

# EMPLOYEE WELLNESS AND PARTICIPATION

## EMPLOYEE WELLNESS AND PARTICIPATION IN AN ON-SITE WORKPLACE GYM

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### **Executive Summary**

The study focuses on how organizations tend to promote the health and wellness of their employees by encouraging the workers to engage in physical activities while at work. Most of the companies use facilities such as gyms as a way of promoting wellness. Furthermore, this **pilot study** investigates the employees' willingness to participate on the wellness programs. The knowledge from this study will help businesses understand their employees better and come up with wellness initiatives that cut across the workers. A literature review was previously conducted for the first doctoral research project. This project moves on from the literature review to the study's methodology section addressing the research design of the pilot study prior to conducting the main study. The following report will explain the selection of the research topic, the research design, specifically for designing a pilot study on the chosen research topic, the philosophical basis for the study, and the related methods for carrying out the study. In addition, ethical considerations will also be addressed.

### 1.0 Introduction

This pilot study focuses on investigating employee wellness by examining the willingness of employees to participate in wellness organisational programs initiated to promote the health and wellness of employees. In this study, the program being considered is an on-site workplace gym. This is because most organisations have been considered to invest in and use gym facilities to boast employees' fitness through exercises contributing to employees' wellness while at work. The study will investigate the reasons why employees choose to participate or not participate for the wellness program at the on-site workplace gym.

It has become a norm for organizations to adopt a work-based wellness program to promote **employees health**. It is argued that the workplace presents an opportunity for successfully promoting employee health and well being which has further been linked to the improvement of work-related outcomes to those employees who are captive audience of such programs. As such, it is suggested that businesses take a focused approach to this challenge of adopting a work-based wellness program. **However, there** is evidence of low participation rates, with approximately half of the workforce not participating in **organisational wellness** initiatives. **Besides, it is suggested that only a quarter of employees** consistently use an on-site workplace gym. For this reason, it can be argued that the issue of promoting employee health and wellness through the addition of an on-site workplace gym may not be **an overall effective solution of increasing employees' physical activity and improving their health**.

Although, some employees may request for the installation of an on-site workplace gym, it has been shown that employees can have low interest to participate in gyms' physical activities.

Despite it being linked to positive work-related outcomes, others have argued that this may not always be the case and not all employees will be willing to participate, demonstrating a more

complex issue. This creates a challenge for organisations who consider investing in an on-site workplace gym to find ways to motivate employee participation.

Participation is crucial in order for both employee and employer to realise the benefits of improvements in employee wellness, or in work-related outcomes. However, there is limited research specifically exploring on employees' reasons for participation or non participation in organisational wellness programs and the contributing factors. Only one study, Edmunds et al. (2013), addresses employee's reasons for non-participation. As a result, this leaves a gap in the literature on the topic. As the issue being presented in this study is more complex, it brings about the need for a further exploration into the reasons that may contribute to employee participation or non-participation in organisational wellness programs such as the on-site workplace gym.

The literature review was based on the researcher's interest in the topic of employee wellness and exercise as a way of promoting employee health. In order to fill the gap in the literature the current pilot project was designed to explore this topic further. The study will provide important knowledgeable information that organisations looking to invest in an on-site workplace gym can use to understand employees participation in such a program, in order to be at a better position of making investment decisions on such an organisational wellness program. Through information provided by this study, business and organisations can develop wellness initiatives that engage the majority of their employees. The following section presents the research question addressed by the pilot study.

### **1.1 Research Question**

While planning the pilot study, and in discussion with supervision, it was established that further refinement of the research question, aim, and objectives was needed after the initial question

used during the literature review. The refined research question formulated by the researcher that will guide the pilot study is as follows:

What are the main reasons for employee participation or non-participation in an on-site workplace gym?

### **1.2 Aims and objectives**

The pilot study mainly aims to investigate why employees, participate or do not participate in an on-site workplace gym as an organisational employee wellness program.

