Research Article

Satisfied or dissatisfied: Teachers' perceptions on the efficiency of employee health and wellness in overcoming family issues and work-related stress.

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ABSTRACT

This paper reports on the perceptions of teachers as employees regarding the efficiency of employee health wellness in overcoming work and family issues. Employee Wellness Programme plays a pivotal role in the lives of employees to ensure balance and stability, mitigate life challenges and promote "Work-Life Balance". This study used a qualitative approach to explore the perceptions of the teacher as an employee on the efficiency of Employee Wellness Programmes in overcoming family issues. The "face-to-face semi-structured" interviews were conducted with eighteen teachers who were sampled using non-probability sampling and participants were selected purposefully. The interpretivism phenomenological research design aided the study in exploring the phenomenon. The data was analyzed thematically, and ethical principles were adhered to to ensure the quality and rigor of the study. The findings of the study revealed that for employee health wellness to be inclusive and easily accessible to employees, there must be a deliberate effort to decentralize wellness services. Moreover, management support and clearer intentional policies that extend to the significant others of employees such as children and partners may improve the functioning of EWP.

Keywords: employee wellness programmes; teachers; wellness; department of education

1. Introduction

Employee wellness programme (EWP) is a workplace-based programme that is designed to help management identify and resolve productivity problems emerging out of employee's concerns, including but not limited to health, marital, family, financial, alcohol, drug, legal, mental health which may adversely affect employee job performance including those problems that may be caused by work activities or even emanates from home responsibilities. The primary aim of wellness is to ensure balance and optimal employee function through the "work-life balance"[1]. Work-life balance (WLB) strives to maintain a balanced way of living especially between the client's personal life and work-related activities which if left unattended has the potential to cause distress in the life of employees[2].

Moreover, Joo, Lim, and Kim[3,4] assert that the unpleasant working environment especially among teachers in the schooling environment may have an impact on their dedication, and commitment when

conducting their teaching activities, as well as their ability to be innovative and creative in offering support to the students and mostly to each other. The balanced work-life of teachers as employees is not only important for the quality of education of learners but is also critical for the sustainability of educational programs and for creating a conducive environment for teaching and learning[3]. Therefore, this implies that there is a need for structured support and well-planned programmes, especially during the early stages of employment to ensure a healthy working environment. Kaiser Family Foundation[5] signifies that teachers as employees also encounter psychological and psychosocial tension and challenges as a result of stress and tension related to deadliness, teaching pressure, unruly learners, lack of resources and infrastructure, too much workload, constant performance, over and above that they all also counsel some of the learners who are form unsupportive families which is an added responsibility to their already packed responsibilities. It should be noted that teachers are not only teachers in the classrooms but also have other responsibilities to their work that are not necessarily part of their job description such as coordinating some of the programmes and events at school, which also comes with challenges[4,6]. Psycho-social problems are inevitable in both family and workplace. However, social workers are mandated to assist employees through EWP[7,8]. Employee Wellness Programme is essential to ensure that the well-being of the employees is catered to and optimal performance is achieved. It has been noted that some of the family issues that affect the well-being of the employees are that the roles of both men and women have changed[9]. Both have adopted dual roles as parents, caregivers, and workers. As a result, family and work have become separate spheres that demand more time and energy. Imbalances in both roles have resulted in stress spilling over to the work domain[10]. Spilling overwork often increases absenteeism or fatigue[11,12]. For instance, in the teaching profession, some researchers, such as Okwaraji and Aguwa[13], state that the teaching profession has been recognized internationally as one of the professions that possess the highest stress levels. Most teachers, as employees, complain of psychological burnout as they are unable to manage their work and family responsibilities instantaneously[14]. This requires the implementation of the EWP programmes to ensure that the employees fulfill their roles.

A study conducted by Lever, Mathis, and Mayworm[15] with a participation of more than 200 participants who were employees in one of the big companies in Singapore highlighted key issues that may impact the wellness of employees and that family issues if left unattended, may have far-reaching consequences beyond the home environment. Fathomably so, as Lever et al.[15], an unhealthy toxic family environment has the potential to create feelings of anxiety, stress, and mental health which will eventually find their way into the workplace and eventually lead to poor work performance.

