MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

LEARNING CULTURE, WORKPLACE SUPPORT AND EMPLOYEE RESILIENCE A CASE OF SELECTED INTERNATIONAL HUMANITARIAN ORGANISATIONS IN UGANDA

BY

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PLAN A

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DECLARATION

I, **NAMULI AISHA**, hereby declare that this research is my own original piece of work and has not been submitted for any Degree or examination in another University or any other Institution of higher learning. In all cases where other people's ideas have been used, they have been duly acknowledged by complete references.

Signed: .....Date: 5th December 2023

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APPROVAL

This is to certify that this dissertation has been prepared and submitted with the approval of the University academic supervisors whose signatures are appended against their respective names below.

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DEDICATION

I dedicate this dissertation first to my ultimate and unmatched enabler, Allah, for the gift of life, love, knowledge and protection. Next are my beloved earthly parents for had it not been for their love and care dating back from childhood, this dissertation wouldn't have been a success. Worth noting in my dedication is endless list of my classmates and friends who have been strong cornerstones in my pursuit for excellence in academia. Lastly, I dedicate this dissertation to my teachers, lecturers and professors for mentoring me and inspiring me from day one.

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LIST OF ABBREVIATIONS

COVID-19	Coronavirus of 2019
INGOs	International Non-Government Organizations
NGOs	Non-Government Organizations
RAW	Resilience at work
UN	United Nations
WFP	World Food Program
UNICEF	United Nations International Children's Emergency Fund
USAID	US Agency for International Development
ER	Employee Resilience
OL	Organizational Learning
POS	Point of Sale
SPSS	Software package for Social Sciences

ABSTRACT

The purpose of the study was to examine the relationship between learning culture, workplace support and employee resilience in selected International Non-Governmental organizations in Uganda. The problem was that INGOs continue to report low levels of employee resilience at work. Infact the UNNGO Forum reports that low resilience is an issue in more than 75% of INGOs operating locally. Hence the objectives of the study were: to establish the relationship between learning culture and employee resilience, to establish the relationship between workplace support and employee resilience and to find the predictive power of learning culture and workplace support on employee resilience.

The study was conducted using a descriptive survey design. The questionnaires were hand delivered and filled in a face-to-face interaction with the respondent and out of 40 INGOs, 36 were sampled. The results indicate a positive significant relationship between learning culture and employee resilience ($r = 0.662$, $p<0.01$). Regarding objective two, the results indicate a positive significant relationship between workplace support and employee resilience ($r = 0.634$, $p<0.01$). The results in model indicate that learning culture and workplace support contributes 50.8% of the variance in employee resilience (Adjusted R Square=.508). This implies that a unit change in learning culture and workplace support can cause a change in employee resilience by 0.508. The results also show that learning culture is a positive significant predictor of employee resilience ($\beta = 0.435$, $p<0.05$). This means that a unit change in learning culture can bring a change in employee resilience by 0.435. On the other hand, results further indicate that workplace support is a positive significant predictor of employee resilience ($\beta = 0.361$, $p<0.05$). This implies that a unit change in workplace support can cause change in employee resilience by 0.361. The overall results indicate that learning culture was the best predictor of employee resilience ($\beta = 0.435$, $p<0.05$). This implies that when it comes to resilience of employees in this context, learning culture has a greater impact than workplace support, hence it should be given more attention.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study; statement of the problem; purpose of the study, specific objectives, research questions, research hypotheses, scope of the study, significance of the study, and the operational definitions of the study.

1.1 Background of the study

Resilience is recognized as a multidimensional construct that encompasses the ability to withstand, adapt, and bounce back from adversity or stress. The quality of employee resilience is now at the heart of international humanitarian organizations such as International non-governmental organizations (INGOs), driven by the increasingly chaotic and complex environment. Resilience at work is a capability that helps NGOs to understand how employees manage daily misfortunes, learn from, and rebound, while proactively preparing for future challenges (Malik & Garg, 2017). The importance of resilience in fostering and maintaining employee well-being and performance in NGOs is well documented (Turner *et al.*, 2021).

The issue of reduced resilience among employees in International Non-Governmental Organizations (INGOs) operating within Uganda is alarming. INGOs continue to report low levels of employee resilience at work. Infact the UNNGO Forum reports that low resilience is an issue in more than 75% of INGOs operating locally (UNNGO Forum, 2022). For instance, an average of 52% of staffs in World Vision in Kampala Uganda were performing poorly their outputs have been low, the extent to which the promotion, transfer, training and job re-categorization are placed was also poor which led to low resilience (Nagawa Miriam, 2018).

