
- *Possibility of conflict between employees and management when the workplace is not ready for innovation*. This refers to a situation where



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employees who completed their training session are full of zeal and eager to implement what they have learnt. If for some reason, the implementation of the new ideas is not yet possible, conflict might arise.

- *The workplace is not ready for the use of newly acquired knowledge, and thus training becomes a waste of time and money*. The use of new knowledge might require the updating of a workplace to allow for the new knowledge to be implemented. Sometimes, a big investment might be necessary. Otherwise, it may not be possible to implement what has been learnt during training.
- *Participants also reveal that after training, employees have some expectations about their remuneration and consequently put pressure on the organisation*. This refers to the perception that training adds value to employees in terms of them doing more for the organisation. If they do more, then they should be paid more. Therefore, they expect a salary increase, a situation that can be challenging for the organisation.
- *Failure to adjust the working conditions of newly trained employees can result in their departure from the organisation*. If employees who think that they deserve more do not receive what they feel they deserve, they may become frustrated and leave the institution.

## 6.9 CONCEPTUALISATION OF THEME 4

Theme 4 encompasses two sub-themes, namely, (1) the advantages and drawbacks of training for the employee, and (2) the advantages of training for the organisation and challenges related to training.

Training adds values to employees and makes them more qualified and respected. They therefore become more enthusiastic in performing their tasks. In the SDAIs, training results in employees doing their work with enthusiasm; they are more qualified and efficient and are better adapted to their work environment. They become open minded, have more self-esteem and are confident in doing their work.

However, training also has some disadvantages. The new vision acquired during training may not be approved by everyone in the workplace and can become a source of conflict. There are cases where newly acquired knowledge cannot be used for some reason; therefore, trained employees become demotivated. Training time is considered as lost time if training does not address the workplace problem. In such cases, the trained employees will feel pressured to catch up their work and make up for lost time. Conflict may arise due to an unshared vision.



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In terms of advantages for the organisations, participants thought that training helped them to improve their productivity and performance. The organisations subsequently become more independent, more competitive, more innovative, and more developed. However, the implementation of a new idea can require an investment. Moreover, it is not always certain that trained employees will use what they receive during training. In addition, if they decide to use what they received, they will have high expectations pertaining to their remuneration. Unfilled expectations can result in the departure of employees. There is also uncertainty about training transfer (TT). Employee training does not guarantee TT and there should therefore be a motivation to transfer training (MTT), and management cannot be certain about the intensity of the MTT in an employee.

In the next theme, the influence of workplace well-being initiatives (WWIs) on TT will be discussed.

Hence, the conceptualisation of what the participants of this study ultimately perceived as the outcomes of training may be summarised as follows: Training increases employees' value and makes them enthusiastic. Accordingly, and if the workplace is favourable to TT, this results in increased productivity and performance in the organisation. In the opposite case, training may constitute a waste of time and resources.

## 6.10 THEME 5 INFLUENCE OF WORKPLACE WELL-BEING INITIATIVES ON TRAINING TRANSFER

WWIs refer to actions that promote employee well-being that are implemented by the management of SDAIs in the various workplaces. This theme refers to the influence of the actions implemented and the extent to which SDAI employees use what they received during training in the workplace.

The main question and answers relating to the influences of WWIs on TT are indicated in Table 6.14.

**Table 6.14**

*Influences of Workplace Well-being Initiatives on Training Transfer*

| Verbatim evidence | Group category (code) identified for influences of well-being initiatives on training transfer |
|---|---|
| FGA-E2: The more we receive, the more we give. If there are appreciable well-being initiatives, we will also learn well and transfer all we receive to satisfy the organisation. If the well-being initiatives do not match with what we want, we will feel frustrated and there will be less desire for training transfer. | Motivation for training transfer |



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Table 6.14 (Continued)

| Verbatim evidence | Group category (code) identified for influences of well-being initiatives on training transfer |
|---|---|
| FGH-E43: The more one is satisfied with well-being initiatives, the more one will be happy to learn and transfer training. The more frustrated one is, the more one will spend time trying to solve the problem.<br>FGH-E48: I cannot learn properly and transmit the skills I have received if I am not doing well. I would not even be receptive to the training. Even when the opportunity is given to transfer training, if I am not well, I would not effectively transmit what I have received from training. The fact that I am not well can be a serious obstacle to learning and training transfer. However, if I feel well, I receive well and I transfer well.<br>FGI-E50: Well-being initiatives serve as motivators of learning and training transfer because if an employee is not well, it will be impossible for him to learn well and to use the acquired knowledge fully during training.<br>FGI-E51: There are well-being initiatives that trigger training transfer.<br>FGI-E52: Motivation to use what I have learned through training in my job.<br>FGI-E53: Because I gained something valuable because the organisation cares for me, I would also do good for the organisation by using the knowledge I received for the success of the organisation.<br>FGK-E62: Because of the nobility of spirit, there should be an equilibrium between what one receives and what one gives. After profiting from well-being initiatives, one needs to give by using the acquired knowledge.<br>FGJ-E59: Due to my workplace well-being initiatives, I strive to achieve better performance at work by using all my competencies.<br>FGJ-E56: I will not hesitate to apply what I have learned so that the organisation can progress.<br>FGK-E65: Those well-being initiatives boost my morale and push me to do a good job in the field; I easily use the acquired knowledge during training because when my employing organisation cares for me, I also care for my employing organisation.<br>FGJ-E60: I will be very motivated to use what I learned during training. | Motivation for training transfer |
| FGH-E47: What I know ends up disappearing because there are not many occasions to use them. In this case, training transfer has nothing to do with my well-being. Opportunities to transfer training should be given to everyone. | None in the absence of opportunity to transfer |



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Table 6.14 (Continued)

| Verbatim evidence | Group category (code) identified for influences of well-being initiatives on training transfer |
|---|---|
| FGH-E49: The right person should be in the right place so that training transfer is possible. Some capable employees are put in positions that do not match their profile because of their characters that are not appreciated by the leaders. In that case, they cannot experience well-being. Their talents and knowledge suffocate, and there is no possible training transfer. | |
| FGI-E51: There are well-being initiatives that trigger training transfer, but sometimes the workplace is not ready for the transfer of received knowledge. As such, the motivation to transfer serves nothing. Some training imposed by the hierarchy does not meet the environmental needs. | |

According to Table 6.14, the impact of WWIs on TT is

- *motivation to transfer in employees*: a view shared by 12 employees, and
- *none in the absence of opportunity to transfer*: a view shared by three employees.

According to the answers provided, the participating employees thought that the WWIs that promoted their well-being produced in them the motivation to use the knowledge they received from training in the workplace. MTT is, in the case of SDAIs, a result of the implementation of WWIs. However, participants felt that if trained employees did not have an opportunity to use what they received during training, the possible impact of WWIs on TT training vanished.

## 6.11 CONCEPTUALISATION OF THEME 5

There are certain WWIs to promote well-being that result in the MT. When employees are motivated to transfer training, there is an improvement in the rate of TT. However, participants felt that in the absence of a TT opportunity, the possible influence of WWIs on TT no longer exists.

Hence, the conceptualisation of what the participants of this study ultimately perceived as the influence of WWIs on TT can be summarised as follows: Some WWIs produce the MTT in employees, thus facilitating TT. The result is an improvement in the rate of TT.



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## 6.12 THEME 6 WORKPLACE WELL-BEING INITIATIVES (WWIS) THAT MOTIVATE TRAINING TRANSFER

Theme 6 refers to (1) the WWIs that have motivated participants to use the knowledge they acquired during training in their workplace, and (2) the WWIs not implemented but which could motivate more TT. Participants then identified the WWIs that motivated them to transfer training from the other WWIs, and indicated other WWIs that could motivate more TT. Since an organisation strives to maximise the TT rate, it is essential to know if there are other initiatives that have not been implemented so far that could motivate more employees to transfer training.

For its conceptualisation, Theme 6 unfolded into three sub-themes: Sub-theme 1 relates to the well-being initiatives in the different workplaces; Sub-theme 2 concerns the WWIs that have created MTT in participants; and Sub-theme 3 refers to other well-being initiatives not yet in place that could create MTT in participants.

### 6.12.1 Sub-theme 1: Well-being initiatives in the different workplaces

This sub-theme refers to various actions on the part of SDAIs that management considers appropriate and are implemented for the promotion of their employees' well-being. The main question and answers associated with the well-being initiatives implemented by the organisations are indicated in Table 6.15.

**Table 6.15**

*Well-being Initiatives Implemented by the Workplace*

| Verbatim evidence | Group category (code) identified for well-being initiatives implemented by the workplace |
|---|---|
| M1: Improvement of the quality of life of employees through the financial domain; the avoidance of a big difference between the salaries of managers and those of employees. This helps to avoid jealousy and competition. The respect of the organisation's policy in terms of salary and allowances.<br>M3: We make sure that employees receive their salary at the end of each month as a fruit of their work. We also give incentives for special tasks. For example, for the organisation of the exam, we give financial incentives because it requires extra effort.<br>M4: To improve the salary and the way employees are treated.<br>M7: We try to offer a good remuneration package and housing, thinking that employees should feel at ease, whether at work or outside their workplace. | Payment of a good and regular salary package |
| M8: To improve the remuneration package and the working conditions.<br>M10: The payment of regular salaries.<br>M12: The payment of salary on a regular basis. A policy allowing employees who express needs to get an advance on salary. | Payment of a good and regular salary package |



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Table 6.15 (Continued)

| Verbatim evidence | Group category (code) identified for well-being initiatives implemented by the workplace |
|---|---|
| FGA-E2: Understanding in the work environment: Our opinions and viewpoints matter to the managers.<br>FGF-E33: The good communication in the organisation: managers create occasions to have dialogues with the employees on different topics. It gives employees the occasion to open up to managers and discuss the future. | Giving consideration to employees voices |
| FGA-E3: A working policy encouraging meetings with employees: meetings which encourage social interactions between colleagues during which the managers allow us to give our point of views on the running of the organisation are organised; this makes us feel that we, as employees, are important.<br>FGH-E49: The listening ears of the administrators; the possibility to express oneself regarding the work; the facility to get a leave; the closeness of managers to the employees.<br>M4: Managers have dialogues with the staff on their importance to the organisation and the impact of their performance on the organisation.<br>M6: We have conversations with employees. They are very useful. When they feel implied, they will give their best. | Giving consideration to employees voices |
| FGA-E2: The fact of sending us for training.<br>FGA-E1: The training that makes employees more capable.<br>FGC-E17: Training of employees.<br>FGB-E8: Continuous training allows us to ameliorate the quality of our work.<br>FGC-E15: Training initiatives for employees.<br>FGC-E16: The organisation sends employees for training.<br>FGE-E25: The two training sessions I attended constitute for me a great initiative for well-being.<br>FGF-E36: Employees are provided with continuous training and the possibility to upgrade.<br>M2: We organise seminars for employees.<br>M7: We make sure that the staff receives good quality training and that they can update their knowledge especially in the teaching domain.<br>M10: We send employees for training, and they come back to improve the image of the institution. | Training of employees |
| FGB-E8: We have spiritual programmes that are meant to encourage the employees and to brighten their ways.<br>FGC-E15: Spiritual retreat that help us to be revived.<br>FGC-E14: Through spiritual retreat, we are educated spiritually.<br>FGC-E16: The spiritual follow-up of employees through the chaplaincy department ensures that I am in the appropriate place. | Organising spiritual programmes |
| M2: We organise spiritual retreats to allow everyone in the organisation to gain spiritual resources and to create opportunities to be close to one another.<br>M11: Organise moments of prayer to enhance the spirit of fraternity and friendliness, resulting in an atmosphere of serenity. | Organising spiritual programmes |



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Table 6.15 (Continued)

| **Verbatim evidence** | **Group category (code) identified for well-being initiatives implemented by the workplace** |
|---|---|
| FGC-E17: The improvement of the work environment.<br>FGD-E23: The possibility of using solar energy to alleviate the effect of power cutdown; this last action reduces stress and allows me to progress with my work.<br>M4: Good working conditions where employees can feel at ease and feel fulfilled.<br>M8: We provide the minimum of materials and infrastructure so that employees can have an acceptable workplace.<br>M10: We make employees comfortable at work and help them prepare for retirement.<br>M11: Lighten the responsibilities of some employees who were overburdened so that they are less stressed. | Assuring the development and safety of the work environment |
| FGC-E17: No worries about retirement because of a consistent pension plan.<br>M10: Make employees comfortable at work and help them prepare their retirement | Implementation of a good pension plan |
| FGJ-E60: I am almost retired. Many times, managers valued my experiences and my insights.<br>FGE-E25: The way I was valued when I was installed as a district pastor. | Valuing employees |
| FGK-E62: The friendly and brotherly atmosphere among employees<br>M2: We celebrate birthdays in the workplace where everyone is welcome. All this creates a feeling of belonging in our employees.<br>M3: We encourage our staff to be in a celebration mood during the feast; we do all of that so that our employees feel well and be in a family spirit that reinforces the feeling of belonging.<br>M5: The support to the employees; for example, we visit them at their home, we talk to them. This kind of visit is meant to create a feeling of belonging and trust.<br>M3: We also organise some outings and put aside for a while the relationship employers/employees. | Reinforcement of a feeling of belonging |
| GHJ-E61: On some occasions, employees are sent to different organisations to teach or preach. These are opportunities for us to make new friends, build different and enriching experiences, and share with others what we know. | Creation of special occasions for training transfer |
| FGE-E28: There are times when the recruitment procedures are strictly followed and one can occupy the right position. For me, this is a basic and powerful well-being initiative. | Use of a proper recruitment procedure |
| FGE-E24: The appreciation addressed to an employee when he has done a good job<br>FGA-E5: The appreciation of the manager when a work is done according to the norms<br>M4: We encourage our employees by recognising a job well done.<br>M11: The recognition of a job that respects the norms | Recognition of a job well done |



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As shown in Table 6.15, the well-being initiatives implemented by the organisation are the following:

- *Payment of a good and regular salary package*: a view shared by 17 employees and seven managers
- *Giving consideration to employee voices*: a view shared by four employees and two managers
- *Training of employees*: a view shared by eight employees and three managers
- *Organisation of spiritual programmes*: a view shared by four employees and two managers
- *Assuring the development and safety of the work environment*
- *Implementation of a good pension plan*: a view shared by one employee and one manager
- *Valuing employees*: a view shared by two employees
- *Reinforcement of a feeling of belonging*: a view shared by one employee and four managers
- *Creation of special occasions for training transfer*: the view of one employee
- *Use of a proper recruitment procedure*: the view of one employee
- *Recognition of a job well done:* a view shared by two employees and two managers.