The research aim will be achieved through the following set of objectives:

- To **establish the main reasons** of employee participation and non-participation in the on-site gym workplace gym.
- To investigate the employees' perspectives regarding the benefits of participation or non-participation in an onsite workplace gym.
- To establish the barriers that hinder participations of employees in an onsite workplace gym.
- To examine the employees perspectives on organization support to participate in the on-site workplace gym.
- To **examine whether** participation or non-participation has had an impact on their physical wellness.
- To **examine whether** participation or non-participation has had an impact on their psychological **wellness**.
- To **examine whether participation** or non-participation has had an impact on **their work-related outcomes**

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**Table 1.1: Employee wellness and participation theories**

Theory	Brief Description	Strengths	Weaknesses
<p>Social ecological model (Bronfenbrenner 1994).</p>	<ul style="list-style-type: none"> <li>• The framework describes how an individual’s behaviour is integrated in a network that is dynamic including; intrapersonal characteristics, interpersonal processes, organisational features, community features and public policy (Salihu et al. 2015).</li> <li>• The theory depicts that the Interaction between individual and the environment is reciprocal. An individual is influenced by his/her own environment and vice versa (Salihu et al. 2015).</li> <li>• Is a framework of working with children, young people and families to keep them at the centre of anything which is done to support and help them (Claire 2016).</li> </ul>	<ul style="list-style-type: none"> <li>• Explains behaviour based on different levels of factors.</li> <li>• Designed to explain behaviour.</li> <li>• Designed for health promotion and education.</li> <li>• Supports policy and laws that regulate or support healthy practices.</li> <li>• The organisational level of the framework explains how rules regulations and structures constrain or promote behaviours.</li> <li>• Applies to the study considering a gym is a wellness intervention that is implemented to help and support individuals to keep a healthier life.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not generally apply to workers, applies only to children, young people and families in the social context.</li> <li>• Mainly looks at issues within the home and family context and not organisational issues.</li> <li>• Does not demonstrate how behaviour is shaped by the organisational environment.</li> </ul>
<p>Social cognitive theory (Bandura 1989).</p>	<ul style="list-style-type: none"> <li>• Originally called the social learning theory (Bandura 1989).</li> <li>• It is positioned as a theory of human behaviour and is used to understand human behaviour in a variety of settings (Beauchamp et al. 2018).</li> <li>• Focuses on what people learn by observing others and how this may or may</li> </ul>	<ul style="list-style-type: none"> <li>• Designed to explain behaviour.</li> <li>• Used to explain physical activities</li> <li>• Handles inconsistencies in behavior easily Provides an accurate illustration explaining how behavior is learned.</li> <li>• It is optimistic, in a good way.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not clearly demonstrate how behaviour is shaped by the organisational environment.</li> <li>• Does not take into account physical and mental changes.</li> <li>• Doesn’t explain all behavior since thoughts and feelings are influenced by many internal and external</li> </ul>

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	<p>not impact their behaviours.</p>	<ul style="list-style-type: none"> <li>• Easy to understand</li> <li>• Offers a way to integrate social and cognitive theories.</li> <li>• It allows and accounts for cognitive processes explaining a large number of behaviors.</li> <li>• Is a motivational theory.</li> <li>• Real world behavioral examples can be applied and can be quickly and easily administered.</li> <li>• Concerned with important human social behaviors.</li> <li>• An evolving theory that is open to change</li> <li>• Focus on important theoretical issues such as role of support or reward in learning.</li> <li>• Addresses how reinforcement and punishment as well as self efficacy affect how individuals work to attain a specific goal as well as motivation.</li> </ul> <p>(Meissler 2012).</p>	<p>behaviors.</p> <ul style="list-style-type: none"> <li>• Doesn't explain behavioral differences.</li> <li>• Doesn't take in account that what one person views as punishment/unsupportive, another person may view as a reward/supportive.</li> <li>• Does not explain why individuals respond differently to similar situation.</li> <li>• Ignores maturation as well as lifespan behavior changes.</li> <li>• Ignores hormonal responses and biological differences.</li> </ul> <p>(Meissler 2012).</p>
<p>Human capital theory (Smith 1976).</p>	<ul style="list-style-type: none"> <li>• A framework that examines the relationship between social-well being, education and economic growth (Netcoh 2016).</li> <li>• The theory indicates that expenditure made on job training, education and</li> </ul>	<ul style="list-style-type: none"> <li>• Beneficial to the well being of individuals</li> <li>• Views people as important component to societal and economic wealth as well as individual and business wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• View of human beings as objects productivity.</li> <li>• Assumes education increases productivity in the workplace resulting to higher earnings and work outputs</li> <li>• Provides little insight into the processes</li> </ul>