This lack of resilience not only has ramifications for employee well-being, but it also jeopardizes the effectiveness of these organizations in fulfilling their mission-critical

objectives. The necessity to explore the underlying factors — such as organizational learning cultures and workplace support—that contribute to this low resilience has therefore become a pressing concern, with significant implications for policy formulation and organizational performance. INGOs need to improve employee resilience so that they can cope up with emergencies and make full use of crisis events that may threaten the organization, (Lengnick-Hall, Beck & Lengnick-Hall, 2011).Researchers have tended to focus on the impact of learning culture on performance-oriented outcomes (eg. Cerne, Jaklic, Skerlavaj, Aydinlik, & Polat, 2012; Davis & Daley, 2008; Pantouvakis & Bouranta 2013), while the interplay of learning culture and individual-level variables, namely the development of desirable mental states and adaptive workplace behaviors, remains scarcely researched. The present study seeks to explore whether learning cultures are associated with positive mental health and functioning, and adaptive, learning-oriented, and network leveraging work behaviors among employees (i.e., resilient behaviors). Specifically, this study aims at investigating the relationship between learning culture, workplace support and employee resilience.

1.2 Statement of the problem

The vital role of resilience in fostering employee well-being and doing is well documented (Malik & Garg, 2017). Mallak and Yildiz (2016) posit that higher resilience can reduce workplace stress, boost quality decision making, decrease use of sick days, and foster higher job satisfaction. Similarly, contemporary evidence shows that resilience was positively associated with work happiness, job satisfaction, job engagement, positive emotions, autonomy, self-esteem and organizational commitment (Mayfield, 2019; Smith *et al.,* 2020; Walpita & Arambepola, 2020).

Despite the considerable benefits of resilience at workplace, INGOs continue to report low levels of employee resilience at work. Infact the UNNGO Forum reports that low resilience is an issue in more than 75% of INGOs operating locally (UNNGO Forum, 2022). Staff

continue to register negative emotions, complain of lack of autonomy, low self-esteem, dissatisfaction and disengagement with their jobs. To make it worse, limited research has been done on the utility of the resilience at work (RAW) in INGOs in Uganda. The underlying causes are not clear but could be attributed to a poor learning culture and/or lack of workplace support. Furthermore, no study has exhibited the general factor of the RAW. This is an enormous gap which organizational leaders need to effectively and constantly monitor and encourage employee resilience if they are to enjoy adaptive advantages and flourish. It is on this basis that this study seeks to examine the influence of learning cultures and workplace support on employee resilience.

1.3 Purpose of the Study

To establish the impact of learning cultures, workplace support and employee resilience in selected International Non-Governmental organizations in Uganda.

1.4 Objectives of the Study

i. To establish the relationship between learning culture and employee resilience.
ii. To establish the relationship between workplace support and employee resilience.
iii. To find the predictive power of learning culture and workplace support on employee resilience.

1.5 Research Questions

i. What is the relationship between learning culture and employee resilience?
ii. What is the relationship between workplace support and employee resilience?
iii. What is the predictive potential of learning culture and workplace support on employee resilience?

1.6 Study Scope

1.6.1 Geographical Scope

This study was undertaken in selected International Non-Governmental Organizations operating in Uganda. These INGO(s) was/were chosen because of their intervention in development, humanitarian and emergency management fields working in difficult locations and in vulnerable communities that requires their staff to be resilient in order to meet their goals.

1.6.2 Time scope

The study was conducted during the period between 2020 and 2023.

1.7 Significance of the Study

i. Operating in the current changing environment requires staff who are resilient. The current study was to enable organizations develop resilient staff who would enable their organizations become resilient as well.

ii. The study helped the leadership of international development, humanitarian and emergency INGOs in Uganda leverage employee resilience by establishing a continuous learning culture and ensuring workplace support to their employees.

iii. To the policy makers, this study opened a new avenue for ensuring business and organizational sustainability in the volatile, uncertain, complex and ambiguous environment by establishing strategies for developing workforce resilience.

iv. To the human resource practitioners, this study acted as an eye opener into the discussion of enabling their organizations adapt to the changing environment and promote employee resilience.