Table 6.15 shows that some actions implemented in SDAIs are perceived by participants as WWIs. These actions are explained below.

**Payment of a good and regular salary package**: The SDAI remuneration package in Cameroon includes several elements. Direct remuneration, which refers to the regular pay received at the end of each month, includes the basic salary calculated on the basis of the individual's position and years of service, a cost-of-living allowance to compensate for the inflation rate, a transport allowance to help employees pay for their transport to work, a communication allowance to help employees with their communication expenses, a car depreciation allowance and miscellaneous allowances, depending on the profession of the employee concerned. Indirect remuneration includes partial reimbursement of medical expenses, partial reimbursement of electricity and water expenses, and daily allowances (per diem) for those who go on a mission. This salary package is perceived as appropriate to the participants and is paid on a regular basis.



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**Giving consideration to the voices of the employees:** this refers to easy access to managers in order to facilitate dialogue and joint decision-making between the managers and employees.

**Training of employees**: This refers to the different training sessions organised for employees and to the academic training of employees to earn a higher qualification. According to participants, formal training in general and academic training in particular is considered as a reward for those who have performed well in the past in the context of SDAIs. As recognition for excellent performance, institutions send employees for training to acquire more intellectual capacity.

**Organisation of spiritual programmes**: This refers to the different programmes organised for the spiritual upliftment of employees. Such programmes include morning worship during which employees and managers pray together before starting work, spiritual retreats during which employees and managers leave the workplace and meet in a place surrounded by nature to discuss spiritual matters and pray.

**Assuring the development and safety of the work environment:** According to participants, this refers to the availability of materials and equipment, appropriate infrastructure, control of the workload of human resources and appropriate office furniture.

**The implementation of a good pension plan**: Permanent employees of SDAIs contribute to two different pension plans, namely the regular pension plan instituted by the state of Cameroon and the pension plan of the SDAC. Every institution contributes to the two employee plans. Hence, when the employees retire, they benefit from the two plans. According to participant 17, what one gets as a retirement benefit is more or less equivalent to one's monthly salary.

**Valuing employees**: According to the participants, this refers to esteem shown to employees for their experience and insight.

**Reinforcement of a feeling of belonging**: The SDAIs create occasions for enhancing a feeling of belonging among employees. Such occasions include birthday celebrations, visits to the homes of employees, and excursions to have fun together. In addition, at least once a year managers of the institutions involved along with all employees go on outings/excursions during which they play, enjoy nature together, and reinforce social relations and friendship.

**Organisation of special occasions for training transfer**: Employees are sent into different settings outside of their workplaces to teach or to preach, and thus use what they received during their training.



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**Use of a proper recruitment procedure**: This refers to the search for a match between the job profile and the competency profile of an employee during the recruitment procedure; the suitable employee is placed in the right position and is therefore comfortable with his or her job.

**Recognition of a job well done**: This refers to words of appreciation from managers and/or the awarding of a bonus to recognise work done according to the norms or that exceeds the expected performance.

### 6.12.2 Sub-theme 2: Workplace well-being initiatives that promote the motivation to transfer training in participants

This sub-theme refers to well-being initiatives that triggered the MTT according to the perceptions and views of employees of SDAIs. They are initiatives that generated in employees the motivation to use the KSA and attitudes they acquired during training in their workplaces. The main question pertaining to WWIs that have enhanced MTT in participants is specified in Table 6.16.

**Table 6.16**

*Well-being Initiatives that have Enhanced the Motivation to Transfer Training in Participants*

| Verbatim evidence | Group category (code) identified for well-being initiatives that have increased motivation to transfer in participants |
|---|---|
| FGA-E2: I had a special experience hearing encouraging words and words of appreciation from the leaders for the work done; those actions were real motivators for me to transfer training.<br>FGJ-E55: The recognition of good work accompanied by a congratulation message.<br>FGE-E28: The recognition for a well done through many ways: a bonus, a promotion, a recognition as being the best employee for a defined period. | Recognition of a job well done |
| FGB-E10: I have been here since the start of this school (1999). The problems we used to have some years ago are no longer there. We used to go four months without salary. The positive change is spectacular! This is a great motivator to use what I acquired through training. FGB-E7: Adjustment of the remuneration package.<br>FGC-E14: The change of status every year accompanied by a salary increase that gives me a psychological release because I live far away and this increase helps me to bear the cost of transportation. This motivates me to do my work in line with the knowledge I have received.<br>FGF-E63: Improvement in my status and my salary push me to use the acquired knowledge with all my heart.<br>FGC-E15: The financial incentives given during training have motivated me to transfer training. | Payment of a good and regular salary package |



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Table 6.16 (Continued)

| Verbatim evidence | Group category (code) identified for well-being initiatives that have increased motivation to transfer in participants |
|---|---|
| FGH-E48: Coverage of all expenses while on a mission plus a bonus. This encouraged me to reach a high level of training transfer. | Payment of a good and regular salary package |
| FGB-E9: I was downgraded due to a professional problem; I was sent on a disciplinary assignment. Later, the administration called me back and I was rehabilitated. This is for me a well-being initiative that pushes me to give my very best in my work and use the knowledge I have acquired through training.<br>FGE-E25: The installation ceremony has triggered something in me. I am naturally attached to the value of consideration.<br>When the managers showed me respect in public during my installation as a pastor, I started to feel directly the weight of my responsibility and I just do my best to deserve the trust put in me. I then decided to use all the information I received during the training.<br>FGJ-E60: Respect for the employees and the good image of the organisation.<br>FGK-E67: The spirit of complementarity between managers and the employees.<br>Participant 64: The relationship between employees and managers: there is no big gap between the two groups, I feel we are all servants of God, and I do not see the managers acting as my bosses. This pushes me to transfer training. | Valuing employees |
| FGB-E8: Spiritual programmes which encourage me and convince me that after all God is alive and He guarantees our well-being. These messages motivate me to do my best at work and do training transfer. | Organisation of spiritual programmes |
| FGC-E17: The improvement of the work environment and the availability of equipment and protection material. | Assuring the development and safety of the work environment |
| FGE-E28: The responsibilities that were attributed to me have constituted for me real motivators to transfer training. I had the privilege to hold certain positions where I have transferred what I have learnt so each time I handle a position of responsibility, it gives me the opportunity to transfer training in my work despite the adversity within the institution. The fact of handling a position that matches my capacities boosts my well-being. So, it is not a matter of the money; it is a matter of appropriate workplace for the training transfer. When one feels that a received promotion was deserved and sees the expectations of the institution, then one gives his best to accomplish one's responsibilities; in all of this the recognition logic should be kept to maintain the dynamic of training transfer.<br>FGI-E51: After training, I was appointed to a position accompanied by heavy responsibilities. This situation motivated me to transfer the training. I felt very proud because I have acquired some knowledge that I have transferred that can impact the performance of the organisation. | Use of the proper recruitment procedure |
| FGF-E37: All pastors were sent to preach in different places they do not necessarily know; this action created a zeal in them and increased the level of training transfer. | Creation of special occasions for training transfer |



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Table 6.16 (Continued)

| **Verbatim evidence** | **Group category (code) identified for well-being initiatives that have increased motivation to transfer in participants** |
|---|---|
| FGF-E38: Each year we are sent to different assemblies to represent the administration; we decide on the theme and do what we think is necessary. This kind of action helps me to put into practice the knowledge and skills that I received during training. It is a good booster for training transfer. | Creation of special occasions for training transfer |
| FGE-E25: After my training, I submitted a training project for young people at three different places so that I could transfer training and, at the same time, create additional revenue for the institution; the said project was approved. For me, accepting this project constitutes a commendable initiative that helps me transfer more training. | |
| FGF-E33: The different trainings and seminars we receive serve as a booster of training transfer. An award is awarded to good performers. This encourages me to use the knowledge acquired during training. | Training of employees |

According to Table 6.16, the well-being initiatives that have enhanced motivation to transfer training of employees are the following:

- *Recognition of a job well done*: a view shared by three employees
- *Payment of good and regular salary*: a view shared by six employees
- *Valuing employees*: a view shared by four employees
- *Organisation of spiritual programmes*: the view of one employee
- *Ensuring the development and safety of the work environment*: the view of one employee
- *Use of a proper recruitment procedure:* a view shared by two employees
- *Creation of special occasions to transfer training*: a view shared by three employees
- *Training of employees*: the view of 1 employee.

The above factors were previously conceptualised (refer to section 6.12.1.1). The responses of the participants indicate that the WWIs that improve their motivation to transfer (MTT) may differ depending on the individual involved.

A comparison of Tables 6.14 and 6.15 shows that not all WWIs promote TT. According to the participants, the following WWIs did not create MTT: implementation of a good pension plan, consideration of employees' voices, and reinforcement of a feeling of belonging.



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Table 6.15 presents the initiatives that enhanced TT from the time of participants' recruitment by one of the organisations to the time data collection was performed. That is to say, this list may not be exhaustive because the requirements of employees may change owing to factors such as new challenges in the workplace, new perceptions of employees, and the like.

The main question and answers regarding other WWIs that can motivate employees to transfer training are specified on Table 6.16.

### 6.12.3 Sub-theme 3: Other initiatives that can motivate employees to transfer training

The WWIs that can motivate more employees for TT are found in Table 6.17.

**Table 6.17**

*Other Workplace Well-being Initiatives to Enhance Motivation to Transfer Training: Participants' Views*

| Verbatim evidence | Group category (code) identified for well-being initiatives to boost motivation to transfer |
|---|---|
| FGA-E2: The use of justice and equity in recruitment, taking into consideration the profile of the candidates and thus choosing the right person for the position to be filled.<br>FGB-E7: The recruitment process must be fair; it is something that creates too much frustration; norms should be followed when recruiting an employee. The employment of spouse should follow the norms and policies of normal employment because there is a tendency to treat the spouses of employees.<br>FGH-E47: Consider the work of the spouse when deciding on duty station so that family members are not be scattered.<br>FGJ-P50: Seniority should be taken into account. Primes associated to some positions should be paid. Self-control should be encouraged.<br>FGK-E67: The organisation should facilitate family regrouping that will allow husband and wife to work in the same place.<br>FGC-E17: The duration of vacation should be respected. | The use of an equitable recruitment and employment policy |
| FGG-E41: Surprise visit of administrators to pastors and their families.<br>FGJ-E54: The visit of administrators in the field will allow them to spend some time with the employees and their families in their workplace. | Visit by managers to employees in the field |
| FGB-E7: There should be a career plan for the employees. Some spend even 10 years in the same position and later get down to the lowest position from where they started. | Establishing a clear career plan |



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Table 6.17 (Continued)

| Verbatim evidence | Group category (code) identified for well-being initiatives to boost motivation to transfer |
|---|---|
| FGC-E13: Work on career paths for employees because God himself wants his children to be prosperous. In government institutions, the title and the advantages of an employee are kept even though the employee in question no longer occupies the position; this is not the case in our institution.<br>FGC-E17: Establish a career path for employees.<br>FGD-E19: That the institution works on a career path for the employees and takes into account their advancement.<br>FGE-E25: Manage with justice the career of employees. Clarify the career path of each employee because today it is noticed that one is a manager today and tomorrow one goes back to square one. This creates frustration and makes employees demotivated.<br>FGE-E27: The hierarchy should know that employees need to grow professionally. Career management should be done according to the norms. | Establishing a clear career plan |
| FGB-E11: Our institutions need a human resource department because, so far, it is a domain seriously neglected. The matter of employee well-being is not discussed. The well-being of employees is a very important factor for the success of the organisation. | Creation of a human resource department |
| FGB-E11: There should be cohesion initiatives to facilitate the cohesion between employees themselves and between employees and managers. | Implementation of initiatives for cohesion |
| FGB-E11: We are still at levels 1 and 2 of Maslow's pyramid in terms of employee needs satisfaction are concerned. We should move on to initiatives satisfying the achievement and fulfilment needs of employees in all domains. | Implementation of initiatives to encourage achievement |
| FGE-E24: There should be places where employees can do sport activities. | Arrangement of opportunities for sports activities |
| FGE-P28: To be used at one's full potential. Place an employee at the right place to be able to use his/her capacity. Then one will find the equilibrium state which will guarantee well-being.<br>FGI-E51: Put the right person at the right place. | Employees use their full potential |
| FGH-E46: Risk allowance for those who work in the war zone.<br>FGH-E48: Risk allowance should be given to those who work in a war zone. | Awarding of a risk allowance for employees in war zones |



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Table 6.17 (Continued)

| Verbatim evidence | Group category (code) identified for well-being initiatives to boost motivation to transfer |
|---|---|
| FGH-E49: To equip employees who work in places where access to water and electricity is difficult. | Provision of special equipment for difficult areas |
| FGJ-E57: Facilitate the acquisition of transportation means for employees who work in faraway places.<br>FGJ-E59: The acquisition of tools of information technology which can contribute to the development of the competence of employees in difficult areas | Provision of special equipment for difficult areas |
| FGC-E13: To allow employees to have decent lodging. | Provision of decent lodgings |

According to Table 6.17, the workplace well-being initiatives that would increase the employee's motivation to transfer in the context of SDAI are the following:

- *Use of an equitable recruitment and employment policy*: the view of four employees
- *Visits by managers to employees in the field*: the view of one employee
- *Establishing a clear career plan*: a view shared by two employees
- *Creation of a human resources department*: the view of one employee
- *Implementation of initiatives for cohesion*: the view of one employee
- *Implementation of initiatives to encourage achievement*: the view of one employee
- *Arrangement of opportunities for sports activities*: the view of one employee
- *Employees' use of their full potential*: a view shared by two employees
- *Awarding of a risk allowance for employees in war zones*: a view shared by two employees
- *Provision of special equipment for difficult areas*: a view shared by three employees
- *Provision of decent lodgings*: the view of one employee.

The answers provided will be conceptualised below.