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	<p>health are capital investments that are bound to produce social and economic returns at both the individual and societal level (Netcoh 2016).</p> <ul style="list-style-type: none"> <li>• Assumes that education and training leads to greater productivity that is translated to economic and work-related returns (Netcoh 2016).</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how improvement in human capital leads to increased wages, GDP as well as work related outputs</li> <li>• Helps researchers as well as policymakers understand the relationship between education and training as inputs and social and economic returns/ benefits as outputs.</li> <li>• It provides an important lens that one can use to understand how policy can be improved and developed to incentivize individuals' investment in their own education.</li> <li>• Useful for answering questions on the kinds of investments that are most productive and understanding optimal levels of individual/social investments in education</li> <li>• Useful for understanding cost and benefits for individual investments in education</li> <li>• Useful for understanding types of policy interventions that</li> </ul>	<p>through which education and training are translated into productivity and higher wages.</p> <ul style="list-style-type: none"> <li>• Does not account to other factors that contribute to productivity at the workplace in terms of work outputs and wage increase.</li> <li>• Targets gender, race and class discrimination. se of a single theoretical lens and closed system modeling se of a single theoretical lens and closed system modelling</li> <li>• Use of a single theoretical lens as well as a closed system modelling (Marginson 2017; Martinez 2018; Netcoh 2016).</li> </ul>
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		<p>reduce individual costs associated with educational investments. (Martinez 2018; Netcoh 2016).</p>	
<p>Job-demands resources theory (Demerouti et al. 2001).</p>	<ul style="list-style-type: none"> <li>• The job-demands resource model assumes that assumes that the health and well-being of employees in an organization result from a balance between positive (resources) and negative (demands) job characteristics (Schaufeli and Taris 2014).</li> <li>• Represents a way of thinking about how job characteristics may influence employee health, well being and motivation (Schaufeli and Taris 2014).</li> </ul>	<ul style="list-style-type: none"> <li>• Does not restrict itself to specific job demands and job resources</li> <li>• Assumes that any demand and any resource may affect employee health and well-being.</li> <li>• Its scope is much broader than other models such as the jobs demand control model and the effort reward imbalance model.</li> <li>• More flexible and can be tailored to a wider variety of work settings.</li> <li>• Used to understand organizational issues that contribute to employee wellbeing, health and motivation. (Schaufeli and Taris 2014).</li> </ul>	<ul style="list-style-type: none"> <li>• Job demands may relate differently to specific outcome variables.</li> <li>• specifies what kind personal and job characteristics lead to a particular psychological states as well as outcome but does not indicate why this would be so.</li> <li>• The conceptual difference between job demands and job resources is not as clear-cut as it may seem at first glance.</li> <li>• Proposes straightforward unidirectional causal relations among resources, demands and outcomes but other studies have demonstrated reciprocal causation. (Schaufeli and Taris 2014).</li> </ul>

### 2.0 Methodology

The methodology involves describing the steps, procedures and methods taken by the researcher to answer the research questions based on the researcher's philosophy of how best to approach the topic on exploring employees reasons for participation and non-participation as well as

contributing factors around participation in an on-site workplace gym. The methodology provides information on the research philosophy and epistemological stances that the researcher adopted as well as the methods utilized by the researcher in collecting and analyzing data for the pilot study. Besides, information regarding the research participants and how they were recruited as well as ethical issues addressed by the researcher in conducting the pilot study are addressed. The methodology is subdivided in the following sections: research philosophy, epistemological basis, research design, population and participant, data collection procedures, data analysis methods and ethical considerations.