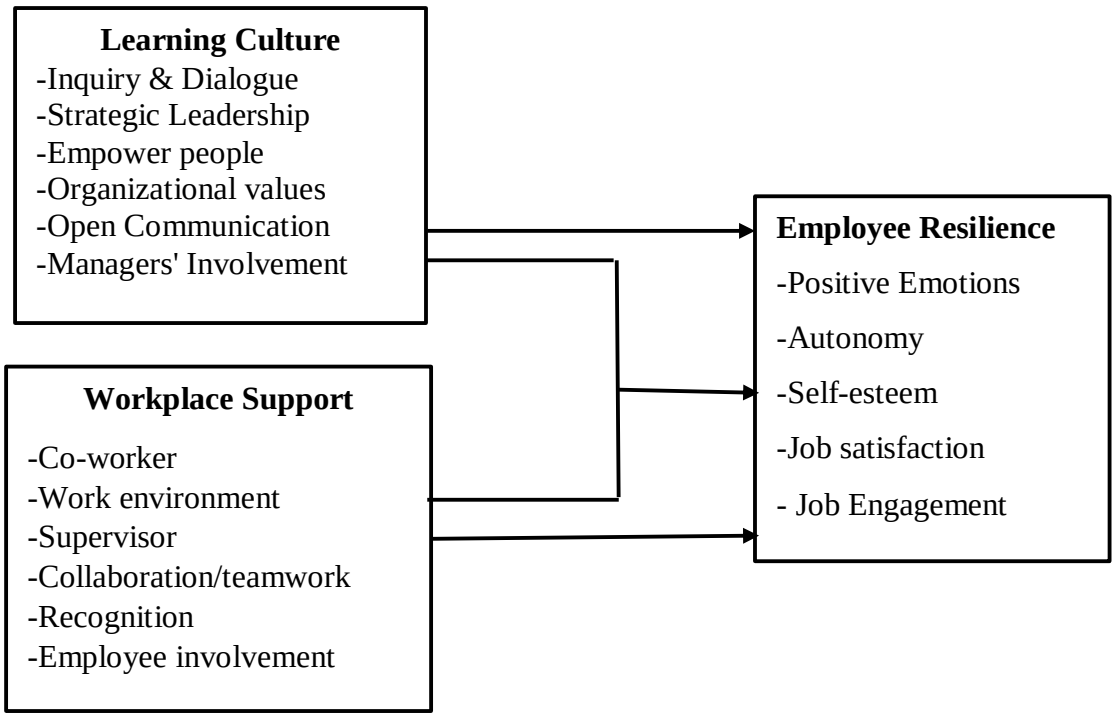
v. The study reviewed detailed literature on how to establish a learning culture necessary to facilitate a learning organization and different avenues of providing workplace

support that enabled staff cope with the dynamic work environment. This will be useful to both managers in different organizations.

vi. The study was intended to add on local literature on employee resilience which is still less studied in the Human resource field. This enabled future researchers to have a benchmark.

1.8 Conceptual Framework

Figure 1:



Source; adopted from the review of literature Hodliffe, 2014; Amir, 2012, Kuntz et al., 2017

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter outlines the context and describes the nature of international humanitarian work and its associated challenges, with an emphasis on both the growing number of traumatic encounters in humanitarian settings and the increasing and multiple work demands humanitarian workers face.

Humanitarian workers are introduced as the participants in the studies reported in this thesis and a literature review presented in this chapter synthesizes the nature, challenges, and consequences of their work. The occurrence of mental health outcomes associated with these risks will also be presented and discussed. The findings of the review are used to identify current knowledge relating to stressors and consequent strains that have been investigated to date. Identifying limitations in this research informed the hypotheses that were tested in the present thesis.

2.1 Theoretical Framework

The Positive Organizational Behavior (POB) theory offers a nuanced and valuable theoretical framework for examining the impact of learning cultures, workplace support, and employee resilience within International Non-Governmental Organizations (INGOs) in Uganda. Developed as an extension of Positive Psychology, POB focuses on the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace (Luthans, 2002a; Luthans & Youssef, 2004).

Positive Organizational Behavior posits that a focus on positively oriented psychological attributes can lead to increased performance, satisfaction, and well-being in the workplace. It aims to leverage the psychological capabilities of employees as "resources" to enhance both

their well-being and the performance of the organization. Unlike traditional organizational behavior theories that might focus on dysfunction or problems within organizations, POB looks at how to foster environments where both employees and organizations can thrive.

Key constructs often studied under POB include resilience, hope, optimism, and self-efficacy. Each of these psychological capacities has been shown to provide unique and independent explanatory variance in the prediction of employee performance, satisfaction, and overall well-being. These elements correspond well with the variables of interest in the study, such as learning cultures and workplace support, which can serve as mechanisms to foster these positive attributes.

The theory assumes that human strengths and positive capacities can be identified, measured, and managed for the betterment of individuals and the organization. It also assumes that fostering a positive environment can lead to both well-being for employees and a competitive advantage for the organization. A potential limitation is that POB can sometimes be accused of ignoring or underestimating the challenges and conflicts that can occur within workplaces. It might be seen as overly optimistic or idealistic, possibly neglecting organizational realities like power dynamics or structural inequalities (Fineman, 2006).