**Use of an equitable recruitment and employment policy**: This implies that potential candidates should have equal rights in this regard; employees with the same qualifications and occupying the same position should be given the same treatment regardless of race, sex, age, religion, nationality and ethnic group.



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**Visits by managers to employees in the field**: This refers to managers visiting the homes of employees and talking to them and praying with them.

**Establishing a clear career plan**: This refers to the establishment of a clear path for an employee to follow during his or her work life so that they can realise their dreams in terms of their profession. An employee may be advised accordingly.

**Creation of a human resources department:** This refers to the creation of a department that is responsible for the implementation of human resource practices (HRPs), involving compensation and benefits for employees, their training and development and their recruitment, strategic human resource planning, personnel management and employee relations. Some SDAI institutions do not have an HR department. Hence, responsibilities related to personnel management (work contract, vacation, sick leave, maternity leave, retirement, etc.) have so far been dealt with by the general secretary's office, whose staff is not trained in human resource management (HRM). The participants thought that the existence of an HR department responsible for the implementation of HRPs could promote employee well-being.

**Implementation of initiatives for cohesion**: This refers to the implementation of initiatives that encourage unity and connectedness among employees and managers.

**Implementation of initiatives to encourage achievement**: In the context of SDAIs, this refers to initiatives that encourage the achievement of goals in life. Such goals can be related to the professional, social, intellectual or spiritual domain.

**Arrangement of opportunities for sports activities**: This refers to the organisation of a football field, a volley ball field, etc. so that employees and managers can play together and relax.

**Employees' use of their full potential**: In the context of the SDAIs, this refers to the appointment of an employee to a position that matches his or her level of competence to allow the employee to use his or her full potential. This is in line with the principle of placing the right person in the right position. Therefore, the appointment of an employee to a position that does not fit her or his competence is rejected.

**Awarding of a risk allowance to those working in war zones**: Some SDAI employees are located in war zones. In this context, a risk allowance refers to an allowance provided every month that acts as a shield against a loss of material things that can happen unexpectedly as a result of the war.

**Provision of special equipment for difficult areas**: Some employees, especially pastors, work in difficult areas where access to electricity and clean water is difficult and the roads to



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access such places are in a poor condition. Equipment like motorised pumps and generators would be useful for such areas.

**Provision of decent lodgings**: This refers to the provision of accommodation in good condition and having enough space to accommodate the family of the employee concerned.

Some of the answers given by the participants in Table 6.16 are among the list of the actual well-being initiatives implemented in the different workplaces (Table 6.15). This indicates that well-being initiatives differ from one workplace to another. Some initiatives applied in some workplaces are wanted by employees in a different organisation, thus the need for each organisation to consult its own employees on initiatives that can promote their well-being.

A follow-up question and answers of participants on ways that the organisation can use to update the management on employees' perceptions on WWIs are found in Table 6.18.

**Table 6.18**

*Ways in which the Organisation can Update the Management of Employee Perceptions on Workplace Well-being Initiatives*

| Verbatim evidence | Group category (code) identified for ways the organisation can use to update management of employees perceptions on WWIs |
|---|---|
| FGH-E48: The questionnaires can be distributed to the employees.<br>FGF-E32: The organisation can send out surveys to the employees.<br>M1: We can use questionnaires<br>M3: Questionnaires can be used to this end<br>M4: Questionnaires can be sent to employees<br>M5: Surveys can be sent out to employees | Questionnaires/surveys |
| FGB-E10: Communication can be done through the staff delegates who are supposed to organise a staff meeting once a month.<br>FGC-E13: The staff delegates can transmit information from the management to the employees and from the employees to the management.<br>FGJ-E58: We can express ourselves and talk about our well-being during a staff meeting. Later, our decision as employees can be communicated to the managers.<br>FGA-E3: I vote for communication through the staff delegates.<br>M10: Communication through the staff delegates<br>M12: The staff delegates as representatives of the staff | Staff delegates |
| FGE-E28: Employees can put anonymous suggestions on well-being initiatives in a suggestion box.<br>FGB-P6: It is better to drop one's suggestions in a suggestion box because sometimes, when one talks freely, it can cause some misunderstandings. | Suggestion box |



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Table 6.18 (Continued)

| Verbatim evidence | Group category (code) identified for ways the organisation can use to update management of employees perceptions on WWIs |
|---|---|
| FGC-E14: The suggestion box is better because it will not be known who gave the suggestion; there will be no intimidation.<br>M6: A suggestion box can be used especially for those employees who prefer not to talk openly<br>M8: A suggestion box can be used to this end | Suggestion box |
| FGI-E51: Organise regularly well-being seminars that can help to understand the perceptions of employees and their expectations. | Well-being seminars/meetings |
| FGG-E41: Managers can organise a brainstorming meeting with employees on workplace well-being initiatives.<br>FGJ-E55: Meetings with employees to discuss their well-being and take their suggestions.<br>M2: I would be happy to meet with the staff and discuss with them<br>M7: A meeting with managers would help | Meeting with managers |

According to Table 6.18, the participants propose that the management use the following ways to be updated on employees' perceptions on WWIs?

- *Questionnaire/survey*: a view shared by two employees and four managers
- *Staff delegates*: a view shared by three employees and two managers
- *Suggestion box*: a view shared by three employees and two managers
- *Well-being seminars*: the view of one employee
- *Meetings with managers*: a view shared by two employees and two managers.

The answers provided will be explained below.

**Questionnaire /survey**: This refers to a document containing questions that are distributed to the employees in order to find out their points of view pertaining to their well-being.

**Staff delegates**: In the context of SDAIs, the term "staff delegates" refers to representatives of employees. According to labour law, staff delegates should have a meeting with all permanent employees once a month to exchange ideas with them on issues that preoccupy the employees. The resolution taken during the meeting is later forwarded to management.

**Suggestion box**: This refers to a box positioned in a place that is accessible to all employees and into which they can drop their written suggestions.

**Well-being seminars**: This refers to seminars on employee well-being during which different themes pertaining to this topic are discussed.



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**Meeting with managers**: This pertains to a meeting of all employees with the managers of the institution. The agenda of the meeting is prepared by the management but employees have the right to ask questions.

According to the participants, questionnaires/surveys on WWIs that can improve TT could be completed by employees so as to provide management with data to this effect. Employees may also communicate with management through their staff delegates who, as the chosen employee representatives, could present employees' requests officially to management. A suggestion box can also be used for this purpose. Employees could be invited to drop their recommendations in the box anonymously. Well-being seminars could provide employees with the opportunity to receive clarifications and exchange freely about well-being. It could also be an opportunity for management to understand the perceptions and views of employees on well-being.

A discussion of the model that could be used as a basis for WWIs to influence TT will follow in the next section.

## 6.13 CONCEPTUALISATION OF THEME 6

Theme 6 encompassed three sub-themes, namely, (1) the well-being initiatives in the different workplaces, (2) the well-being initiatives that have enhanced the MTT in employees, and (3) other well-being initiatives that can motivate more TT.

Actions implemented by the SDAIs that are perceived as well-being initiatives include paying a good and regular salary package, valuing and training employees, organising spiritual programmes, developing the work environment to make it pleasant, implementing a good pension plan, facilitating access to loans, giving recognition for a job well done, reinforcing a feeling of belonging, creating special occasions for TT, and implementing a proper recruitment policy that allows employees to occupy the right position.

All but three of these initiatives were found to have increased the MTT in SDAI employees. The participants' responses show that even though a good pension plan, access to loans, and reinforcing a feeling of belonging contribute to employee well-being, they do not enhance MTT.

Certain initiatives that could motivate increased TT but had not been implemented in the SDAIs include the following: the use of equitable recruitment/employment policies, the organisation of recreation activities, visits to employees in the field by managers, the establishment of a clear career plan, the creation of a human resource department, the implementation of initiatives for cohesion, granting freedom of expression to employees, implementing initiatives to encourage self-development, recognition for a job well done, arrangement of opportunities for sports activities, making use of employees' full potential,



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treating employees with respect, giving a risk allowance to those working in war zones, providing special equipment for employees in difficult areas, and ensuring decent lodgings.

Hence, the conceptualisation of what the participants of this study ultimately perceived as WWIs motivating TT can be summarised as follows: Not all actions identified as WWIs promote the MTT. The initiatives identified that promote TT are not the same for all participants. In other words, the initiatives that produce MTT in participants differ from one person to the next. Therefore, the degree of efficiency of a particular WWI in reinforcing the MTT in an employee may not be the same for all employees.

To align the findings with the meta-theoretical framework of this thesis (section 1.2.1.1) the well-being initiatives that improve TT according to the participants and the initiatives that can motivate employees increase TT are regrouped in Table 6.19 below.

**Table 6.19**

*Initiatives to promote training transfer and associated resources*

| Initiatives promoting training transfer | Associated resources |
|---|---|
| Valuing employees<br>Making use of employees' full potential | Psychological resources |
| Assuring the development and safety of the work environment<br>Implementing initiatives that encourage self-development<br>Payment of medical insurance<br>Organising spaces for sports activities | Physical resources |
| Valuing employees<br>Visits by managers to employees in the field<br>Implementation of initiatives for cohesion | Social resources |
| Payment of a good and regular salary | Financial resources |
| Use of a normal recruitment procedure<br>Use of an equitable employment policy<br>Establishing a career plan<br>Creation of a human resource department<br>Creation of special occasions for TT<br>Training of employees<br>Employees use of their full potential<br>Recognition of a job well done | Organisational resources |
| Organisation of spiritual programmes | Spiritual resources |

An initiative can be associated with two or three different resources depending on the nature of the initiative. For example, the initiative "valuing employees" is considered both a recognitional and a physical resource. This is because leaders recognise the efforts made with regard to work. In this sense, the act of valuing employees is associated with organisational resources. At the same time, the act of valuing employees also helps to ease the minds of



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employees and makes them strong psychologically. Therefore, it is also regarded as a psychological resource.

## 6.14 THEME 7 CONCEPTUALISATION OF A WELL-BEING MODEL AS A BASIS FOR WELL-BEING INITIATIVES THAT PROMOTE TRAINING TRANSFER

A well-being model that can be used as a basis for WWIs is one that involves the six domains of resources and challenges as identified by the participants. These six domains are specific to an SDAI setting in Cameroon, and include the psychological, physical, social, financial, organisational and spiritual domains.

This well-being model will be presented in Chapter 7.

## 6.15 CONCLUSION

This chapter presented and analysed the collected data, from which significant concepts and perceptions and recurrent themes were extracted. The identified themes were grouped into seven themes each with several sub-themes. The data highlighted by these themes and sub-themes allowed the researcher to develop a conceptual model of the role of employee well-being in promoting training transfer. In Chapter 7, the conceptual model will be developed and presented, and the contributions of the findings will be elaborated on.



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# CHAPTER 7

# DEVELOPMENT OF A CONCEPTUAL WORKPLACE WELL-BEING MODEL

## 7.1 INTRODUCTION

The previous chapter focused on the presentation and conceptualisation of the findings. In this chapter, the findings will be interpreted and will be compared to existing literature to improve the validity of the research as prescribed for an interactive approach (Maxwell, 2008). The contribution will subsequently be illustrated and explained by means of a model. This model constitutes the pinnacle of this thesis and the theoretical contribution of the researcher in response to the objective of the study.

The research problem, research aim and the specific research objectives and questions are restated and this is followed by an interpretation of the findings.

### 7.1.1 Research problem and research aim

Most Seventh-Day Adventist institutions (SDAIs) in Cameroon implement workplace well-being initiatives (WWIs) prescribed by top management. At the same time, they invest in training for their employees without receiving the expected returns as a result of a lack of training transfer (TT). This situation has resulted in reduced performance and loss of competitiveness by SDAIs. The current study aimed to explore the role of WWIs in promoting employee well-being and TT specific to the SDAIs in order to address the problem stated here.

### 7.1.2 Research objectives and research questions

The specific research objectives of this study were stated as follows:

**Research objective 1:** To develop an understanding of how participants perceive employee well-being and TT in the organisation.

**Research objective 2:** To analyse how participants experience the influence of WWIs on TT in the organisation.

**Research objective 3:** To identify the WWIs that motivate TT in participants.

**Research objective 4:** To develop a conceptual model to depict how WWIs promote TT in the context of SDAIs in Cameroon.

The specific research questions for this study were the following:

**Research question 1:** How do participants perceive employee well-being and TT in the organisation?



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**Research question 2:** How do participants experience the influence of WWIs on TT in the organisation?

**Research question 3:** What WWIs motivate TT in participants?

**Research question 4:** What conceptual model can be used as a basis to depict the role of WWIs in promoting TT in SDAIs in Cameroon?

The research findings will be presented and interpreted in the next section.

## 7.2 RESEARCH FINDINGS

The findings involve seven themes, namely (1) the meaning of well-being, (2) the outcomes of well-being for the organisation, (3) the meaning of training, (4) the outcomes of training for the organisation, (5) the impact of WWIs on TT, (6) well-being initiatives that motivate TT in participants, and (7) a well-being model that can be used as a basis for WWIs that promote TT. These themes and their sub-themes assisted in answering the different research questions. Themes 1, 2, 3 and 4 assisted in answering research question 1; Theme 5 research question 2; Theme 6 research question 3; and Theme 7 research question 4.

The research findings pertaining to the seven main themes discussed in Chapter 6 are presented in the following order:

- A brief reflection on the research problem and the research questions and how they related to each theme
- A brief review of the concluding conceptualisation of each theme
- Interpretation of the results after a brief assessment of how the results compare to the existing research, as explained in Chapters 2 and 3
- Summary of the key findings per theme.

The key findings of Theme 1, namely “meaning of well-being” follow next.

### 7.2.1 Theme 1: Meaning of well-being

#### 7.2.1.1 Research problem and research question

Research question 1 is formulated as follows**:** “How do participants perceive employee well-being and training transfer in the organisation?” It should be borne in mind that research question 1 is fully addressed by Themes 1, 2, 3, and 4.

A glimpse at the research problem restated in section 7.1 shows that the WWIs are implemented as prescribed by top management. However, it is imperative to understand well-being from the employees’ perspectives so that WWIs can be oriented toward initiatives that,



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according to employees, can promote their well-being. Hence, the need to ask and answer research question 1.