### **2.1 Research Philosophy**

Sanders et al. (2007) argued that the research process can be represented as an onion. Several layers of the onions must be consistently employed when conducting a research. A research philosophy is the most crucial part of the research onion (Al-Zefeiti and Mohammad 2015). A research philosophy and design must be considered before data collection or analyses which are the core of the onion are conducted (Al-Zefeiti and Mohammad 2015). According to Al-Zefeiti and Mohammad (2015) a research philosophy refers to the beliefs or an idea regarding the collection, analysis and interpretation of data. Besides, it refers to the development of knowledge in a particular field. The association between knowledge and the process by which the knowledge is developed is one of the main thing considered that influences the selection of a specific research philosophy (Al-Zefeiti and Mohammad 2015). According to Ryan (2018), the most commonly used research philosophies are positivism, interpretivism and critical theory. The interpretivism research philosophy will be adapted by the researcher for the current pilot study. This is because the methods of how the study will be conducted will fall in line with the research philosophy of interpretivism and epistemological basis for constructivism. The

interpretivism philosophy is the most suitable philosophical stance for this research since qualitative data will be analysed. Furthermore, in-depth investigations where small samples are used can be discussed using an interpretivism philosophy (Ryan 2018). The implication for an interpretivist philosophy on the choice of methods is choosing data collection techniques that can capture individual perceptions of employees with a qualitative approach.

The research philosophy of interpretivism for this pilot study which plays a part in the development of the methods is that of 'intuitive knowledge' as being an acceptable source of knowledge (Dudovsky 2018), because the possibility of low participation rates in on-site workplace gyms can be further explored. Dudovsky (2018) explains that intuitive knowledge is based more on individuals' beliefs and feelings rather than on facts. For this pilot study, it is important to gain employees' first-hand expressed beliefs of the reasons for their participation to better understand those reasons and answer the research question of the study.

### **2.2 Epistemological basis for the research**

The epistemological basis for the pilot study is constructivism where it is the researcher's belief that acceptable knowledge for this study is the subjective meanings of employees' views and their expressed reasons and the underlying factors which contribute to their participation or non participation in the on-site workplace gym. This will be determined based on constructivism which is one branch of epistemology commonly used in business research (Dudovsky 2018, pg. 37). Constructivist researchers mainly focus on the process of interactions between individuals as well as specific context in which people live and work (Creswell 2014). The current study examines the work context by specifically addressing the on-site workplace gym. Addressing a specific context where individuals live or work is important in order to understand the historical and cultural settings of the participants (Creswell 2014). The study focuses on understanding the

organisational culture of ensuring employees wellness through various wellness programs and support.

Little research has been done on why employees may participate or fail to participate in an onsite work place gym, as a result, through constructivism, the truth behind the matter can only be found by seeking information from the employees. This is because constructivist research individuals seek to understand the world they live and work in by developing subjective meaning of their experiences (Creswell 2014). The meanings are considered to be directed towards certain objects or things and are further considered to be varied or multiple (Creswell 2014). In this case the study seeks to understand the aspect of participation in an on-site workplace gym based on the views and experiences of individuals in the work place environment/ world. The on-site workplace gym is the direct object where meanings of experiences of the employees are derived. For one to comprehend the employees' behaviour, it is paramount to be familiar with their experience (Dudovsky 2018). This can only be accomplished by involving the employees directly and understand their perceptions. This is because the goal of a constructivist research is to rely as much as possible on the perspectives of participants regarding the situation being studied (Creswell 2014). The intent of a constructivist researcher is to make sense/ interpret the meanings other individuals have regarding their world where they inductively generate a theory or patten of the meanings rather than starting with a theory as the case with a postpositivism research. Since there is less literature on the topic and no quantitative data can be collected to answer the research question, constructivism is the best epistemological basis for this research. The lack of information brings about the need for broader and general interview questions so that participants can construct meaning of a situation. The more open ended the questionnaire is the better for the researcher to better understand participants perspectives which is supported by a

constructivist research (Creswell 2014). Besides, constructivism is often combined with interpretivism and is typically viewed as an approach to qualitative research (Creswell 2014).

### **2.3 Research Design and Approach**

A research design is considered as a procedure of inquiry (Creswell,2013) as well as a blue print used by a researcher in conducting a research study where he/she exercise maximum control of the factors that may render the study invalid (Burns and Grove 2009). The pilot study adopted a qualitative design as it was qualitative in nature. The qualitative research design was based on an inductive interview approach. Numerous researchers use qualitative research design to explore and understand meanings that individual attribute to various problems (Creswell 2014).