The adoption of Positive Organizational Behavior as a theoretical lens enables a focused examination of how learning cultures and workplace support in INGOs can contribute to fostering employee resilience. It provides a scaffold for analyzing the intricate connections between these organizational mechanisms and the positive psychological states of employees. The theory's focus on measurable psychological strengths like resilience aligns seamlessly with the study’s objectives, thereby offering a robust grounding and lending academic rigor to the research.

2.2 Nature and challenges of humanitarian aid work

Over the past few decades, the humanitarian aid sector has evolved significantly, with new actors, approaches, and challenges emerging (Donini et al., 2016). A shift from a traditional focus on immediate relief efforts to incorporating long-term development goals is evident, emphasizing the need for sustainable and holistic interventions (Ramalingam, 2015). Humanitarian aid workers attempt to save lives and ease suffering in complex emergencies. According to Leaning, (1994); these emergencies can be understood as "crises in life support and security that threaten large civilian populations with suffering and death and impose severe constraints on those who would seek to offer help". Emergencies typically refer to exposure to war, genocide, social, and ethnic conflict, as well as destruction of infrastructure, including communication. In turn, aid workers are civilian employees of non-governmental organizations or international bodies, such as the United Nations (UN) and Red Cross. They are not the same as "peace keepers" who are military personnel. Aid workers can be categorized into 20 international staff, i.e. expatriates, and national staff, also referred to as locals, who are hired in the country of crisis/disaster.

Humanitarian action is guided by four fundamental principles: humanity, neutrality, impartiality, and independence (Slim, 2015). Upholding these principles is essential for the effectiveness and legitimacy of humanitarian work, and scholars have identified several challenges in maintaining them in practice. For example, the politicization of aid and the challenge of access to affected populations can undermine the neutrality and impartiality of humanitarian actions (Barnett, 2020).

Humanitarian aid work is done by an assortment of different actors: local populations, national governments, civil society organizations, United Nations (UN) agencies, and non-governmental organizations (NGOs). Humanitarian organizations are difficult to define and classify, as humanitarian action is differently understood and defined by different actors.

Additionally, many organizations that help during complex humanitarian disasters or crises come from a variety of backgrounds. For example, such organizations may be multilateral, bilateral, or indigenous nongovernmental organizations (Hendriks & Boersma, 2019). Multilateral organizations, also known as multinational or international, are organizations that work to fund international or intergovernmental organizations (IGOs), and other non-governmental organizations (NGOs) (). Multilateral/international organizations are supported by multiple countries and include, for example, the UN High Commissioner for Refugees, the World Food Program, the World Bank, UNICEF, and the European Union. Bilateral organizations are governmental organizations in one country that provide direct support to other countries through government-to-government funds or through agencies (UN or other NGOs). One example of a bilateral organization is the US Agency for International Development (USAID) that provides bilateral aid worldwide. The Sphere Project, (2003) refers to all organizations that provide humanitarian aid using the umbrella term, 'Humanitarian Assistance Organizations'. This collective term includes both international and inter-governmental organizations and international and indigenous non-governmental humanitarian agencies (Menashy, 2019).

A significant challenge in humanitarian work is the contextual complexity of crises (Maxwell, 2021). Humanitarian actors often operate in fragile and conflict-affected settings, which can result in restricted access, insecurity, and a lack of resources (Maxwell, 2021; Van Brabant, 2021).

2.2 Employee Resilience

Employee resilience, defined as the ability to adapt and thrive in the face of adversity, has become an essential quality in the modern workplace (Fletcher & Sarkar, 2016). In the context of rapidly changing work environments, economic uncertainty, and a global pandemic, resilience is a critical factor for employee well-being and productivity (Lazarus,

2022; Travers, 2021). In order to understand what constitutes resilience in the workplace, perhaps the most accessible way to think about it is to consider what resilient employees do when faced with workplace adversity that sets them apart from the rest. Recent literature identifies various factors that contribute to employee resilience. These factors can be classified as individual characteristics, such as personality traits, cognitive abilities, and emotional intelligence (Kuntz, Malinen, & Näswall, 2021; Lazarus, 2022), and contextual factors, including social support, workplace culture, and leadership.

Resilience is commonly defined as the ability of an individual to recover and adapt positively to adversity, stress, or setbacks (Fletcher & Sarkar, 2016). A study conducted by Luthans, Avey, and Patera (2008) introduced the concept of psychological capital, which comprises four components: self-efficacy, hope, optimism, and resilience. Their research indicated that psychological capital has a positive relationship with employees' job performance, job satisfaction, and commitment. Moreover, employee resilience has been found to be a crucial factor in mitigating the negative impacts of job stress and burnout (Kuntz, Näswall, & Malinen, 2017).