#### 7.2.1.2 Concluding conceptualisation of Theme 1

The concluding conceptualisation of how the participants in this study attached meaning to well-being can be summarised as follows: well-being is a feeling of satisfaction and fulfilment involving different domains of life that is strengthened by resources and weakened by challenges. Resources of and challenges to well-being depend on each person involved and the realities of the workplace. Six categories of resources and challenges, namely psychological, physical, social, financial, organisational and spiritual, are involved.

#### 7.2.1.3 Interpretation of the results in section 6.3 and their synthesis with existing research

The results in section 6.3 support the perceptions of several authors regarding definitions of well-being. Diener et al. (2009) indicate that well-being refers to fulfilment in life (section 2.2), while Seligman (2002) argues that well-being is satisfaction regarding one’s life, and Dodge et al. (2012) contend that well-being entails thriving and flourishing (section 2.2). The points of view of the different participants (Tables 6.1 and 6.2), stating that different elements such as financial health, physical health, the satisfaction of basic needs, job security, to name a few, are resources that promote well-being, confirm the views of Bennet et al. (2016) (section 2.2) and Danna and Griffin (1999) (section 1.2.1.1). However, there is no standard list of resources, as all depend on the realities faced by employees in their individual work settings.

Concerning challenges to well-being, that is, factors that weaken well-being, Bakker and Demerouti (2008) (section 2.2.4) assert that job demands involving high workload, time pressure, inappropriate job designs, and disturbances can create exhaustion and stress, thus affecting employees physically, psychologically and/or socially. Job demands constitute challenges and have been found to have a destructive effect on employee well-being, resulting in health issues (Demerouti et al., 2000) (section 2.2.4). Participants perceived various challenges, which included unethical leadership, disagreements and lack of unity, as elements that weaken well-being. However, there is no standard list of challenges as they depend on the realities faced by employees in their work settings.

#### 7.2.1.4 Summary of findings regarding Theme 1: Meaning of well-being

In this section the overall key findings are formulated as follows: Resources and challenges to well-being depend on the person involved and the realities of the workplace.

The key findings of Theme 2: Outcomes of well-being in the organisation, follow next.



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### 7.2.2 Theme 2: Outcomes of well-being in the organisation

#### 7.2.2.1 Research problem and research questions

As previously stated, this theme also partially addresses research question 1. Referring to the research problem, the outcomes of well-being for the organisation seem not to be evident. Hence, the participants were asked what the outcomes of well-being for the organisation could be. In this way, a deeper understanding of employees' perceptions of well-being could be provided.

#### 7.2.2.2 Concluding conceptualisation of Theme 2

The concluding conceptualisation of what the participants in this study perceive as the outcomes of well-being for the organisation can be summarised as follows: employees experiencing well-being are characterised by courage, optimism, joy, enthusiasm and vigour, and they perform their work to the best of their ability. Such employee attitudes result in a developing and flourishing organisation.

#### 7.2.2.3 Interpretation of the results in section 6.5 and their synthesis with existing research

The norm of reciprocity (Gouldner, 1960) (section 3.8.1.6.4) according to which people feel accountable for helping and being beneficial to those who helped them can be perceived in the participants' responses. When the organisation cares about the well-being of its employees, the employees in return help the organisation by being more productive. This is reinforced by the concept of mutual gain between employees and the organisation proposed by Guest (2017) (section 3.8.1.6.4). Kristen (2010), Donald et al. (2005), and Robertson and Cooper (2011) assert that improved employee productivity is related to employee well-being (section 2.3), an assertion that is confirmed by the participants' points of view.

As far as the outcome of employee well-being for the organisation is concerned, the participants' views confirm what is found in the literature. William and Chan (2012) (section 2.3) indicate that employee well-being has a direct influence on employees' feelings about their job and the organisation; hence, employee well-being is indeed a predictor of job attitudes and has important consequences for productivity and work relationships. Black (2008) (section 2.3) supports this view by stating that employee well-being is important, as it allows (1) improved productivity; (2) a lower number of sickness absences; (3) decreased staff turnover; (4) increased retention skills; (5) enhanced staff morale; (6) lower recruitment and training costs; (7) improved company image; and (8) better financial performance. Lyubomirsky et al. (2005) (section 2.3) assert that a high level of well-being is key to a range of positive organisational attitudes including better work performance.



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#### 7.2.2.4 Summary of findings regarding Theme 2: Outcomes of well-being in the organisation

In this section the overall key findings are formulated as follows: Well-being in the organisation results in positive outcomes for both the employees and the organisation. The opinions voiced by the participants confirmed what was found in the existing literature, as discussed above.

The key findings of Theme 3: Perception of training follow next.

### 7.2.3 Theme 3: Meaning of training

#### 7.2.3.1 Research problem and research questions

As previously stated, this theme also partially addresses research question 1. Referring to the research problem, investments in training in SDAIs do not produce the expected results owing to a lack of TT. To address this problem, there is a need to comprehend the participants' perceptions of the meaning of training and its importance in the organisation. Hence, research question 1.

#### 7.2.3.2 Concluding conceptualisation of Theme 3

The concluding conceptualisation of how the participants perceived training can be summarised as follows: Training is a process through which employees acquire (1) the needed knowledge, skills and abilities (KSA) to perform their work and (2) the proper attitude to adopt in the face of work challenges.

#### 7.2.3.3 Interpretation of the results in section 6.7 and their synthesis with existing research

The participants' perceptions support the views of several authors. According to Noe and Schmitt (1986) (section 3.2), training is planned experience intended to produce a perpetual change in an employee's KSA. Rossiter (1999) (section 3.2) asserts that training pertains to all the actions aimed at the acquisition of the KSA required for work. Shrivastava (1983) (section 3.2) defines training as an action to update and revise KSA to be able to handle the current situation and anticipate future organisational requirements. Rue and Byars (2005) (section 3.2) indicate that training is a study process that includes the acquisition of skills, ideas, rules and attitudes. Zhang (2015) (section 3.2) argues that employee training refers to the process of improving employees' KSA and increasing their performance.

According to the participants, the main goal of training is to provide employees with the KSA they need to carry out their work and imbue in them the right attitude when faced with work challenges, resulting in improved performance. In so doing a competitive advantage can be acquired and maintained. The participants' views support those of some authors. Petersen (2018) (section 3.1) indicates that human resource training is very important as it helps employees perform well. In a similar vein, Rue and Byars (2005) (section 3.2) state that the aim of training is to ameliorate employee performance. According to Brown (2005) (section



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3.2), training is aimed at improving performance when facing competitors and dealing with new challenges in a changing environment.

7.2.3.4 Summary of findings regarding Theme 3: Perception of training

The participants confirmed some of the elements of existing theories in terms of the perception of training as a possibility to acquire new KSA and the required attitudes at work. However, a new definition of training also emerged, owing to the particularity of the study context.

Taking into account the context in SDAIs, which constitutes various types of challenge (section 3.2), training is considered to be an activity that is aimed at (1) improving KSA in order to produce better performance and organisational effectiveness, and (2) promoting the required attitudes to face challenges at work.

Table 7.1 presents different definitions of training with their identified gaps (section 3.2) and the contribution of the researcher.

**Table 7.1**

*Definitions of Training with Identified Gaps and the Contribution of the Researcher*

| Definition of Training | Gap in the definition | Author |
|---|---|---|
| Training is a prearranged experience intended to result in lasting transformation in an individual‘s KSA. | The attitudes required to face work challenges is not addressed. | Noe and Schmitt (1986) |
| Training refers to any activity aimed at acquiring the knowledge and skills needed at work. | The abilities and attitudes needed to face work challenges are not addressed. | Rossiter (1999) |
| Training is a learning process aimed at acquiring skills, ideas, rules and attitudes so that employee performance can be improved. | The knowledge and abilities needed to improve employee performance are not addressed. | Rue and Byars (2005) |
| Training is an organised process meant to improve employee, team and organisational performance. | The means of performance improvement are not identified. | Goldstein and Ford (2002) |
| Training is an action to convey knowledge that is lacking, as well as to update and revise employees' KSA. | The attitudes required for work in the face of challenges are not addressed. | Shrivastava (1983) |
| Training is the action of improving the KSA of employees, hence increasing their performance. | The attitudes required in the face of work challenges are not addressed. | Zhang (2015) |
| Training is a process through which employees acquire (1) the KSA needed to perform their work, and (2) the proper attitudes to adopt in the face of work challenges. | The definition provided is particular to the context of this study. | The researcher |

Training is a process through which employees acquire (1) the needed KSA to perform their work, and (2) the proper attitude to adopt in the face of work challenge.



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The key findings of Theme 4: Outcomes of training on the organisation, follows next.

### 7.2.4 Theme 4: Outcomes of training in the organisation

#### 7.2.4.1 Research problem and research questions

As previously stated, this theme also partially addresses research question 1. Referring to the research problem, the investments in training in SDAIs do not produce the expected results owing to a lack of TT. To address this problem, there is a need to know the role of training and its outcomes for the organisation according to the views of the participants.

#### 7.2.4.2 Concluding conceptualisation of Theme 4

The concluding conceptualisation of what the participants of this study perceived as outcomes of training can be summarised as follows: training increases employees' values and makes them enthusiastic about the work. When the workplace is conducive to TT, increased organisational productivity will result. By contrast, in an unconducive environment, training may constitute a waste of time and resources.

#### 7.2.4.3 Interpretation of the results in section 6.9 and their synthesis with existing research

These views confirm what was already found in the literature. Salas et al. (2006) (section 3.3) assert that the result of effective training is increased productivity, work of good quality, courageous attitudes, greater collaboration, a good team spirit, and fewer mistakes. Training allows for an increase in the value of human resources (Wood, 2020).

Concerning the drawbacks mentioned, Suleiman et al. (2014) (section 3.7) indicate that a lack of opportunity to apply the KSA received from training constitutes a drawback for employees who have undergone the training. Mani et al. (2006) (section 3.7) posit that trainees may encounter resistance to change in the workplace that prevents them from using their newly acquired knowledge. Madi et al. (2012) (section 3.7) assert that a lack of resources and facilities that prevents employees from putting into practice what was learnt during training is another challenge faced by employees. To this effect, the literature stipulates that the advantages of training for the organisation do not only include the knowledge acquired by employees during training; training is strongly believed to be vital for the organisation, not only because of its necessity in building and maintaining effective human resources, but also because it results in corporate wellness and gives organisations a competitive advantage (Salas et al., 2012) (section 3.3). Furthermore, the transfer of training improves productivity and performance. Employees who gain knowledge through training should translate this knowledge into better performance (Goldstein & Ford, 2002) (section 3.7). If TT takes place, the investment in training is worthwhile (Babkina, 2014) (section 3.7).



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Noe and Schmitt (1986) and Baldwin and Ford (1988) (section 3.8.1.6) indicate that for an individual to want to transfer training, a motivational factor must exist. Motivation is essential in the transfer process (Dewayani & Ferdinand, 2019) (section 3.8.1.6).

The second challenge is related to the readiness of the workplace to receive new competencies. If the workplace is not prepared and equipped to receive new knowledge and its implications, training is a waste of time and money. The findings support the importance of the preparation and updating of the work environment to provide employees with the opportunities to perform found in the literature. Kleinhans (2005) (section 3.8.3) is of the view that TT should be accompanied by changes in the workplace, such as job redesign, supervisor support and new tools; in fact, the new skills and attitudes acquired vanish quickly unless they are used and supported in the workplace. Additionally, the work environment affects the use of trainee competencies at work (Bell et al., 2017) (section 3.8.3). Providing employees with a conducive physical and aesthetic environment may increase TT (Edwards, 2013). The preparation and updating of the environment to receive newly acquired competencies is therefore of vital importance for the organisation.

The third challenge, according to the participants, concerns the demotivation of employees owing to unmet expectations for better treatment after training, and the lack of opportunities to use their new competencies, resulting in pressure on the organisation. According to Lim and Johnson (2002) (section 3.8.3.3) and Suleiman et al. (2014) (section 3.7), the lack of opportunities to perform is an important cause of low TT. Trainees might even meet resistance to change in the environment that prevents them from using their newly acquired knowledge (Mani et al., 2006) (section 3.7).

As far as the expectations of employees are concerned, employees will adopt certain behaviour owing to certain hopes related to that behaviour (Jaidev, 2014) (section 3.8.1.6.1). For high performance, an employee can expect monetary, tangible rewards, job satisfaction, or career advancement (Jaidev, 2014) (section 3.8.1.6.1). A lack of equilibrium between effort made and remuneration will result in stress and exhaustion (Bakker & Demerouti, 2005; Van Vegchel et al., 2005) (section 2.3) and demotivation (Facteau et al., 1995; Noe & Schmitt, 1986).

#### 7.2.4.4 Summary of findings regarding Theme 4: Outcomes of training in the organisation

In this section the overall key findings are formulated as follows: Training can produce positive outcomes for both the employees and the organisation if the work environment is suitable for TT. The participants confirmed what was found in the existing literature, as discussed above.



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The key findings of Theme 5: Influence of workplace well-being initiatives on training transfer, follow next.

### 7.2.5 Theme 5: Influence of workplace well-being initiatives on training transfer

#### 7.2.5.1 Research problem and research questions

This theme addresses research question 2 which reads: “How do participants experience the influence of WWIs on TT in the organisation?”

Referring to the research problem, the influence of WWIs on TT seems not to be evident. To address this problem, there is a need to understand the participants’ experiences in this regard. Hence, the need to ask research question 2.

#### 7.2.5.2 Concluding conceptualisation of Theme 5

The concluding conceptualisation of what the participants of this study perceived as the influence of WWIs on TT can be summarised as follows: Some WWIs produce the motivation to transfer training (MTT) in employees, thus facilitating TT. This results in an improvement in the TT rate.