The study further highlighted that employees who are overwhelmed with family-related problems generally experience anxiety and are mostly unhappy and lacks concertation which may result in workplace accidents which at times may even lead to disciplinary hearings or dismissals, moreover other employees suffer from presenteeism syndrome where are just at the workplace with showing energy and zeal to work and this creates a cycle of unproductiveness and unhappiness. Notably, the focus is on the perceptions of teachers regarding the efficacy of employee wellness programs. The researcher described their perceptions and views on the role of EWP in assisting them in overcoming their family issues.

2. Theoretical framework

The theory that guided this study is role identity theory. This theory is generally based on relating identities and self-attitudes to the relationships or roles-related behaviours of individuals. The theory is further premised on the principle that identity is premised on the assemblage of identities, which is determined by the role that one occupies at a particular time[16]. Identity theory was critical to assist the

researcher in understanding the concept of identity role which is usually the occupational or social role that the individual attached to themselves, which is linked to their behavior, for example from the family perspective one may identify as a spouse and from the work perspective one may identify as a social worker and is through this identification that we understand towards extend do individual put efforts to each role they identify themselves with.

According to the notion of role identity salience, there is a negative link between work and family roles that negatively affects job satisfaction and is made worse by the prominence or salience of the family role[17]. Thus, family issues and challenges emanate from roles which are in the family. At the same time, the role of social workers are providers of EWP is also important for the study which would enable the researcher to explore the effectiveness of these programmes. The degree to which work is viewed as a threat to other important or salient duties for the teachers determines the degree to which work is regarded as satisfying or unsatisfactory. When the roles that define a teacher's identity, are threatened, the same teachers tend to evaluate the source of the threat negatively[18,19].

They command this theory because it assisted the researcher to fully understand how individuals identify themselves with different roles and how they put or balance these roles both at home and work. Moreover, the researcher was able to understand that the roles impact the behavior of individuals as they want to make the best of the responsibilities attached to these roles, resulting in stress and psychological tension.

3. Research approach and methodology

To attain the goal of this study, the researchers found a qualitative approach to be relevant and appropriate. This approach was inspired by the idea that the researchers were interested in fully understanding the concept under the study from the subjective views of the participants[20]. This is precise because the qualitative approach considers participants as the experts on their challenges and experiences and it further allows the researchers to understand how the participants interpret their own experiences from their worldview by exploring, describing, and contextualizing their experiences,[21]. Non-probability sampling through purposive sampling was found to be appropriate for selecting participants who possess rich knowledge that was coherent with the study purpose[22]. It is through semi-structured, face-to-face interviews in which relevant information was collected from the participants who met the criteria to be part of the study[22] (p. 356). In terms of ensuring the trustworthiness and credibility of this study and its findings, the researchers ensured that the process of data triangulation took place where relevant questions were asked, observation was done, and recording was done through the consent of the participants[23,24]. Moreover, the researcher relied on peer review where the consultation was made with the study supervisors and the utilization of an independent coder enriched the credibility of this study,[24-26]. The following inclusion criteria guided the study the selection of participants in this study:

- Teachers with two years' experience and registered with the teachers' s council.
- Employed under Johannesburg North district as a teacher.
- Able to speak in English and willing to sign a consent form.

Chiefly, the researchers ensured that a thick detailed description was followed to arrive at the data presented in this paper, this was further enhanced by ensuring that the analysis of the data in this study was supported by excerpts as representation of the study participants and which was further enhanced by member check strategy that was employed so that participant elaborate or clarify their contribution in this study,[14,26].

Before the data was collected, the approval was granted by the University of South Africa as per ref *NO. CREC_CHS_2023.*

4. Discussion of the findings

Profile of participants

Participant	Qualification	Gender	Age	Marital status	Years of experience in monitoring & evaluation
1	Bachelor of Education	Male	51	Married	10
2	Bachelor of education	Male	56	Married	17
3	Bachelor of education	Female	46	Single	14
4	Bachelor of education	Female	44	Married	11
5	Bachelor of education	Female	44	Married	11
6	Bachelor of education	Female	35	Married	07
7	Bachelor of education	Male	38	Married	07
8	Bachelor of education	Male	34	Single	05
9	Bachelor of education	Male	39	Single	08
10	Bachelor of education	Female	40	Single	10
11	Bachelor of education	Female	38	Married	08
12	Bachelor of education	Female	33	Married	04
13	Bachelor of education	Female	30	Single	04
14	Bachelor of education	Female	31	Single	06
15	Bachelor of education	Female	33	Married	08
16	Bachelor of education	Female	35	Married	07
17	Bachelor of education	Female	29	Single	03
18	Bachelor of Education and Master of Education	Female	33	Single	07

The participants had different age gaps which aided the study to acquire experiences of different age groups. Notably, there was a balanced marital status of participants with the majority being single. All participants had three years or more experience in the employ of the Department of Education. In this regard, their broader knowledge and experience of employee wellness services added to the credibility of the findings of this study. The research findings are based on the analysis of the 18 in-depth interviews conducted with participants.