The COVID-19 pandemic has underscored the importance of employee resilience, as organizations and their workforces have had to navigate unprecedented levels of uncertainty, disruption, and emotional strain (Duchek, 2020). In response to this heightened focus, recent literature has explored various factors that contribute to building employee resilience, such as supportive organizational cultures, effective leadership, and employee engagement (Meng & Berger, 2019). For instance, a study by Mache et al. (2020) found that transformational leadership positively impacted employee resilience during the pandemic, as leaders who were able to articulate a clear vision and provide support for their employees fostered a more resilient workforce. In addition, research has emphasized the role of personal resources, such

as emotional intelligence and coping skills, in promoting resilience among employees (Dawson & Golijani-Moghaddam, 2020).

2.3 Learning Culture

Over the past few years, the concept of learning culture has become increasingly relevant as organizations recognize the importance of fostering a continuous learning environment to remain competitive and innovative in today's rapidly changing business landscape (Bhatia & Jakhar, 2021). A learning culture is characterized by an organization's shared values, practices, and processes that encourage and support the acquisition, sharing, and application of knowledge, skills, and insights (Naqshbandi, Meeran & Wilkinsonm 2023). This culture enables employees at all levels to learn from their experiences, challenges, and successes, promoting adaptability, collaboration, and performance improvement (Gavrilova Aguilar, Tseng, & Raisinghani, 2018). Organizations with a strong learning culture are more likely to achieve better business outcomes, employee engagement, and talent retention (Bersin, 2017).

Several factors contribute to the development and maintenance of a learning culture within an organization. Leadership plays a crucial role, as leaders who demonstrate a commitment to learning, provide opportunities for professional development, and foster a psychologically safe environment can significantly influence the development of a learning culture (Molloy, 2017; Parveen & Mir, 2019). In addition, technology has emerged as a critical enabler of learning culture, with digital platforms, learning management systems, and social media tools facilitating more accessible, flexible, and collaborative learning experiences (Garavan, McCarthy, & Lai, 2017). Recent research has also highlighted the importance of organizational structure and design in supporting a learning culture, with flatter hierarchies, cross-functional teams, and more open channels of communication fostering better knowledge sharing and collaboration (Argote & Fahrenkopf, 2019).

2.4 Workplace Support

Workplace support is defined as the perception that an employee has the encouragement and approval of the institution towards them and their work practices. It also refers to the various resources and assistance provided to employees by their organization, supervisors, and colleagues to help them succeed in their roles and cope with work-related challenges (Guchait & Cho, 2019).

Specifically, employees respond to favorable treatment by the organization with feelings of obligation to care about the organization's welfare and to act in the organization's behalf, which, in turn, enhance positive work attitudes and behaviors. Following this research, to further validate the role of the reciprocity norm in explaining the mediating mechanism for the relationship between POS and important organizational outcomes, examine the role of felt obligation as a mediator of the effects of POS on a variety of work attitudes and behaviors (Huang, Liu & Li, 2021; Lee *et al.*, 2019).

Organizations can foster workplace support through various initiatives, such as implementing mentoring programs, offering flexible work arrangements, providing training and development opportunities, and encouraging open communication and collaboration among employees. Additionally, fostering a supportive leadership style, in which leaders demonstrate empathy, provide guidance, and empower their team members, can significantly contribute to cultivating a supportive work environment (Kurtessis *et al.*, 2017).

2.5 Relationships between the study variables

2.5.1 Learning culture and employee resilience

In recent years, the relationship between learning culture and employee resilience has become an important area of inquiry, as organizations seek to navigate the rapidly changing business landscape and address the challenges posed by factors such as technological disruption and global crises (Naqshbandi et al., 2023). A learning culture fosters an environment where

employees are encouraged to continuously acquire new knowledge, share insights, and adapt their skills in response to emerging challenges (Garvin, Edmondson, & Gino, 2018). By promoting a growth mindset and providing opportunities for skill development, organizations with a strong learning culture can enhance employee resilience, enabling them to better cope with and bounce back from setbacks, changes, and uncertainties in the workplace (Molina-Azorín, Tarí, Pereira-Moliner, & López-Gamero, 2018).