#### 7.2.5.3 Interpretation of the results in section 6.11 and their synthesis with existing research

Several studies have shown that the MTT of the trainees is a mediating factor between the various input variables and TT (Bhatti, Battour & Ismail, 2013) (section 3.8.1.6). The level of transfer will be better if the employee has high motivation (Wieland-Handy, 2008) (section 3.8.1.6). Looking at the information provided in Table 6.14, it can be inferred that in this research study, WWIs serve as a motivational factor for TT. Once more, the use of the norm of reciprocity (Gouldner, 1960) (section 3.8.1.6.4) along with the concept of mutual gain (Guest, 2017) (section 3.8.1.6.4) is apparent in the participants’ responses. Through their responses, as described in Table 6.14, participants provide an understanding on how WWIs promote TT. An analysis of those responses shows that the norm of reciprocity (Gouldner, 1960) and the concept of mutual gain (Guest, 2017) were applied. According to Gouldner (1960), the former is the foundation of social exchange. This implies that people are supposed to assist those who have assisted them, and people should not hurt those who have helped them. WWIs contribute to TT if they result in a MTT in employees. The organisation assists employees through WWIs, and employees in turn benefit the organisation by transferring training. However, it should be noticed that not all WWIs provoke an MTT in employees (Tables 6.15 and 6.16).

#### 7.2.5.4 Summary of findings regarding Theme 5: Influence of WWIs on TT

In this section the overall key findings are formulated as follows: Some WWIs can produce MTT which favours TT. The participants’ responses partially confirm the existing literature.



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However, a new discovery was made pertaining to the particularity of the study context. Existing literature, especially in the Cameroonian context, has not confirmed the possibility that WWIs might be an input variable to produce MTT training in employees. This constituted a gap in the literature. The findings of this study, however, show that according to the participants, there is a group of WWIs that can produce in employees the MTT.

The key findings of Theme 6, namely, WWIs that motivate TT, follow.

### 7.2.6 Theme 6: Workplace well-being initiatives that motivate training transfer

#### 7.2.6.1 Research problem and research questions

This theme addresses research question 3 which reads: “What WWIs motivate TT in participants?

Referring to the research problem, the WWIs already implemented by top management of SDAIs do not seem to promote TT. To address this problem, there is a need to know if there are particular WWIs that can motivate TT in employees. Hence, the need to ask this research question.

#### 7.2.6.2 Concluding conceptualisation of Theme 6

The concluding conceptualisation of what the participants of this study perceived as WWIs motivating TT can be summarised as follows: Some WWIs promote well-being without producing the MTT.

#### 7.2.6.3 Interpretation of the results in section 6.13 and their synthesis with existing research

Three elements, namely trainee characteristics, training design, and work environment were identified as being of great importance for TT (Baldwin & Ford, 1988) (section 3.8). However, so far, the availability of literature that addresses the promoting effect of WWIs on TT is limited, especially in the Cameroonian context. Hence, a new theory exists that still needs to be tested.

#### 7.2.6.4 Summary of the findings regarding Theme 6: WWIs that motivate TT

In this section the overall key findings are formulated as follows: All WWIs do not promote TT. The capacity of a WWI to promote TT depends on the individual employee.

The key findings of Theme 7: Conceptualisation of a well-being model as a basis for WWIs that promote training transfer, follows.

### 7.2.7 Theme 7: Conceptualisation of a well-being model as a basis for WWIs that promote training transfer

#### 7.2.7.1 Research problem and research questions

This theme addresses research question 4 which reads: “What conceptual model can be used as a basis to depict the role of WWIs in promoting TT in SDAIs in Cameroon?



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A look at the research problem shows that the role played by WWIs in promoting TT in SDAIs is not clear. To address this problem, there is a need to develop a conceptual model that can be used as a basis to depict the role of WWIs in promoting TT in SDAIs.

7.2.7.2 Interpretation of the results in section 6.14 and their synthesis with existing research

Based on the participants' responses, six domains of resources and challenges associated with employee well-being were identified, namely, the psychological, physical, social, financial, organisational and spiritual domains. Hence, a well-being model suited to the context of this study should encompass these domains.

The theoretical framework used in this thesis was Dodge et al.'s model (section 1.2.1.1 and 2.2.1), which encompasses the different domains of challenges faced by employees and the different domains of resources needed by employees to overcome those challenges. The domains considered in Dodge's model are the psychological, physical and social domains. Thus, based on this model, WWIs should be oriented toward actions that can enhance the psychological, physical and social resources that promote employee well-being.

### 7.2.8 Closing the gaps shown in Table 2.2

In this study, well-being was defined as a feeling of satisfaction and fulfilment touching various domains of life. It was noted that employee well-being can be strengthened by resources and weakened by challenges (section 6.2). Conceptual definitions of the resources/challenges involved are provided in sections 2.2.6 and 2.2.7. The data collected for this study that supported those conceptual definitions are found in sections 6.2.2 and 6.2.3 where participants tell of the experiences or elements that have strengthened their well-being and those that have weakened their well-being. Using these conceptual definitions, one of the gaps in the literature identified in Table 2.2 was closed.

As stipulated by key finding 1 (section 7.2.1.3), resources and challenges to well-being depend on the person involved and the realities of their workplace. Hence, a standard list of all the elements of resources and challenges cannot be provided. This finding also closes a gap identified in Table 2.2.

The participants indicated that in addition to the psychological, physical and social resources mentioned in the Dodge et al. model, they needed financial, organisational and spiritual resources (section 6.13). Therefore, a model that involves the categories of resources and challenges identified is needed so that WWIs can be orientated toward the promotion of resources in those domains. This finding completes the categories of resources and challenges in the Dodge et al. (2012) model to provide a model that fits the context of the study and closes one of the literature gaps identified in Table 2.2.



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Apart from the Dodge et al. model, other well-being models such as DCM, the ERI and the JD-R were also analysed to gain a clearer understanding of resources and challenges.

Table 7.2 reiterates the contents of Table 2.2 in Chapter 2 and closes the theoretical gaps that were presented in the latter table by adding information that emerged from study in relation to the four well-being models. These include the Dodge et al. model, the DCM, and the ERI and JD-R models, as discussed in the literature review. These four well-being models are presented together with their respective gaps (see section 2.2.5) and the researcher's contribution which closes these gaps.

**Table 7.2**

*Presentation of the Elements of Dodge et al.'s Model, the DCM, the ERI and JD-R Models, and the Researcher's Model*

| Stable well-being model | DCM (Demand Control Model) | ERI (Effort reward imbalance) | JD-R (Job demand and resource) | The researcher's model |
|---|---|---|---|---|
| **Author** | | | | |
| Dodge et al. (2012) | Karasek (1979) | Siegrist (1996) | Bakker and Demerouti (2008) | The researcher (2023) |
| **Basis** | | | | |
| An employee experiences well-being when having enough resources to overcome challenges | Existence of an imbalance between job challenges and resources | Job tension created by an imbalance between effort made and remuneration | Employee well-being is linked to job challenges and job resources | An employee experiences well-being when having enough resources to overcome challenges (Dodge et al., 2012). The resources needed and the challenges addressed do not always belong in the same category |
| **Definition of resources** | | | | |
| Definition not provided in Table 2.2 | Definition not provided in Table 2.2 | Definition not provided in Table 2.2 | Job features that decrease job challenges and can promote individual development and work goals achievement | Any factor capable of decreasing the negative effects of challenges and that therefore promotes well-being (see section 2.2.4) |



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Table 7.2 (Continued)

| Stable well-being model | DCM (Demand Control Model) | ERI (Effort reward imbalance) | JD-R (Job demand and resource) | The researcher's model |
|---|---|---|---|---|
| **Definition of challenges** | | | | |
| Definition not Provided in Table 2.2 | Definition not provided in Table 2.2 | Definition not provided in Table 2.2 | Factors that drain employee's | Any factor capable of draining resources and therefore weakening well-being (see section 2.2.4) |
| **Resources** | | | | |
| Not listed in Table 2.2 | Job decision latitude (job control) | Wages<br>Esteem<br>Status control | Support<br>Autonomy<br>Feedback | There is no standard list; depends on the realities of the workplace and the perceptions of employees (see section 6.3). |
| **Category of resources involved** | | | | |
| Psychological, physical and social | Psychological and physical | Not identified in Table 2.2 | Psychological and Physical | Psychological, physical, social, financial, organisational and spiritual (see section 6.3) |
| **Challenges** | | | | |
| Not listed in Table 2.2 | Job-related worries<br>Excessive workload<br>Shortage of time<br>Health complaints<br>Fatigue<br>Dissatisfaction | Job insecurity<br>High workload<br>Time pressure<br>Overtime<br>Responsibilities<br>Interruption and disturbances<br>Inadequate salary<br>Low promotion aspects<br>Lack of esteem | No list provided in Table 2.2 | There is no standard list; depends on the realities of the workplace and the perceptions of employees (see section 6.3) |
| **Category of challenges involved** | | | | |
| Psychological, physical and social | Psychological and physical | Not identified in Table 2.2 | Psychological (mental & emotional) and emotional | Psychological, physical, social, financial, organisational and spiritual (section 6.13) |



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Table 7.2 (Continued)

| Stable well-being model | DCM (Demand Control Model) | ERI (Effort reward imbalance) | JD-R (Job demand and resource) | The researcher's model |
|---|---|---|---|---|
| **Identified gaps and contributions closing the gaps** | | | | |
| Resources and challenges are not defined in Table 2.2.<br>Definition according to this study (see section 2.2.4)<br>A list of resources is not provided | Resources and challenges are only listed but not defined.<br>Definition according to this study (see section 2.2.4)<br>Only one resource is suggested to overcome the challenges. | Resources and challenges are only listed but not defined.<br>Definition according to this study (see section 2.2.4)<br>The category of resources and challenges involved is not identified. | Social resources are not addressed.<br>Social resources and challenges according to this study (see section 2.2.4.2)<br>The list of challenges is not provided. | See limitations of the research and recommendations for further research (sections 8.3 and 8.4) |
| The identification of resources is an individual matter according to this study (see section 6.4).<br>A list of challenges is not provided<br>The identification of challenges is an individual matter according to this study (see section 6.4).<br>A description of the psychological resource/ challenge element is not provided in Table 2.2.<br>Description according to this study (see section 2.2.4.1)<br>A description of the physical resource/ challenge element is not provided.<br>Description according to | Six categories of resources are suggested to overcome the challenges according to this study (see section 6.13)<br>The definitions of psychological and physical resources and challenges are not provided.<br>Definitions of psychological and physical resources and challenges according to this study (section 2.2.4.1 and 2.2.4.3)<br>Social resources and challenges are not addressed.<br>Social resources and challenges according to this study (see section 2.2.4.2) | Six categories of resources are suggested to overcome the challenges according to this study (see section 6.13)<br>Social resources and challenges are not addressed.<br>Social resources and challenges according to this study (see section 2.2.4.2)<br>Analysis based only on the imbalance between effort made and reward.<br>Analysis based on six types of resource to overcome six types of challenge according to this study (see sections 2.2.4 and 2.2.5) | The identification of challenges is an individual matter according to this study (see section 6.4). | |



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Table 7.2 (Continued)

| Stable well-being model | DCM (Demand Control Model) | ERI (Effort reward imbalance) | JD-R (Job demand and resource) | The researcher's model |
|---|---|---|---|---|
| **Identified gaps and contributions closing the gaps (Continued)** | | | | |
| this study (see section 2.2.4.3) | | | | |
| A description of the social resource/challenge element is not provided. | | | | |
| Description according to this study (see section 2.2.4.2) | | | | |
| Categories of resources and challenges are limited to three. The six categories of resources and challenges according to this study (see section 6.13) | | | | |

*Source:* Table 2.2 in Chapter 2, DCM (Karasek, 1979), Dodge et al. (2012), ERI (Siegrist, 1996), JD-R (Bakker & Demerouti, 2006) and the researcher's (2023) models

The next step is the presentation of a conceptual workplace well-being model to motivate TT in SDAIs in Cameroon.

## 7.3 A CONCEPTUAL WORKPLACE WELL-BEING MODEL TO PROMOTE TRAINING TRANSFER IN SDAIs IN CAMEROON

In line with the practical gap identified in Chapter 1 (section 1.3.2), most SDAIs invest in the training of their employees without receiving the expected returns owing to a lack of TT. In addition, employees were overwhelmed by the challenges in the workplace and seemed to lack the resources needed to overcome those challenges.

Data pertaining to the resources needed by participants (Table 6.4) provided the means for developing a well-being model as a basis of a conceptual workplace well-being model to motivate TT. These data provided by participants also identified six categories of resources they need to overcome work challenges. Considering the theoretical framework of this study (see sections 1.2.1.1 and 2.2.1), it is proposed that stable well-being is attained when an individual has sufficient psychological, physical, social, financial, organisational and spiritual resources to overcome psychological, physical, social, financial, organisational and spiritual challenges.



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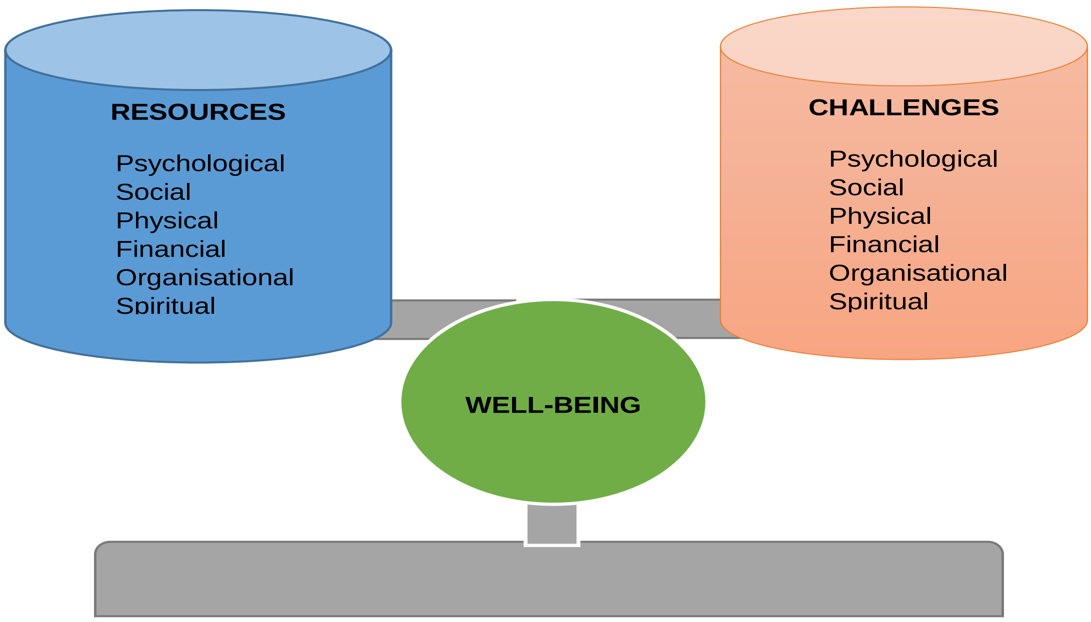
Therefore, in this study, the model of employee well-being to promote TT should integrate the categories of required resources and challenges listed above.