5. Discussion of themes and subthemes supported by literature control

5.1. Perceptions of employees on the role of wellness programmes in overcoming family issues

It is paramount to note that the main role of wellness services is not only to overcome family issues but also to create a balance between work challenges and family issues. This is because when either work or family issues affect the teachers, it affects their performance. Thus, the researcher explored these roles. Thus, the researcher wanted to ask participants if they were aware of the functionality of the EWP. Generally, the provision of wellness services at the workplace, has specific roles just like any other workplace, thus in this case within the schools where the educators are teaching the services are aimed to address family and work

issues which might have the potential to affect job optimal performance. This would clarify and ensure that the participants know the services provided and any information regarding the EWP services. The researcher asked the following topical questions to the participants as a way of exploring the phenomenon:

- What is your understanding of Employee Wellness Programmes?

- How will you describe the role of EWP in assisting employees or you to overcome family issues?

- What are your views on how EWP is assisting employees to balance family and work life?

- What is your view on the inclusiveness and accessibility of EWP?

- What do you think can be done differently to improve the provision of EWP to employees?

In clarifying the role of EWP, the researcher wanted to find out the assistance to balance work and family responsibilities that they get from EWP. This is the goal of the provision of EWP there should be a balance between work and family resulting in optimal performance of the teachers at work. This would also assist in ensuring that there will be no psychological burnout, depression, or stress.

Most of the participants had alluded that the EWP is not assisting the teachers to balance work and family issues. Thus, one of the participants had this to say:

> As I have said, I have heard of the services, but I have not used them. So, I do not think my answer will be very objective because I do not know exactly how they work, in my observation many teachers are not being assisted, like us, we are here in deep rural areas far from the head office where these services are and we do not even have time because of our teaching schedule, so yah we struggle by ourselves.
>
> (Participant 17)
>
> Another participant also noted that.
>
> My honest view on these services is that they are not benefiting us because if they were, they should have been coming out and being visible at least once a month to make us aware of their services. This effectively means that they should be more visible so that they will know about the services provided and the challenges they face.
>
> (Participant 9)
>
> I think there will be teachers who might need the services because we are all challenged one way or another. It could be personal, or it could be work. So, it is a lie if a person will say I do not have problems. However, we find our way of dealing with them, and maybe one day we will find a way of dealing with these issues, as of now things are not clear here.
>
> (Participant 16)

The above assertions by participants are corroborated by,[10,27] that many organizations must understand and adopt the concept of Work-Life Balance as it makes an individual realize that his/her life and well-being are of equal importance just like his/her work. It is also believed that the quality of work has a direct relation and impact on the quality of life and vice versa. They are considered the same side of the coin, more e clearer implementation structure should be implemented to enhance employee utilization[12,27].

> Another participant also noted that: (16)

> My sister, you know sometimes you have a child who is abusing substances at home and that will affect you and when you are here at school you find other learners doing the same because these kids that we are dealing with, they are not easy. So sometimes you are just at work unproductive and demotivated.

The participants' views were accordingly supported by the Dawad & Hoque,[28] view which highlighted that the motivational level is also impacted by the quality of life as it insists an individual unconsciously to do well. On the same lines, it is also believed that the same quality of life can influence any individual's psychological side thereby affecting the overall health, well-being, and family life resulting in Work-family conflicts. Therefore, it can also be summarized that the quality of life itself is a major reason for providing satisfaction which is further supported by the words of Wisdom, which says "Without work, all life goes rotten but when work is soulless, life stifles and dies",[27],(p. 49). This simply implies that the employees will carry their work stress home and vice versa until there is a deliberate process to intervene holistically, and productivity will be impacted. Moreover, Montano[29] argues that "When a teacher experiences stress, it becomes challenging for them to convey information effectively, and their emotional state directly impacts the quality of their teaching".