Empirical studies have demonstrated the positive impact of a learning culture on employee resilience. For instance, research by Çakar, Çemberci, & Eren (2020) found that a learning culture was positively related to employee resilience, job satisfaction, and engagement, as employees who perceived their organizations to be supportive of learning were more likely to exhibit greater adaptability and commitment. Moreover, a study by Newman, Donohue, and Eva (2017) suggested that a learning culture could promote psychological safety, which in turn, fosters employee resilience by encouraging employees to take risks, experiment with new ideas, and learn from their experiences without fear of negative consequences. In conclusion, cultivating a learning culture within organizations can play a critical role in enhancing employee resilience, which is essential for organizations to thrive in today's rapidly changing and unpredictable business environment.

2.5.2 Workplace Support and Employee Resilience

Organizations can play a significant role in fostering employee resilience by creating supportive work environments and implementing interventions aimed at building resilience (Shatte, Perlman, & Lynch, 2021; Travers, 2021). Recent literature emphasizes the importance of organizational culture, leadership, and targeted training programs in promoting resilience among employees (King et al., 2021; Shatte et al., 2021). Resilient employees build strong connections and relationships with others (Jordan, 2023). These high-quality relationships can be characterized by a number of features. Connections are characterized by

effective communication in which an individual listen actively and is responsive to their colleague and their emotions (Jordan, 2023). In positive workplace relationships, a resilient worker will do what they can to help another person to achieve success in the workplace. The resilient worker is a team-player who aims for a win-win with their fellow employees.

Furthermore, in a study on international humanitarian organizations workers in Uganda, Ager et al., (2012) demonstrated a link between social support and depression symptoms. Those workers who reported higher levels of perceived social support were significantly more likely to report a lower number of depression symptoms. Other research in adult populations has also shown that social support can protect and increase resilience levels in a variety of pathological states (Conger, Rueter, & Elder, 1999) such as low birth weight, arthritis, tuberculosis, depression, alcoholism, and substance dependence.

Resilient employees nurture the work networks they have developed, consistently building trust with others. However, a surprising finding in the research was that resilient employees don't take the work environment too seriously.

2.5.3 Learning Culture, Workplace Support and Employee Resilience

ER refers to the person's ability to adapt in a favorable way to challenging situations (London, 1993; von Eisenhart Rothe et al., 2013) and to utilize organizational resources to develop and advance in the workplace (Kuntz et al., 2017). However, additional research is still required to unravel factors that help to build ER (Britt et al., 2016; Kossek & Perrigino, 2016; Rothstein et al., 2016). When discussing the OL dimensions, Watkins and Marsick (2019) explain that continuous learning demonstrates a firm's endless efforts to introduce learning opportunities for its members. Inquire and dialogue is also another dimension that the authors explain that helps in creating a culture that encourages questioning and providing employees with feedback. In such conditions, mistakes and setbacks are viewed as opportunities for feedback to enhance future endeavors rather than chances for punishments

(Putz et al., 2012). Thus, employees will not be discouraged because they made some mistakes. They will feel free to experiment and come up with creative ideas despite the associated risks (Frese and Keith, 2015). Over time, this positive attitude towards learning will build their resilience because they become familiar with a certain level of setbacks and failure (Caniels & Baaten, 2019).

Increasing levels of competition, fast advancements in technology and unprecedented changes in global customer demands make it necessary for organizations to be adaptive (Malik & Garg, 2018). Organizations dealing with such challenges require a workplace that is adaptive and proficient. Therefore, employees should be resilient and engaged (Lee *et al.,* 2013). Research indicates that resilient employees are capable of facing challenges and have strong self-efficacies, which also positively impacts their work environment (Cooke et al., 2019; Hodliffe, 2014). An organization's culture is critical in the facilitation or hindrance of psychological capital development. Frequent change or uncertainty at the organizational level may result into perceived risk and increased mobilization of adaptive mechanisms at the individual level (Lin & Huang, 2020).

This has implications on employee resilience that depends on the organization's capitalizing on those events as opportunities for developing their managers and employees. In addition, the case has been made for positivity at the organizational level to trickle down to lower levels. Our relationships, including supportive co-workers and managers and a high-quality leader-member exchange. In addition, learning culture can also enhance employee resilience, if they are designed and delivered in the right way (Cooke *et al.,* 2021).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents methods that were used to collect data. These included study population, sample size, sampling techniques, data collection instruments, validity and reliability of the instrument and data analysis.

3.1 Research Design

This study used descriptive and cross-sectional research designs. Cooper and Schindler (2011) descriptive research design comprises assembling data, describes the phenomenon, organizes data, arranges in tabulated form, then depicts and describes the collection of data, in graphs and charts form, so as to benefit the reader comprehend the data distribution. Cross sectional approach was used because it enables collection of data from different categories of people at a point in time, thus data was collected once.