A well-being model to promote training transfer specific to SDAI in Cameroon is presented in Figure 7.1.

**Figure 7.1**
*Well-being Model Specific to SDAIs in Cameroon*




*Source:* The researcher

By means of this model, the practical gap is partially closed as the model could help management stabilise employee well-being. It should be borne in mind here that Figure 7.1, which duplicates Figure 2.1 that provides only three categories of resources and challenges, adds the three other categories of resources and challenges required according to the data provided by the participants (Table 6.4).

SDAIs not only implement WWIs, they also invest in the training of their employees (see section 7.1). As stipulated in the key findings of Theme 3 (section 7.2.3.4), training is supposed to allow for the acquisition of the KSA and attitudes required to face work challenges, and serves as an organisational resource for promoting well-being (section 6.13).

Concerning the outcomes of training for the organisation, the key findings of Theme 4 (section 7.2.4.4) state that if the work environment is suitable for TT, the outcomes will be positive for both employees and the organisation. Accordingly, employees will be more qualified and efficient and better adapted to their work environment. They will become more open-minded, have more self-esteem and be more confident in their work.



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As far as the SDAIs are concerned, the findings indicate that when employees decide to transfer training and use what they acquired during training in their workplace, it can make them more independent, more competitive, more innovative and more developed. The key findings of Theme 4 (section 7.2.4.4) are as follows: The work environment should be suitable for TT, otherwise organising a training programme can become a waste of time and money. In addition, an environment suitable for TT involves (1) an environment open to new ideas and new way of doing things; (2) the availability of investment; and (3) remuneration proportional to the effort made (section 6.9).

To boost TT, some WWIs that can produce MTT were identified by the participants (see Table 7.3). As stipulated in the key findings of Theme 5 (section 7.2.5.4), WWIs are supposed to be an input variable to produce MTT in employees. However, the key findings of Theme 6 show that not all WWIs promote TT and that the capacity of a WWI to promote TT depends on the individual employee involved. For this reason, it is necessary to monitor the viewpoints of employees on WWIs that promote TT regularly.

Considering the key findings of Themes 2, 3, 4, 5 and 6, it is proposed that the workplace well-being model to promote training transfer should integrate the following elements:

- The different domains stipulated by the participants, namely the psychological, physical, social, financial, organisational and spiritual domains (section 7.3)
- The well-being initiatives that promote employee well-being
- The well-being initiatives that produce MTT.

The first category of WWIs depicted in the model refers to initiatives that, according to the participants, promote well-being in employees but do not necessarily trigger the MTT (see section 6.12.1). The second category of WWIs concerns initiatives that promote well-being and trigger MTT. Both types of initiative are needed to provide employees with resources. However, to achieve the essential result, TT, the focus is on WWIs that trigger MTT (6.12.2 and 6.12.3). When MTT exists, TT follows.

Figure 7.2 below represents a conceptual model on the role of WWIs in promoting employee well-being and TT.

This model integrates the researcher's well-being model (see Figure 7.1), according to which stable well-being is achieved when employees have psychological, physical, social, financial, organisational and spiritual resources to overcome challenges. The workplace plays an important role by implementing WWIs that provide employees with the various resources they need to face workplace challenges.



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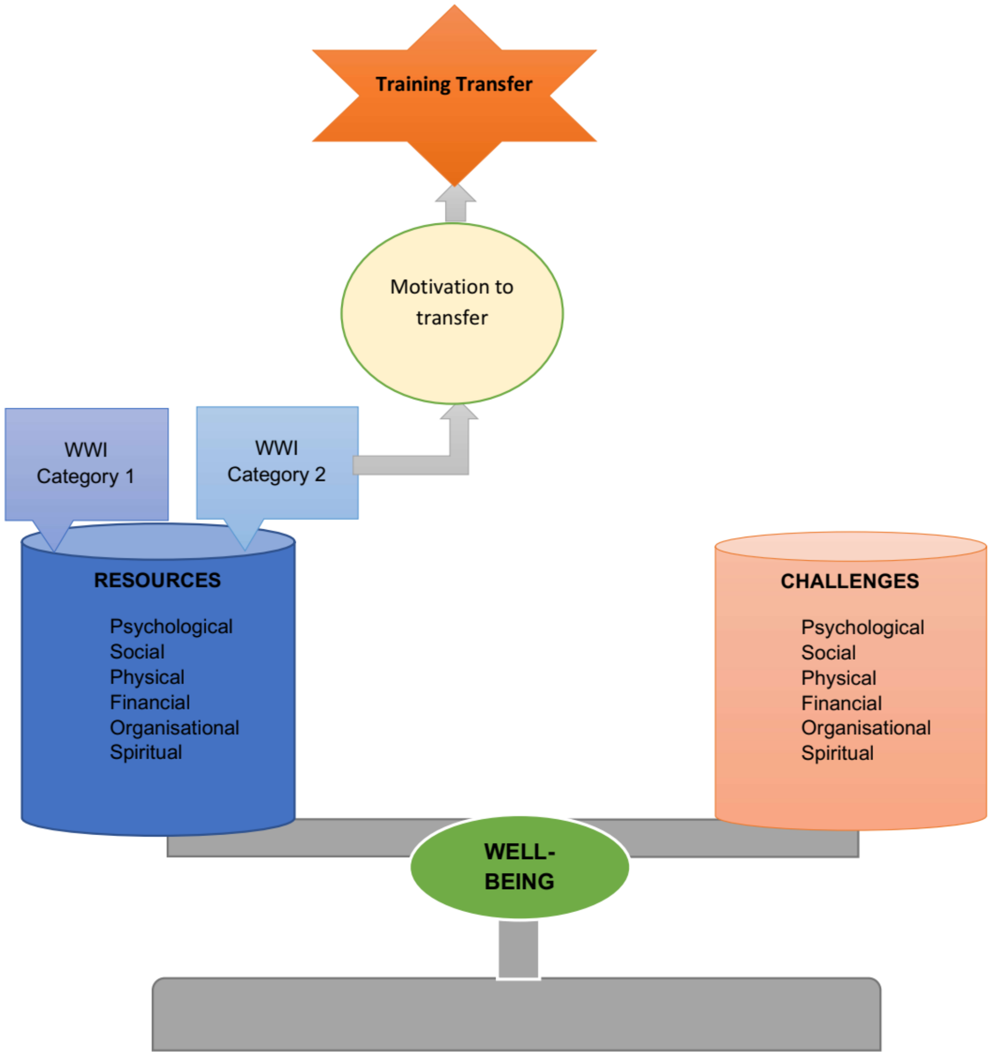
According to the findings (section 7.2.2.4), workplace well-being in SDAIs in Cameroon is assumed to result in positive outcomes for both the employees and the organisation. The results suggest that employees experiencing well-being display a good attitude (courage, optimism, joy, vigour, enthusiasm, commitment, loyalty) and perform their work to the best of their ability to produce a work of high quality (section 6.4.1), which results in the organisation developing and achieving its objectives. Well-being in the organisation is therefore a critical tool for organisational success, triggering positive behaviour in employees and contributing to the production of quality work. The end result is a successful organisation with thriving employees (section 6.5).

**Figure 7.2**

*A Conceptual Model of the role of WWIs in Promoting Employee Well-being and TT*




*Source:* The researcher

The findings also suggest that some WWIs can produce MTT in employees (see Table 7.3). As stipulated in the key findings of Theme 5 (section 7.2.5.4), the WWIs identified are



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supposed to be an input variable to produce MTT in employees. Furthermore, the key findings of Theme 6 stipulate that not all WWIs promote TT, as the capacity of a WWI to promote TT depends on the individual employee. For this reason, it is necessary to regularly monitor the viewpoints of employees on the WWIs that promote TT. Through the implementation of the identified WWIs that produce the MTT in employees, the problem of lack of TT can be addressed.

Table 7.3 provides a list of the two categories of WWIs according to the opinions of the participants and the category of resources they promote.

**Table 7.3**

*List of Workplace Well-being Initiatives required by SDAIs in Cameroon*

| Initiatives promoting well-being (WWI category 1) | Initiatives promoting well-being and training transfer (WWI category 2) | Promoted resources |
|---|---|---|
| | Valuing of employees<br>Employees use to their full potential | Psychological resources |
| | Assuring the development and safety of the work environment<br>Implementation of initiatives to encourage self-development<br>Payment of medical insurance<br>Organising opportunities for sports activities | Physical resources |
| Reinforcement of a feeling of belonging | Valuing employees<br>Visits by managers to employees in the field<br>Implementation of initiatives for cohesion | Social resources |
| Implementation of a good pension plan<br>Facilitation of access to loans | Payment of a good and regular salary | Financial resources |
| | Valuing of employees<br>Use of a normal recruitment procedure<br>Use of an equitable employment policy<br>Establishing a career plan<br>Creation of a human resources department<br>Creation of special occasions to transfer training<br>Training of employees<br>Employees use their full potential<br>Employee recognition | Organisational resources |
| | Organisation of spiritual programmes | Spiritual resources |

In sum, a conceptual model of the role played by WWIs in the promotion of TT was developed to close the practical gap (section 1.3.2). The WWIs should be able to stabilise employee well-being by providing enough resources to overcome the challenges, and at the same time triggering MTT in employees, thus addressing the TT problem in SDAIs.



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## 7.4 CONCLUSION

In this chapter, the data were linked to the applicable literature for the development of a conceptual model of the role of workplace well-being initiatives in training transfer promotion. The research aim stated in Chapter 1 has therefore been attained. The next chapter will contain the conclusions and recommendations that emerged from the research findings. Areas for future research will also be suggested.



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# CHAPTER 8

# CONCLUSIONS AND RECOMMENDATIONS

## 8.1 INTRODUCTION

The findings of this study were broadly presented and conceptualised in Chapter 6, while Chapter 7 interpreted the findings and integrated them with the associated literature. The key objective of this study was reached in Chapter 7 by developing a model depicting the role of workplace well-being initiatives (WWIs) in promoting training transfer (TT) among Seventh-Day Adventist institutions (SDAIs) in Cameroon. This, the final chapter of this thesis, contains conclusions based on the findings and objectives of the study. The contributions of the study, its limitations, recommendations in line with the conclusions and suggestions for future research will also be provided.

## 8.2 CONCLUSIONS

The purpose of this study was to explore the role of WWIs in promoting employee well-being and TT with a sample of SDAI employees and managers in Cameroon. The conclusions are associated with the research questions and the results of this research, and therefore address the following themes: (1) the meaning of well-being, (2) the outcome of well-being, (3) the meaning of training, (4) the outcomes of training in the organisation, (5) the impact of WWIs on TT, (6) well-being initiatives that motivate TT in participants, and (7) a conceptual well-being model that can be used as a basis for WWIs to promote TT. The main findings and the related conclusions will be discussed in the following sections and these will be followed by a number of recommendations that emerged from the research.

### 8.2.1 Meaning of well-being

The findings indicate that well-being is perceived as a feeling of satisfaction and fulfilment that involves various domains of life, strengthened by resources and weakened by challenges. In conclusion, from these employee perceptions, employers should become aware of the various domains involved in employee well-being in order to be able to promote it. If the actions implemented do not enhance resources, it is possible that WWIs will not promote employee well-being. In any decisions pertaining to employee well-being and WWIs, the perceptions and viewpoints of employees are of vital importance. Furthermore, these perceptions and viewpoints can change with time and with the reality of the work settings. Owing to advancements in both technology and in other domains directly influencing the work setting,



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the requirements of the work setting can change rapidly, bringing with them new challenges. This might lead to a change in the resources that employees need to overcome challenges.

### 8.2.2 Outcome of well-being

The findings indicate that employees who experience well-being develop positive characteristics and display constructive behaviour at work, resulting in improved performance for the employing organisation. In conclusion, employee well-being, in the form of flourishing employees, is a competitive advantage for the organisation that can be used strategically to improve organisational performance.

### 8.2.3 Meaning of training

The findings indicate that training is considered to be an activity aimed at (1) improving the knowledge, skills and abilities (KSA) that should result in better performance and organisational effectiveness, and (2) promoting the requisite attitudes to face work challenges. In conclusion, training is a tool that is used strategically to make employees more competent in performing their work, ultimately displaying courage and the right attitude.

### 8.2.4 Outcomes of training in the organisation

The findings indicate that trained employees are more useful if the work environment is suitable for TT, as they have the KSA needed in their work and the attitudes required to face work challenges. As a result, the employing organisation is expected to evolve displaying improved productivity. However, the findings also suggest that training creates frustration among employees when it does not address workplace problems or employees are unable to use the KSA they acquire. This frustration has a negative effect on organisational performance. In conclusion, to maximise the positive outcomes of training, whether in employees or the organisation, there is work to be done and conditions to be met prior to training.

### 8.2.5 Influence of workplace well-being initiatives on training transfer

The findings indicate that WWIs that promote employee well-being produce the MTT in employees and, therefore, can promote TT. In conclusion, it is imperative for management to ascertain from employees the WWIs that produce MTT.

### 8.2.6 Workplace well-being initiatives that promote training transfer

The findings indicate that based on the perceptions of the employees, there are particular WWIs that promote TT. In conclusion, to promote TT, all WWIs identified by employees as promoting TT should be implemented at work.



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## 8.3 CONTRIBUTIONS OF THE STUDY

This research has contributed in the domain of human resource management in three ways, namely (1) the proposition of theories based on the voices of the participants captured within their real world, (2) the proposal of a well-being model specific to the context of SDAIs, and (3) the proposal of a conceptual model on the role of WWIs in the promotion of TT.

### 8.3.1 Participants' voices captured in their real world

The following information emerged from this study.