Researchers usually adapt the qualitative design to explore the behaviours, experiences, views and perspectives of people which is the case of the current pilot study. The current study looks to understand the perspectives and experiences of employees regarding their participation or non-participation in an on-site workplace gyms (Creswell 2014).

Since the study obtains interview textual data from participants instead of numerical data, a qualitative research design is the most suitable. This is because it is different from a quantitative research design which is usually characterized by the use of numerical data in measuring study variables, presenting results and making conclusions (Creswell, 2014). The qualitative research design adopted supports all the methods and procedures that the researcher uses in conducting the pilot study, such as the use of thematic analysis technique to analyse the interview data obtained. Besides, the design provided the opportunity of the researcher to interact with the participants to understand their perspectives and experiences creating meaning from the interview data that was co-created. The adoption of a qualitative design further allowed the researcher to be flexible and open towards the data, through the analysis process of describing,

explaining and interpreting the research data. The process of allowing the data to speak for itself is a distinctive characteristic of a qualitative method of inquiry and analysis that the researcher employed (Cao 2007).

Being that the pilot study was exploratory in nature it created an opportunity to take more of a grounded theory approach from the start rather than starting with preconceived notions and theories on the topic. It was important **because it allowed the researcher to see what emerged** from the data. The strategy of using in-depth interviews coincides with the research philosophy and choice of methods (Saunders et al 2012, as cited in Dudovsky 2018)

Using an inductive approach in the research process for conducting the literature review and preparing the question directly from the literature allows the **pilot study** to explore employee perspectives, reasons, and related factors which may contribute to addressing **the problems on employees' participation** in an on-site workplace gym, as the data emerge.

### **2.4 Participants**

A sample is a small subset of the entire population being considered in the research (Banerjee and Chaudhury 2010). A sample population of six participants from a university located in Central Scotland responded **to the interview questions**, which addressed their experiences of having an on-site workplace gym. The criteria used for participant selection was based on a purposive sample of university staff. **Individuals who were not employees of the university were excluded from the research.** Purposive sampling allows the researcher to select a sample size in a convenient way. Purposive sampling was suitable for this qualitative research since the in-depth of information was crucial than the sample size and hence, the researcher purposively selects main participants with respect to the aim of the study and ensure they are well familiar with the topic in order to provide **in-depth evidence (Acharya et al. 2013)**. Unlike quantitative research

where the data from a large sample size can be quantified, qualitative research is dependent on the value of the information collected. As a result, purposive sampling was suitable to select participants who can provide in-depth information on why employees' participate or don't participate in an on-site workplace gym. However, in purposive sampling variability and biasness cannot be controlled or measured. Also, it is not possible to generalize results from the data collected beyond the sample selected using purposive sampling (Etikan et al. 2016).

### **2.5 Data Collection Procedure**

Primary interview data was collected for the current pilot study. The six voluntary participants sampled for the study consented to taking part in the anonymous semi-structured interviews.

The interviews were carried out in a private room on campus and each interview was approximately 15 – 20 minutes in length. The employees were considered as either participants or non-participants in the on-site gym. They were presented with open-ended questions based on why they participate or do not participate in the on-site gym. These questions allowed an exploration of their experiences to help gain a better understanding of their reasons about how participation or non-participation had an impact on their wellness, physically and psychologically. Besides, the questioned explored whether they felt t participation or non-participation had an impact on work-related factors and if they felt they were supported to participate by the university.

First, the participants were presented with an information sheet about the study (see Appendix A). Next, the participants were given the interview schedule to review before starting the interviews to get an idea about what types of questions they would be asked (see Appendix B). Lastly, the participants were presented with a consent form and asked to sign it if they fully understood and agreed to take part in the study (see Appendix C). Each of the participants was

given the liberty to fill in the questionnaires on their own. The study was independently done with the participants receiving minimal or no help at all with the questions. All of the interviews were digitally recorded and saved in a computer. The information was highly protected with a password to ensure that it does not leak to third parties.