3.2 Study Population

The target population of this study consisted of 40 employees from the selected international humanitarian organisations in Uganda (UNNGO Forum, 2022). 36 employees were sampled and questionnaires were hand delivered and filled in a face-to-face interaction with the respondent.

3.3 Sample size and sampling procedure

The researcher used a simple random sampling technique to identify the respondents for the study. This gave the researcher an opportunity to collect data from willing respondents and from the ones who are easily accessible. Out of 40 employees of INGOs, a sample of 36 employees was determined according to sample size determination table by (Krejce & Morgan, 1970). This table helps to determine the sample size (n) from a given population (N) at a 95% confidence level and 5% margin of error.

Simple random sampling was used to select five (5) employees from each organization. The selected five (5) employees represented the views of other staff in each organization. Simple random sampling was ideal for large populations, and easy to apply and minimizes biasness in respondent's selection.

3.4 Unit of Analysis and of Inquiry

The unit of analysis and the unit of inquiry was at employees' level. At least 5 employees were selected from each humanitarian organization. Five critical staff from each organisation were chosen because the number was perceived as sufficient to give a fair position on various aspects of the subject matter by garnering different perspectives on the same matter from the organisation.

3.5 Data Sources

Data was obtained from primary sources, where primary data was obtained directly from the field for the first-time using questionnaires (Sileyew, 2019).

3.6 Data Collections Tool and Methods

The source of data was primary. The quantitative data was obtained through the use of self-administered questionnaire anchored on a five-point Likert-type scale ranging from 5 (strongly agree) to 1(strongly disagree) (Vagias, 2006). The scales were adopted since it was the most recommended by the researchers that it would reduce the frustration level of respondents and increase response rate and response quality. The respondents answered basing on the extent to which they agree or disagree with the statements in the questionnaire.

3.7 Validity and Reliability

3.7.1 Validity Tests

Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Reliability was about the consistency of a measure, and validity was about the accuracy of a measure. A CVR ≥ 0.5

was considered adequate for this study. Where CVR = The Content Validity Ratio obtained using the formula: K/N, where K=Number of items considered relevant and N = Number of items considered in the instruments.

To ensure data quality, the study adopted a Content Validity Index (CVI) (Polit & Beck, 2010) defines CVI as, ‘‘the degree to which an instrument has an appropriate sample of items for the construct being measured.’’ Shi, Mo, and Sun (2006) recommend that, ‘‘a scale with excellent content validity should be composed of CVIs of 0.70 or higher.

Table 1: Content Validity Index (CVI Results)

Expert	**CVI Score**
Expert 1	0.701
Expert 2	0.761
Expert 3	0.805
Expert 4	0.888

Source: primary data

As seen in the Table 1 above, the results for CVI were above 0.5 which indicates validity of items in the questionnaire.

3.7.2 Reliability tests

Reliability determines the degree to which an assessment tool produces stable and consistent results. A measure is said to be highly reliable if it produces similar results under consistent conditions. Sekaran (2003), asserts that the reliability of a measure indicates the extent to which it was without bias and hence ensures consistency measurement across time and the various items in the instrument. Cronbach’s Alpha coefficient was used to show how reliable the data is using Software Package for Social Sciences (SPSS).

Table 2: Reliability Results

Variable	No of Items	Cronbach Alpha
Learning Culture	43	.890
Workplace Support	41	.910
Employee Resilience	32	.939

Source: primary data

The reliability results presented in Table 2 demonstrate that the questionnaire items for all three variables (Learning Culture, Workplace Support and Employee Resilience) exhibit strong internal consistency. This suggests that the measurements taken using the questionnaire are dependable and reflect the intended constructs accurately.

3.8 Data Presentation and Data Analysis

Data collected was edited, coded, cleaned, and entered into computer software for analysis. Basing on the objectives of the study, analysis was done using the Statistical Package for Social Scientists (SPSS Version 23) a computer data analysis program. The Pearson correlation coefficient and regression analysis were used to test the objectives. According to Sekaran (2005), a correlation study was most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation.

3.9 Measurement of variables

The following factors were used to measure the variables as shown in table below;

Table 3: Showing the measurement of variables

Variable	Factor of measurement	Tool	Source
Learning Culture	Strategic leadership Empower people Inquiry and dialogue	A five-point Likert scale with strongly agree = 1, Disagree =2, Not sure =3, Agree =4, Strongly Agree =5, was adopted for all the variables in this study	DeConinck et al., (2015)
Workplace support	Co-worker Supervisor Work environment	A five-point Likert scale with strongly agree = 1, Disagree =2, Not sure =3, Agree =4, Strongly Agree =5, was adopted for all the variables in this study	Odenyo & Rosemary, (2018)
Employee resilience	Autonomy Positive emotions Self-esteem	A five-point Likert scale with strongly agree = 1, Disagree =2, Not sure =3, Agree =4, Strongly Agree =5, was adopted for all the variables in this study	Dekoulou & Trivellas, (2015)