- In SDAIs in Cameroon, employees need psychological, physical, social, financial, organisational and spiritual resources to overcome psychological, physical, social, financial, organisational and spiritual challenges (section 6.3).
- Training is considered to be an activity aimed at (1) improving the KSA that should result in better performance and organisational effectiveness, and (2) promoting the required attitudes to face the challenges of work (section 6.7).
- There are certain WWIs that can promote TT by producing the MTT training in employees (section 6.11).
- There is no standard WWI that can promote TT. The influence of a particular WWI on the intensity of a MTT depends on the individual employee (section 6.13).

### 8.3.2 A well-being model specific to Seventh-Day Adventist institutions in Cameroon

Dodge's (2012) well-being model based on the concept of stable well-being was used as a meta-theoretical framework to provide an understanding of how WWIs can promote employee well-being. Dodge's (2012) model integrates psychological, physical and social domains. However, the findings that are based on the participants' voices show that three more domains should be considered, namely the financial, organisational and spiritual domains. The well-being model that forms the contribution of this research may be found in section 7.3.

### 8.3.3 A conceptual model of the role of workplace well-being initiatives to promote training transfer

So far, no model on the role of WWIs in TT promotion in the Cameroonian context and specific to an SDAI context has been developed. This is an established gap in the literature. The proposed model of the role of WWIs in the promotion of TT, which is the ultimate goal of this study, constitutes one of the researcher's contributions to closing the identified gap.

This model can also be used by SDAI top management for the resolution of TT problems in SDAIs in Cameroon, hence closing the identified practice gap.



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## 8.4 LIMITATIONS

The various limitations related to this study will be elaborated on below.

### 8.4.1 Limitations regarding the participating institution

For security reasons, no institution located in the north of Cameroon was included in the sample for this study. The attacks by Boko Haram and the war between government soldiers and the Ambazonian troops have been ongoing for six years, with the northern part of Cameroon being one of their targets. Hence, travelling to that region has become extremely dangerous. Furthermore, most of the Cameroonians living in the northern part of the country originate from Sudan and have a different culture, which might affect their perceptions on the concepts studied in this research.

### 8.4.2 Limitations regarding researcher bias, data collection and analysis

The researcher's long-lasting acquaintance with some of the participants and managers could have increased bias (see section 4.7.7). In the various steps of the research, namely, the focus group interviews (FGIs) with the employees, the individual interviews (IIs) with the managers and the data analysis, the researcher constituted the principal data collection tool. To overcome possible researcher bias, trustworthiness, intuiting, reflexivity and bracketing were implemented throughout the research (Parahoo, 1997; Stahl & King, 2020).

### 8.4.3 Limitations regarding the religious profile of the participants

Owing to the desire of the Seventh-Day Adventist Church (SDAC) to maintain its organisational culture and ethics, all permanent employees of SDAIs are members of the SDAC. The religious convictions of the employees might therefore have had an impact on their views and perceptions on well-being. In addition, such convictions may have also influenced their consideration of and motivation for transferring training and therefore could have had an impact on the conceptual model that was created. These matters should be taken into account should transferability be envisaged.

### 8.4.4 Limitations regarding the process of training transfer

According to the conventional training transfer model (Lee et al., 2014), two types of motivation, namely, motivation to learn and MTT, are determinants of TT. In this research study, only MTT was taken into consideration, assuming that employees who agree to be trained are motivated to learn.

## 8.5 RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are provided for the top management of SDAIs in Cameroon.



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### 8.5.1 Recommendations pertaining to Theme 1

The top management of each SDAI through the collaboration of their HR departments should monitor employee well-being by (1) identifying the needed resources to promote employee well-being, and (2) find ways to decrease the negative effects of challenges in the workplace. The following tools (see Table 6.18) can be used by management to keep up to date with the perceptions of employees on WWIs: questionnaire/survey, staff delegates, suggestion box, well-being seminars and meetings with managers.

### 8.5.2 Recommendations pertaining to Theme 2

Taking into account the results of well-being on employees and their positive influence on organisational performance, the top management of every SDAI should take action to promote employee well-being as a strategy for improving organisational performance. Thus, the promotion of employee well-being should form a part of the organisational culture.

### 8.5.3 Recommendations pertaining to Theme 3

Considering that training employees is a strategic tool to improve employee performance and thus organisational performance, the top management of every SDAI should implement regular training as part of the organisational culture. In addition, a training needs assessment should be carried out prior to training to ensure compatibility between organisational needs and the KSA acquired through training.

### 8.5.4 Recommendations pertaining to Theme 4

In view of the positive outcomes and the drawbacks of training for employees and the organisation, the following actions are recommended to optimise the positive outcomes of training: (1) identify training topics on the basis of the results of a training needs assessment so that the KSA acquired will address the needs of the working environment; (2) identify the training evaluation criteria on the basis of the type of training programme to be evaluated; (3) provide adequate remuneration that is proportional to the effort made by employees so that reluctance to transfer training can be minimised; (4) prepare the working environment so that the acquired knowledge can be used, making employees feel useful and respected; (5) put in place a mechanism for staff retention; (6) enquire into the factors that may motivate employees to transfer training, and (7) prepare the workplace beforehand to receive a new vision and new competencies in order to avoid conflict and discouragement.

### 8.5.5 Recommendations pertaining to Themes 5 and 6

Based on the conclusions provided by the results of this study, a programme is provided for the implementation of WWIs to promote employee well-being in SDAIs.



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In the context of SDAIs, well-being is defined as a state of equilibrium created by sufficient psychological, physical, social, financial, organisational and spiritual resources to overcome psychological, physical, social, financial, organisational and spiritual challenges.

The objective of this programme is to create a workplace that promotes employee well-being, a situation that, in turn, will promote TT. This programme entails actions that help employers promote psychological, physical, social, financial, organisational and spiritual resources and decrease the negative effects of challenges.

Table 8.1 below contains a well-being programme specific to SDAIs in Cameroon. This is based on the list of WWIs provided by the participants (Table 7.3) and the WWIs drawn from the literature for the promotion of resources required by the participants (section 2.4).

**Table 8.1**

*A Well-being Programme Specific to SDAIs in Cameroon*

| Promoted resources | WWIs | Follow-up |
|---|---|---|
| Psychological resources | Develop authentic leadership that would exhibit constructive values and appropriate behaviour (section 2.4.2) and avoid having a toxic workplace (section 2.4). | Top management |
| | Install ethical leadership that strives to behave in a way that benefits others (section 2.4.2), values employees and uses them to their full potential. | Top management |
| Physical resources | Preserve the health of employees and protect them from injuries by using the principles governing occupational safety and health proposed by the World Health Organisation (WHO). | Managers |
| | Use the regulations on the health and safety of employees (Labour Law in Cameroon) and the NEWSTART principles proposed by the Seventh-Day Adventist Church. | Human resources manager |
| | Payment of medical insurance | Human resources manager/finance manager |
| | Organising opportunities for sports activities | Managers |
| Social resources | Encourage social interactions between leaders and employees and decent interpersonal relations between employees. | Human resources manager |
| | Regularly take part in pleasant activities with companions, friends, or colleagues. | Managers |
| | Discourage gender stereotyping and role conflict. | Human resources manager |
| | Promote counselling and learning among employees to create a positive work environment. | Human resources manager |
| | Organise visits to employees in the field | Managers |
| Financial resources | Implement a remuneration system that recognises efforts by means of a systematic performance evaluation. | Human resources manager |



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Table 8.1 (Continued)

| Promoted resources | WWIs | Follow-up |
|---|---|---|
| Financial resources (Continued) | Apply an annual increase in basic salary that compensates for the inflation rate (Cameroonian labour law). | Human resources manager/finance manager |
| | Provide employees with counselling on debt management, saving plans and credit-building activities. | Human resources manager/finance manager |
| | Integrate access to loans linked to the payroll in the finance system. | Human resources manager/finance manager |
| | Provide employees with health insurance. | Human resources manager/finance manager |
| Organisational resources | Use human resource practices (HRP) in the workplace. HRP include (1) the use of the normal recruitment procedure, (2) the use of an equitable employment policy, (3) the establishment of a career plan for employees, (4) the use of employee performance evaluation, (5) employee recognition, (6) granting employees the opportunity to occupy the right positions that fit with their domains of competency, and (7) employee training. | Human resources manager |
| | For higher education, lecturers should participate in exchange visits between universities so that they may acquire experience in different university settings. | Human resources manager/Vice-Rector for Academic Affairs |
| | Create special occasions for employees to transfer training. For example: giving employees the responsibility to conduct a seminar. | Human resources manager/Vice-Rector for Academic Affairs |
| | Create a human resource department in institutions where it does not exist. | Top management |
| Spiritual resources | Organise spiritual programmes involving group meditation, prayer meetings, special prayers for employees facing difficulties, Bible studies, testimony sharing, evangelistic campaigns, religious concerts and spiritual retreats. | Chaplain |

This policy was developed based on the perceptions and points of view of employees in regard to WWIs. Since eight institutions were involved, the results represent the views of the participants of eight institutions. Owing to the ambiguities in the topic of well-being (Roche, 2019), it is recommended that employees be consulted on a yearly basis to identify the changes required in initiatives that result from new recruitment and changes in the workplace. New employees may not have the same needs as old employees.

### 8.5.6 Recommendations pertaining to Theme 7

The conceptual model presented in Chapter 7 (section 7.4) is specific to SDAIs in Cameroon, and its implementation in all SDAIs in that country is recommended.

A number of suggestions for further research are proposed in the next section.



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## 8.6 SUGGESTIONS FOR FUTURE RESEARCH

The following suggestions are made for future research.

- Demographic variables such as age, sex and marital status were not taken into account in this study. Consequently, their inclusion could add to the current findings. Such research would show whether these variables have an effect on employee perceptions of well-being which will assist in tailoring according to the profile of the workforce.
- Considering that the results of this study are based on the context of SDAIs in Cameroon, further research could focus on studying the role of WWIs in a different culture and including diverse religious groups, both nationally and worldwide.
- There have been calls for human resource management (HRM) research based on employee perceptions of HRM actions (Bowen & Ostroff, 2004) and employee well-being through HRM practices (Guest, 2017). Despite these calls, research on the determinants of employee well-being and on the factors that influence employee perceptions of well-being remains scant, especially in the Cameroonian context. Further research on the above-mentioned domains would help to understand the HRM practices to be implemented as well as the influence they may have on employee well-being.
- Determinants of TT, namely trainee characteristics, training design and work environment, were discussed in Chapter 3. However, the way in which these determinants influence TT has not been explored, especially in the Cameroonian context, and particularly in SDAIs in Cameroon. Future research on how each of these determinants influences TT would help management decide on the focus of their actions for attaining improvements in TT.
- The conceptual model developed is specific to SDAIs in Cameroon. In a future research study this model could be tested with similar organisations outside Cameroon or by making use of a quantitative approach.

A summary of the research undertaken in this study will be provided in the next section.

## 8.7 CONCLUDING SUMMARY

The results of this study suggest that, on the one hand, well-being is a feeling of satisfaction and fulfilment touching different domains of life, strengthened by resources and weakened by challenges. For an employee to experience stable well-being, sufficient psychological, physical, social, financial, organisational and spiritual resources are needed to overcome psychological, physical, social, financial, organisational and spiritual challenges. On the other



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hand, training is a process that allows employees to acquire the KSA required to perform their job and promotes the attitudes required to face challenges in their work. When the KSA and attitudes acquired are used in the workplace, TT takes place.

Nevertheless, TT is not haphazard. The results indicate that TT is promoted by WWIs that have the capacity to trigger MTT (WWI Category 2) (Table 7.3). In fact, not all WWIs promote TT. The capacity of a WWI to motivate TT depends on the perception of the individual employee.

A conceptual model based on an employee well-being model specific to SDAIs was developed to depict the role of WWIs in promoting employee well-being and TT. This model shows that WWIs, by providing employees with enough psychological, physical, social, financial, organisational and spiritual resources to overcome psychological, physical, social, financial, organisational and spiritual challenges, promote employee well-being. At the same time, WWIs Category 2 (see Table 7.3) trigger the MTT in employees, thus promoting TT. It is suggested that WWIs in Category 2 are input variables that produce motivation to transfer training. The role of WWIs in promoting employee well-being and TT is hence elucidated.

Some personal reflections on my research journey will be presented in the last section.

## 8.8 REFLECTING ON THE RESEARCH JOURNEY

I have found this research very enriching in my professional, academic and personal domains. In the professional domain, this research made me increasingly aware of the value of the human resources that I have been managing for years. In the workplace they have to be managed in a professional way that promotes employee well-being. Frequently, top management decides what it thinks is appropriate for the well-being of employees. Through this research experience, I came to realise that quite often what top management thinks is not in line with the employees’ perceptions. Therefore, it is necessary to know and understand their perceptions and standpoints. In addition, the study allowed me to have a better understanding of the concept of well-being and to understand the role of employee well-being in obtaining a return on training investment.

Concerning the academic domain, through this research I have come to know what it means to search and search, to explore and examine, to dig and dig, and to finally add some ingredients that were missing. This study allowed me to contribute to the knowledge on the role of WWIs in promoting TT. The topic seemed so simple to me at first, but now I know that through academic research one gains some understanding of its extent in terms of width and breadth. Another researcher will come and search and dig and probably will find something else. That’s what makes research so beautiful!



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On a personal level, this research has taught me to be patient, to be resilient, to keep on hoping despite difficult times, and to continue to believe that everything is possible through the One who strengthens those who call upon Him. Discouragement was there many times, but I thank God because it did not come to stay. This journey made me understand that I am strong when I am weak, a marvellous creature indeed!

## 8.9 CONCLUDING THE JOURNEY

My journey toward a doctoral degree, which was full of experiences, both bitter and sweet, has come to an end! However, life does not stop there. It is certainly the beginning of another journey. I conclude this journey and start a new one with a poem by Fanny Crosby:

*All the way my Saviour leads me*

*What have I to ask beside*

*Can I doubt his tender mercy*

*Who through life has been my guide?*

*Heavenly peace, divinest comfort*

*Here, by faith in Him to dwell*

*For I know whate'er before me*

*Jesus doeth all things well*

*All the way my Saviour leads me*

*Cheers each winding path I tread*

*Gives me grace for every trial*

*Feeds me with the Living Bread*

*Though my weary steps may falter*

*And my soul athirst may be*

*Gushing from a Rock before me,*

*Lo! A spring of joy I see.*



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## Appendix A: Participant information sheet

**Title**: Understanding how workplace well-being initiatives contribute to training transfer in Seventh-day Adventist Church Institutions in Cameroon.