### **2.6 Data Analysis**

In qualitative research, data analysis is considered to have a two-fold purpose. The first purpose is to understand the participants' perspective concerning the study aims and objects. The second purpose is to answer the research questions formulated (Creswell 2014). Creswell (2014) defines qualitative analysis in terms of organizing, understanding and attributing meaning to the data obtained with its main goals as generating themes and patterns that are related. The pilot research used thematic analysis to analyse the research data obtained. Thematic analysis is regarded as a qualitative method of systematically identifying, organizing and presenting insights into patterns of meanings across a data set (Braun and Clarke 2012). According to Braun and Clarke (2012), the thematic analysis method suits a wide variety of research topics and research questions. This method of analysis is common with qualitative research design. Thematic analysis pinpoints themes and patterns in a set of given data. The themes and patterns are important and are associated with the research questions. In the context, the study utilized this form of analysis to deduce conclusions and make inferences. The researcher followed the steps as illustrated by Braun and Clarke (2012) to perform the thematic analysis. The themes gathered from data obtained through the interview questionnaires were related to the aims and objectives presented in this pilot study.

### 2.7 Ethical Considerations

Every research is limited to various ethical considerations whereby it's the duty of the researcher to ensure ethics are followed throughout the research process which concerns the participation of human subjects. Once ethical approval for the pilot study had been gained from the institution review board as well as the university where participants were sampled, interviews were conducted. Steps were taken to ensure that participants were given enough information regarding the pilot study in order for them to make a sound decision of participating in the study. Information on the purpose and benefits of the pilot study was shared to the participants through the informed consent form. Participants were further required to sign the informed consent form in order to participate in the pilot study. Those participants who failed to sign the informed consent form did not participate in the research. The procedure of data collection was also effectively communicated to the participants. The participants were provided the researcher's contact in case of any question or inquiry regarding the pilot study.

The dignity and independence of the research participants was respected. The researcher informed the participants that they were free to exit the interview process at any given time if they wished to do so. Participation in the pilot study was voluntary and no incentives were given to the research participants in order for them to take part in the interview sessions.

The participants were guaranteed of anonymity and the researcher ensured the confidentiality of their recorded responses to the interview questions. No participant was prompted to give out any sensitive or personal information during the interviews. The participants were also informed that the data they provide will solely be used for research purposes. The researcher further ensured the privacy of the information provided by the participants in the study and access to the study was restricted to only those participants who provided data. Data obtained was stored in a strong

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password secured and encrypted flash disk. Only the researcher had access to the data which will be kept for a period of 2 years for consultation and research purposes after which it will be destroyed.

### **3.0 Results**

### **4.0 Reflections**

By reflecting on the different aspects of the study I feel that throughout the research development and pilot process, much has been learned. Specifically, three key important aspects of my work were developed. First, the expectations that I had about the research compared to what I discovered during the actual research experience was surprising because I realized that gaining experience in doing the interviews, for example, was important for several reasons. The first reason is that during the research process of conducting interviews, I could see that more probing of participants' answers was needed. I did not expect that they would not have much to say on while answer the questions. The second reason is that gaining more experience with conducting interviews will only help to improve my ability to turn the interviews more into a conversation around the topic. I believe I will have to spend more time initially with building rapport with the interview participants. I will need to better prepare how to begin the discussion rather than just going down the list of questions with them. I believe this will no doubt be improved with more experience and more thoughtful planning. And the third reason is that, having not had much previous experience in doing qualitative work as a whole, I have discovered how time consuming the qualitative research process is. Part of my research professional development will be to take this into consideration in the future when planning qualitative work.

### **5.0 Conclusions, Recommendations and Implications**

To sum up, since this pilot study was to explore employee's reasons for participation and non-participation, conclusions cannot be drawn but merely evidence shown on what was found. Further research can go more into how and why employee's reason may create barriers or facilitators to participation for employee in more of an explanatory type of study where the

information from this study can point to certain theoretical explanations for the problem. More research is need on this topic to fill the gap in the literature, beyond just employee perspectives on the issue. To the level of achievement of the pilot study aims and objectives, valuable information has been gained from the data collected but further analysis will be continued prior to the main study. Because there is not a lot recent literature on this topic of employee reasons for participation it can be considered as an underdeveloped phenomenon within workplace wellness research. Nonetheless, it is up to the employers to ensure that they conduct sensitization to ensure that their workers participate in wellness programs. External trainers should be sought to teach the employees about the benefits of staying fit.