5.1.1. Inclusivity and accessibility of wellness services by significant others

The questions in which this subtheme was born were necessitated by observation regarding the implementation of EWP within the public service in trying to offer support to both the employees and their immediate family members. Inclusive accessibility in the context extends to an open door policy in which not only the employees have access to the EWP services but also the easiness and strategies that are put in place by the employer or service provide to assist the immediate family members, especially about the topic under the discussion in this article which seeks to address family issues and work-related through the provision of employee wellness services. The study revealed that employee wellness is not easily accessible to their immediate family members, Participant 6 the above views as follows:

> In my view it is not clear how our extended family members should access the services in our workplace – sometimes they say they can come but I am doubtful if indeed they will assist them.

The above assertions align with the cited statement that comprehensive employee wellness service caters to the needs of its employees and those of significant others. This is in line with ecosystems theory, which acknowledges that the dysfunction in one of the systems may have detrimental impacts on the whole system. This implies that a responsive employee and wellness policy or approach should make a clear provision of how immediate members of employees should access wellness services. Participant 08 further asserted the following views.

> You know many times are challenges are from where we stay, our homes, let me say I am from this village and now I am working far from home, and I am experiencing challenges with my husband and the services are available at head office which is far and again is not so clear if my husband will be called if we both required assistance. Participant 7

The concerns shared by Participant 7 above remain concerns of many academic scholars and critics, especially about the wellness programs that do not extend or provide a clear process of accommodating the significance of others within the wellness programs. Adrdell[10] supports the participants' views, who registered concern regarding the myopic focus of some wellness programs which are not comprehensive and accommodative; the author asserts that wellness programs should be holistic in the sense that they cover all

the elements of employees' health holistically which is also inclusive of significant others. A comprehensive approach in this case should include, social, physical, legal, psychological, spiritual, and cultural factors,[30].

5.2. Utilization of the EWP in the department

Based on the above inquiry on the role of EWP the researcher then explored the utilisation of EWP services within the department. This will also assist in supporting and assessing if these services are serving their purpose amongst the teachers, especially in ensuring a balance between work and family issues, which would assist in mitigating family work and work-family issues. This would also assist with the challenges teachers face when using the department's services.

Most of the participants noted that there are various reasons why these facilities are not utilized. In probing the researcher asked Do you think that they are doing justice or is something that should be done? Thus, one of the participants had this to say:

> No, they are not doing justice. What they need to do is bring the services to school that can assist the educators. Yes, at least once a week, if we can know that we have a person stationed at the school to come and check in on the employees, that will be very good for us.

> (Participant 16)

Another participant also alluded that:

> I am pretty sure that they are not using it because if they were using it, someone who is facing some challenges, they are facing would have recommended them through our interaction. There are psychologists and social workers, but sometimes I think the problem may require a specialized or traditional person or even a pastor, but I do not think we have.

Accordingly, Grant[20] asserts that one of the challenges of wellness programs is that planning the implementation and services is a top-up approach that sometimes does not cover the critical aspects of employees' health. The author further enumerates that employees are a part of a diverse universe, with challenges ranging from their interaction with the broader society to some corporate shortfalls of comprehensive wellness because of challenges related to cost, staffing, and a general lack of resources. Moreover, comprehensive wellness services are usually an intentional effort by the leaders of the organization to fully support the wellness initiatives, for example, by ensuring that if there are a lack of expertise or specialized people for some employees, a budget is made available to outsource those services to the satisfaction of employees[2].

(Participant 17)

In support of the above assertion, another participant also noted that:

> No! Furthermore, l am saying no because we are afraid of being judged. The moment they sent the wellness to the school to assist for whatever reason, the moment colleagues saw me going, they were being judged. So, we are not using those facilities because we fear being judged for whatever we might be going through. The moment l entered that room, l felt like l was being judged, and they were already saying she was going through a lot. As a result, l would hold back because l would not allow my colleagues to judge me to see that l have seen a social

worker or l have seen a psychiatrist because whatever comes there, they will make their judgment not knowing what l am going to say that.

   (Participant 7)

  In line with the participants' assertions through the excerpt above, wellness services require innovation, creativity, management will, and support to be effective. According to Izlar[31], wellness programs should have a clear, coordinated plan from the planning and development of the policy on how they will recruit employees to be fully engaged in the programmes the organization will offer. This will require a detailed marketing strategy that includes offering rewards and incentives to employees constantly participating in wellness programs.