**Dear Prospective Participant**

My name is Chantal Lala Rakotoarimanga; I am doing a research toward a PhD degree in Human Resource Management at the University of South Africa under the supervision of Professor Yvonne Joubert, of the Department of Human Resource Management. We are inviting you to participate in a study entitled: Workplace Well-being initiatives and training transfer in Seventh-day Adventist Church Institutions in Cameroon.

***WHAT IS THE PURPOSE OF THE STUDY?***

*This research intends to study the perception of employees and administrators on workplace well-being initiatives and training transfer in view to develop a framework which examines well-being of employees toward an effective training transfer in Seventh-Day Adventist Church Institutions in Cameroun*

***WHY AM I BEING INVITED TO PARTICIPATE?***

*You are invited to participate for 2 reasons: (1) you are a full-time employee of this organisation; this implies that you are aware about its culture including well-being initiatives implemented in your workplace; (2) you have attended at least one well-being seminar and one training seminar organised by your workplace; because of those experiences you went through, you have the capacity to understand well this study and provide valuable answers to interview questions.*

***WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?***

*This study will require your participation in the following way: if you are an employee then you will participate in focus group interviews; if you are an administrator then you will be interviewed individually. The expected time to conduct each interview is between 30 minutes to 1 hour.*

***CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?***

*Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and*



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*be requested to sign a written consent form. You are free to withdraw at any time and without giving a reason; you can just inform the researcher.*

***WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?***

*By participating in this research, you are in one or another way contributing to the development of a framework which examines well-being of employees toward an effective training transfer in your employing organization. Through the study, it can be possible to discover ways to create high feelings of well-being in employees; both participants (employees and administrators) may benefit from such ways if they are implemented in their workplace. This study can also possibly show how to boost training transfer through the use of workplace well-being initiatives; in this case the employing organisations will get higher return on their training investment.*

***ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?***

*There are no foreseeable high risks associated with the participation in this research study. The only foreseeable risk of harm is the potential for minor discomfort or inconvenience, due to the time spent in the above-mentioned interview.*

***WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?***

*All the information provided by the participant will be treated as highly confidential and will only be used anonymously for the purpose of this study. Your answers will be given a fictitious code number and you will be referred to in this way in the data.*

*All information gathered will be treated in the strictest confidence and reserved for academic use only. For example, a report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.*

*Please note however that the researcher cannot guarantee strict confidentiality in the case of focus group interviews due to the presence of several members of the group.*

***HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?***

*Hard copies containing answers will be stored by the researcher for a minimum period of five years in a safe in the office of the researcher. Electronic information will be stored on a password protected computer. After five years the records of the data collected will be destroyed as follows:*

- *Hard copies will be shredded and*
- *Electronic copies will be permanently deleted from electronic devices.*



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***WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?***

*There are no payments or incentives for participating in this research study in which participation is voluntary. Furthermore, there are no foreseeable costs which will be incurred by participating in this research study.*

***HAS THE STUDY RECEIVED ETHICAL APPROVAL?***

*This study has received written approval from the Research Ethics Committee of the College of Economic and Management Sciences, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.*

***HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?***

*A summary report will be sent by the researcher to the administration of each institution involved in the research. Should the need for the researcher to make an oral presentation is expressed, the researcher would be more than happy to organize it.*
*Should you require any further information or want to contact the researcher about any aspect of this study, please contact her on + 237 677 066 443 or chantalikito@yahoo.com.*

Should you have concerns about the way in which the research has been conducted, you may contact Prof Yvonne Joubert, on joubeyt@unisa.ac.za , tel +27 12 429 3399 or +27 82 721 9862.

*Thank you for taking time to read this information sheet. Your participation in this research study is greatly appreciated.*

*Chantal Lala Rakotoarimanga*



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## Appendix B: Participant consent form

### Informed consent for participation in an academic research study

**TITLE OF THE STUDY**:

**UNDERSTANDING THE CONTRIBUTION OF WORKPLACE WELL-BEING INITIATIVES TO TRAINING TRANSFER IN SEVENTH-DAY ADVENTIST CHURCH INSTITUTIONS IN CAMEROON**

Research conducted by:
Ms C. L. Rakotoarimanga (+237 677 066 443)

Dear Respondent

You are invited to participate in an academic research study conducted by Chantal Rakotoarimanga, a doctoral Human Resource Management student from the Department of Human Resource Management at the University of South Africa.

The purpose of the research is to study the perception of employees and administrators on workplace well-being initiatives and training transfer in view to develop a framework which examines well-being of employees toward an effective training transfer in Seventh-Day Adventist Church Institutions in Cameroun.

Please note the following:

- *This study involves an anonymous survey. Your name will not appear in the research and the answers you supply will be treated as strictly confidential. You cannot be identified in person on the basis of your answers. It should be noticed however that confidentiality cannot be guaranteed in a group setting such as a focus group.*
- *Your participation in this study is of vital importance to me. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.*
- *The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.*
- *Please contact my supervisor, Professor Y. Joubert (+27 82 721 9862.) if you have any questions or comments on the study.*

Please sign the form to indicate that you

- *have read and understand the information provided above*
- *give your consent to participate in the study on a voluntary basis*

Signature: ………………………………………………… Date:………………………………



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## Appendix C: Research ethic clearance form

### UNISA HRM ETHICS REVIEW COMMITTEE

Date: 16 September 2020

| |
|---|
| NHREC Registration #: (if applicable) |
| ERC Reference #: 2020_HRM_008 |
| Name: Mrs CL Rakotoarimanga |
| Student: #63575434 |

Dear Mrs Chantal Lala Rakotoarimanga

| |
|---|
| **Decision: Ethics approval from <u>September 2020</u> to <u>December 2025</u>** |

**Researcher(s):** Name: Mrs Chantal Lala Rakotoarimanga
E-mail address, telephone # chantalikito@yahoo.com, +237 677 066 443

**Supervisor(s):** Name: Prof Yvonne Joubert
E-mail address, telephone # joubeyt@unisa.ac.za, 012 429 3399

| **Working title of research:** |
|---|
| Workplace well-being initiatives and training transfer in Seventh-day Adventist church institutions in Cameroon |

**Qualification:** PhD

Thank you for the application for research ethics clearance by the Unisa HRM Ethics Review Committee for the above mentioned research. Ethics approval is granted for CL Rakotoarimanga for a period of **five (5) years**.

*The **low risk application** was **reviewed** by a Sub-committee of URERC on 13 August 2020 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The ethics application was approved on 16 September 2020.*

The proposed research may now commence with the provisions that:

1. **The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.**
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the HRM Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
8. No field work activities may continue after the expiry date **December 2025**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*
*The reference number **2020_HRM_008** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Signature
Chair of DREC: Prof I Potgieter
**E-**
**Tel: (012) 429-**

Signature
Executive Dean: Prof MT Mogale
**E-mail: mogalmt@unisa.ac.za**
**Tel: (012) 429-4805**



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## Appendix D: Certified translation of French data to English data

CERTIFIED TRUE TRANSLATION OF THE ORIGINAL
Kanyim Fekou
Joas Emmanuel
Senior Translator

| Participant's number | Questions | Answers |
|---|---|---|
| 2 | Comment définissez-vous ou expliquez-vous le mot « formation » ?<br><br>How would you define or explain the word "training"? | Former c'est donner une forme ; offrir des connaissances bien ficelées et conçues au départ, permettant l'acquisition de compétences à utiliser dans son travail.<br><br>To train is to give a shape; to offer special and well-defined knowledge allowing the acquisition of competencies to be used in the workplace. |
| 1 | | Acquisition de nouvelles connaissances et de compétences afin de fermer un écart dans certains domaines.<br><br>Acquiring new knowledge and competencies to close a gap in a domain. |
| 2 | Quelles sont les conséquences des formations que vous avez reçues sur votre travail ?<br><br>What are the impacts of the training you received on your work? | La formation nous a aidé à être plus qualifiés dans notre travail. En tant qu'enseignante, j'ai reçu une formation qui me permet de transmettre les connaissances aux élèves. Les formations nous aident à être plus compétents, à nous actualiser et à faire ce qu'on n'arrivait pas à faire il y a de cela quelque temps. La formation améliore l'efficacité des employés<br><br>Training has helped me to be more qualified in my work. As a teacher, I received training that enables me to transmit knowledge to students. Training has helped me to be more competent, to keep up to date and to do what I could not do earlier. Training improves the efficiency of employees. |
| 2 | Quelles sont les initiatives prises par votre organisation qui contribuent à votre bien-être ?<br><br>What are the initiatives taken in your workplace that contribute to your well-being? | Un bon salaire ; la compréhension mutuelle dans l'environnement de travail, la considération de la hiérarchie car nos opinions et points de vue comptent. Le fait de nous envoyer en formation ; une subvention pour l'achat de médicaments des enseignants<br><br>A good salary; mutual understanding in the workplace; our opinions are valued by the hierarchy as they recognise the significance of our perspectives; we are sent for training; assistance to help pay for teachers' medications. |



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CERTIFIED TRUE TRANSLATION OF THE ORIGINAL
Kanyim Fekou
Joas Emmanuel
Senior Translator

Table 5.3 Presentation of French and English data for editing

**FGA Focus Group A**

| Participant's number | Questions | Answers |
|---|---|---|
| 1 | Comment définissez-vous ou expliquez-vous le mot « bien-être » ? | Une sensation où l'être humain se sent satisfait car libre de tout souci.<br><br>A feeling of satisfaction due to freedom from worries. |
| 2 | How would you define or explain the word "well-being"? | Un état de satisfaction totale et un sentiment d'accomplissement, l'absence de maladie, réussite sur le plan économique et social, et avoir paix du cœur. Toutes ces conditions doivent être remplies pour expérimenter le bien-être.<br><br>A state of total satisfaction and a feeling of fulfilment, absence of disease, enjoying success in the social and economic domain, and experiencing peace of heart. All these conditions should be fulfilled to experience well-being. |
| 2 | Quels sont les expériences ou facteurs qui ont affaibli votre bien-être ?<br><br>What experiences or factors have weakened your well-being? | Beaucoup de défis et expériences dans la vie comme la maladie, une charge excessive de travail, des différences culturelles qui peuvent entrainer des mésententes entre collègues ou entre employés et supérieur hiérarchique, incertitude concernant le futur à cause de différents défis dans la vie.<br><br>Many challenges and experiences in life such as disease, heavy workload, cultural differences that can cause misunderstanding between colleagues or between employees and a supervisor; uncertainty about the future due to life's challenges. |
| 2 | Quels sont les effets / conséquences de votre bien-être sur votre organisation ?<br><br>What is the impact of your well-being on your institution? | Un échange social ; si je me sens bien dans l'organisation, cette organisation peut bénéficier de mon bien-être car je m'approprie de cette organisation. Si je ne me sens pas bien, c'est difficile de me livrer totalement à l'organisation et d'apporter une certaine compétence.<br>A social exchange; if I experience well-being at work, the organisation will benefit from my state because I will be loyal to the organisation. If I do not feel well, it would be difficult for me to commit myself fully to the organisation and use my competencies. |
| 1 | | L'institution va bénéficier de ma disponibilité. Je ferai le travail comme cela se doit car l'institution me met à l'aise.<br><br>The institution will benefit from my availability. I will do my work according to the norms because the institution cares for me. |



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## Appendix E: Translator's confidentiality agreement

### CONFIDENTIALITY AGREEMENT

This agreement is between :

Rakotoarimanga Chantal Lala, Unisa PhD student

and

KANYIM FEKOU Joas E., translator

for

**EXAMINING THE INFLUENCE OF EMPLOYEE WELL-BEING ON TRAINING TRANSFER: A CONCEPTUAL WORKPLACE WELL-BEING INITIATIVE FOR SEVENTH-DAY ADVENTIST CHURCH INSTITUTIONS IN CAMEROON**

I agree to:

1. Keep all the research information shared with me confidential. I will not discuss or share the research information with anyone than with the researcher.
2. Keep all research information secure while it is in my possession.
3. Return all research information to the researcher when I have completed the research tasks or upon request, whichever is earlier.
4. Destroy all research information regarding this research that is not returnable to the researcher after consulting with the researcher.
5. Comply with the instructions of the researcher about requirements to physically and/or electronically secure records (including password protection, file/folder encryptin, and/or use of secure electronic transfer of records through file sharing, use of virtual private networks, etc.).

The translator:

| | | |
|---|---|---|
| KANYIM FEKOU Joas E. | | 20/10/2023 |
| Name | Signature | Date |

I agree to:

1. Provide detailed direction and instruction on my expectations for maintaining the confidentiality of research information so that the translator can comply with the above terms.
2. Provide oversight and support to the translator in ensuring confidentiality.

The researcher

| | | |
|---|---|---|
| RAKOTOARIMANGA CHANTAL LALA | Chantal | October 18, 2023 |
| Name | Signature | Date |



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## Appendix F: Declaration of professional edit

`Alexa Barnby
Language Specialist
Editing, copywriting, formatting, translation
BA Hons Translation Studies; APEd (SATI) Accredited Professional Text Editor, SATI
Mobile: 071 872 1334 alexabarnby@gmail.com

31 January 2024

**DECLARATION OF PROFESSIONAL EDIT**

THE ROLE OF WORKPLACE WELL-BEING INITIATIVES IN PROMOTING EMPLOYEE WELL-BEING AND TRAINING TRANSFER IN SEVENTH-DAY ADVENTIST INSTITUTIONS IN CAMEROON: A CONCEPTUAL MODEL

Chantal Lala Rakotoarimanga

I declare that I have edited the above doctoral thesis, submitted in fulfilment of the requirements for the degree of PhD in Human Resource Management, ensuring that the work follows the conventions of grammar and syntax, correcting misspelling and incorrect punctuation, changing any misused words and querying if the word used is what is intended, as well as ensuring consistency in terms of spelling, punctuation, capitalisation and other aspects of style.

The onus is on the author, however, to make the changes and address the comments made.

A K BARNBY

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30 1993–2023
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**Alexa Barnby**
Full Member

Membership number: BAR001
Membership year: March 2023 to February 2024
Accredited professional text editor: English (SATI)

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