### **5.1 Further research**

Although the current research philosophy basis for this exploratory phase of the research topic has been subjective in nature and one of interpretivism, it is the researcher's belief that there is room for objective data to contribute to the main study thereby the possibility of using more of a pragmatic approach may be considered. This is because it would create triangulation around the topic and could be useful for expanding more directions for further research. For example, there are still questions on this topic that could be addressed by taking a quantitative approach within an organisation to find out more generalizable data by investigating the numbers of employee's who feel an on-site gym is a good investment for the organisation. This could be based on whether or not they would use the gym or not by finding out how many of the employees plan to participate and how many so not. Also, it would be interesting to get a general consensus on the number of employees who feel it is or is not convenient for them to use the on-site gym during the working day. Therefore, to gain even more insight into the topic of employee's reasons for participating or not participating in an on-site workplace gym.

## **5.2 Implications for Business Practice**

The implication for business practice on this topic of employee health and their reasons for participation or non-participation in an on-site workplace gym is the research can help inform organizations whether or not investing in an on-site workplace gym would be a good investment in terms of contributing to employee health improvement if employee's have more reasons that deter them from participating than reasons that motivate employee participation.

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**EMPLOYEE WELLNESS AND PARTICIPATION IN AN ON-SITE WORKPLACE GYM**

**Interview Schedule**

**Introductory & Demographic Questions:**

Gender

Age

Participant or Non-Participant in the on-site gym facility

Type of work you do, sedentary or non-sedentary

Highest Level of Education

How do you feel about the workplace having an on-site gym facility?

Do you think workplaces should have gyms? Why or Why not?

What are your thoughts of employees being able to exercise while at work?

**If applicable:**

1) To what extent do you **use** the workplace on-site gym facility?

(1a) To what extent do you use the on-site gym facility during working hours?

**If applicable:**

2) What are your **reasons for using** the on-site gym facility?

**If applicable:**

2) What are your **reasons for not** using the on-site gym facility?

2a) Is there anything that would motivate you or give you reasons to use the on-site gym facility?

**If applicable:**

3) What are your views of the **benefits of participation** in the on-site gym facility?

(3a) How is this a benefit for you and why?

**If applicable:**

3) What are your views of the **benefits of non-participation** in the on-site gym facility?

(3a) How is this a benefit for you and why?

4) What are your views of the **barriers to participation** in the on-site gym facility?

(4a) How is this a barrier for you and why?

(4b) What do you think would help you to overcome these barriers?

(4d) Can you explain further on any other specific barriers for you? And why do you think this is?

5) What are your views of **support for participation** by the university in the on-site gym facility?

5a) To what extent do you think the university could do more to support or encourage those who do not participate in the on-site gym facility?

**If applicable:**

6) To what extent do you think **participation** in the on-site gym facility has had an impact on or not had an impact on your **physical wellness**?

**If applicable:**

6) To what extent do you think *non-participation* in the on-site gym facility has had an impact or not had an impact on your **physical wellness**?

**If applicable:**

7) To what extent do you think *participation* in the on-site gym facility has had an impact on your **psychological wellness**?

**If applicable:**

7) To what extent do you think *non-participation* in the on-site gym facility has had an impact or not had an impact on your **psychological wellness**?

**If applicable:**

8) To what extent do you think *non-participation* in the on-site gym facility has influenced or not influenced **your work**?

(8a) If you were to participate in the on-site gym how do you think it would affect your work?

**If applicable:**

8) To what extent do you think *participation* in the on-site gym facility has influenced or not influenced **your work**?

## EMPLOYEE WELLNESS AND PARTICIPATION

- 9) What are your views on the **benefits to the organisation** for having an on-site gym facility?
  
- 10) What are your views on the **benefits for employees** for having an on-site gym facility?
  
- 11) Is there anything else you would like to add on this topic of workplace exercise in an on-site gym facility?