  One of the main functions of social welfare services is to assist clients with judgmental attitudes, stigma, and confidentiality. This is crucial for the effectiveness of the provision of EAP. However, in this study, it has been revealed that the client's "teachers" are still afraid of being judged, stigmatized, and lacking confidentiality. This has been discussed by Hendricks-Sturrup, Cerminara, and Lu[26], who advocated for developing a privacy and non-discrimination best practice framework for personalized wellness programs. Since lack of privacy has resulted in the services not being utilized. However, the research also revealed that activities and strategies are of concern in implementing the EWP. This also relates to a lack of information which is key to service provision and utilisation in any sector.

5.3. Marketing activities and strategies

  Having noted that utilization is effective, there should be marketing and awareness of the services that are being provided within the department. This should be a mandate of the department and the school structures as they would encourage their stakeholders to utilize the services. In this sub-theme, the researcher wanted to understand the marketing strategies or ways implemented by the department to the teachers and the facilities and resources they have for EWP services. This would also support the availability of the service in various schools. Furthermore, this would also assist in understanding perhaps the department is faced with certain challenges in marketing the services, resulting in the teachers not utilizing them, which will translate into the imbalance between work and family issues.

   Other participants alluded that they were unaware of these services at their school. Although these services are supposed to be at their schools, no one has been using them because no activities are done, no information is shared, and no marketing strategies are available. One of the participants had this to say:

   I do not know about it. Furthermore, I am sure most teachers here do not know about it. They have heard of it but are not using it because there are no marketing strategies to inform the teachers of the services and where they are provided.

   (Participant 6)

However, one of the participants also alluded that:

   There is one that the wellness committee organized. I am not sure when exactly, but it was organized for the whole staff, and they called a psychologist. I wish we could have more activities, especially to prevent the stress we are facing.

  For the wellness program to assist employees in balancing work and family issues, it requires empowerment and a preventative approach, as highlighted by participants. (Clower[32]; Harris[33]; Slutzky[34] share that the effectiveness and strength of wellness programs are premised more on prevention than it is on

treatment, and this will require a structured, tailored program that will also make it simple to measure its impact on the employees.

> (Participant 6)

In addition, another participant had this to say:

> I think No. If they were, they should have been coming at least once a month and making noise about the services that they offer. This effectively means that they should be more visible so that they will know about the services provided and the challenges they face.
>
> (Participant 6)

In support of the assertion that another participant has not provided any activities also alluded that

> No, they never brought them here in the three years l was here. Probably before l was here.
>
> (Participant 4)

One participant said this aligns with activities, strategies, marketing, or visibility.

> In all honesty, I did not even know this unit existed. I did not know it existed. For example, you say it exists in the department and in things like that. I was not aware that they existed. So, like for me, it is. Maybe they sent notes, and I just did not go through it properly, or I did not know it came from them specifically. Nevertheless, for me, it is more like face-to-face interactions or if you have something where you introduce yourselves because many of us are also new teachers. So, I think we are not as knowledgeable as the other teachers. So, I will try to get things like this.
>
> (Participant 5)

While marketing is important, it can also be noted that most participants have also mentioned access to these services, which is a concern. This also relates to what has been discussed in marketing, as one would lead to the other. It can be noted that according to Nwoko, Emeto, Malau-Aduli, and Malau-Aduli[35] taking care of the wellness of employees will result in renewed strength and positive focus that will eventually influence the quality of teaching and performance, which will, in turn, promote the student wellbeing and performance and this could possible be done through rigorous marketing programs.

Literature also noted that, even though there is support for holistic wellness programs at schools and workplaces, one of the greatest concerns is the limited resources and personnel to drive such initiatives[15]. In addition, it can also be noted that wellness is an evolving and self-directed process in which an individual works to achieve his/her fullest potential, which may include mental, physical, and/or spiritual well-being. In this context, marketing should not be a one-day event but a continuous process that should be visible and accessible.

5.4. Decentralization of wellness to meet employee's needs

While marketing is essential, it also aligns with the accessibility of the EWP programs within the department[36]. In this, the researcher wanted to understand the accessibility of the EWP services to the teachers and the barriers or challenges faced when the teachers want to utilize the services. This is also one

of the contributing aspects to see the effectiveness and efficiency of the service provision in addressing family and work issues so that they will not affect the teachers' job performance.

Participants mentioned that they should be stationed at the district, you know. Moreover, when you want to access those services, you would go to the district office and say, no, this is the service I want.

One of the participants also acknowledged that there is access to EWP services.

> We are here. Social worker psychologists to counselors. Furthermore, remember specifically what I am asking about here. Programs. That once a year because I think the longest we had recently was last week. Was someone coming and making us aware of everything? How can it be affected, and how can we be assisted? So, I will say that if the school does provide us with someone to address us. However, I would not say we have someone here. That deals with our psychological matters, our emotional matters, and everything. Okay.

> (Participant 7)

Another participant also argued that.

> I do not know how these services are accessed as they have not been doing any activities, and they only came when there was that incident. Working with about 150 learners daily takes a lot personally, and l must be there for each in my class. Nevertheless, as l told you, sometimes, we go for years without anything, and they should not assume that we are fine. We do not have contact details, phone numbers, or email, and we do not know where to get them to assist us. So, we do not know how to access them unless they come out for traumatic incidents only.

> Participant 12

> Teaching is a demanding job; you must deal with the learners. Who are sometimes very difficult to cooperate with. Sometimes, even if you want to go there, no one will do your teaching, and the principal may not provide a day off without a sick note from the doctor.

> Literature unearths that sometimes lack of support by supervisors and managers makes it difficult for employees to access wellness services when in need. In their study, Rupashree and Shivganesh[37] reported that supervisor support and work-family culture are positively related to job satisfaction and affective commitment.

> (Participant 9)

Another participant highlighted that:

> We are aware of some of the programs, but remember they are based at the provincial office, which is very far away from our school, so you can imagine they may come here if we call them.

In collaborating on the views of Participant 9, Dipela[38] and Sithole highlighted that the distance of wellness services to the beneficiaries hurts the utilization of the services. Undoubtedly, through access and role, wellness programs can promote health and reduce related healthcare costs[39]. It can also be noted that, recently, organizations have been growing in their awareness of the importance of EWPs by advocating for a need for recreational activities that will enhance employees' overall health[40]. Therefore, it would not be effective service delivery to the employees if there is no access to the employee wellness facilities as they are

supported to be easily and readily available. This is also evident that there is a high prevalence of depression and stress in the teaching profession. Cicconi[41] believes that wellness programs can effectively enhance teacher well-being, but they are not very accessible and conducive to inclusion within teachers' strenuous work schedules.

6. Limitations of this study

Some of the limitations of this study are that the study included teachers from some of the schools in Johannesburg North District, and not all teachers from the district were included in the study because of cost and time. Since the data was based on teachers' self-reports, there could be issues with accuracy. Respondents might underreport or exaggerate their experiences or perceptions. Teachers might provide responses they believe are expected or socially acceptable rather than their true feelings, skewing the results. The effectiveness of health and wellness programs might vary significantly depending on how they are implemented across different schools or districts. This variability can make it difficult to draw generalized conclusions.

7. Conclusion and recommendations

In closing, the study revealed that the employer organization needs to play a critical role in supporting the wellness initiatives within the organization and that the support should be intentional through the provision of resources and comprehensive policy direction that includes significant others of employees. Moreover, the findings of this study unearthed the need for planning wellness programmes to be inclusive of all the beneficiaries so that the programmes implemented can respond to the holistic needs of employees. The planning should be comprehensive and consultative in a bottom-up approach so that all stakeholders are involved, and their inputs are considered and included in the implementation plan.

The study findings also suggest that attention should be given to marketing the programs because the availability of programs with clear marketing plans will result in the underutilization of the programs. The marketing should not only be limited to the employees but also extend to the significant family members to acknowledge that employees belong to the families and some of the challenges experienced at the workplace and emanating from home or their societies. As such, during wellness policy development, attention should also be paid to how significant family members will be covered.

The study also highlights the importance of decentralizing services within the wellness sector to increase the rich, especially to accommodate employees who are far from the office where wellness services are located; these also include recruiting skilled practitioners with specialized skills for the programs to respond to the needs of employees. Moreover, the study encourages incentivization as one of the factors that will increase employee participation in wellness programs. In conclusion, work-related challenges should be considered in isolation from societal or home challenges as one lead to another. Prevention programs should be able to look at all possible elements.

Conflict of interest

The authors declare no conflict of interest.

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