Source: Primary data

3.10 Ethical considerations

An ethical consideration is an accumulation of values and principles that address questions of what is good or bad in human affairs (Pettigrew, 2009). A high level of confidentiality was relied on while handling any information that was availed and solely used for only and only research study purposes. The researcher conducted the study absolutely voluntarily and any other opinions and authorities in the compilation of the research report were respected and acknowledged. The researcher ensured anonymity and confidentiality during the data collection process and during the writing of the report.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents findings of the study in accordance with objectives. However, the study begins with presenting the demographic characteristics of respondents. The presentation was guided by the following research objectives as shown in chapter one;

i. To establish the relationship between learning culture and employee resilience.
ii. To establish the relationship between workplace support and employee resilience.
iii. To find the predictive power of learning culture and workplace support on employee resilience.

4.1 Demographic Characteristics

4.4.4 Characteristics of respondents

The demographic characteristics of respondents included gender, age, period of existence, number of employees, work experience, education and marital status. The following tables give the summary of the findings.

Table 4: Gender

Frequency	Frequency	Percent	Valid Percent	Cumulative Percent
Male	18	56.3	56.3	56.3
Female	14	43.7	43.7	100.0
Total	**32**	100.0	**100.0**	

Source: Primary Data

The results in the table 4 indicate that the majority of the respondents were male (56.3%) and the female constituted (43.7%) of the respondents. This shows that views of men and women were well captured and relatively balanced.

Table 5: Age group

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 25 Years	7	21.9	21.9	21.9
26-30 Years	9	28.1	28.1	50.0
31-35 Years	14	43.8	43.8	93.8
36-40 Years	1	3.1	3.1	96.9
41 years and above	1	3.1	3.1	100.0
Total	**32**	**100.0**	**100.0**	

Source: Primary data

The age range of the respondents that took part in the study shows that majority of the respondents were between 31-35 years representing (43.8%), followed by 26-30 years of age bracket representing (2813%), the age below 25 years had (21.9%), between 36-40 years had (3.1%) and above 41 years of age bracket constituted (3.1%). This implies that majority of the respondents were in their youthful age and they were mature enough to participate in the study.

Table 6: Education level

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Certificate	2	6.3	6.3	6.3
Diploma	5	15.6	15.6	21.9
Bachelor's Degree	16	50.0	50.0	71.9
Master's Degree	9	28.1	28.1	100.0
Total	**32**	**100.0**	**100.0**	

Source: Primary data

Regarding the education level of the respondents, majority were educated up to the degree level (50.0%), followed by Master's holders (28.1%), it was followed by Diploma (15.6%) and Certificate holders were (6.3%). This education level was high enough for the respondents to read and understand the items on the questionnaire and subsequently provide relevant responses to the questions.

Table 7: Work experience

	Frequency	Percent	Valid Percent	Cumulative Percent
0-2 Years	1	3.1	3.1	3.1
3-4 Years	5	15.6	15.6	18.7
5-6 Years	12	37.5	37.5	56.2
7-8 Years	7	21.9	21.9	78.1
9-10 Years	2	6.3	6.3	84.4
10 years and above	5	15.6	15.6	100.0
Total	**32**	**100.0**	**100.0**	

Source: Primary data

Results in table 7 above indicate that the majority had spent 5-6 years in operation (37.5%), followed by 7-8 years representing (21.9%), between 3-4 years and above 10 years were represented by (15.6%) respectively, and between 9-10 years were represented by (6.3%). This indicates that majority of the employees had worked for 5-6 years and have gained enough experience that enabled them answered the statement in the questionnaire correctly.

Table 8: Marital status

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Married	16	50.0	50.0	50.0
Single	13	40.6	40.6	90.6
Widow	2	6.3	6.3	96.9
Divorced	1	3.1	3.1	100.0
Total	**32**	**100.0**	**100.0**	

Source: Primary data

The table 8, indicates that majority (50.0%) of the respondents were married, these were followed by single (40.6%), further, (6.3%) represented widows and lastly (3.1%) of the respondents were divorced. This therefore implies that respondents working with International Non-Government Organizations in Uganda are married.

4.1.2 Organizational Characteristics

Table 9: Number of employees in the NGO

	Frequency	Percent	Valid Percent	Cumulative Percent
1-15 staff	15	46.9	46.9	46.9
16-25 staff	12	37.5	37.5	84.4
26 staff and above	5	15.6	15.6	100.0
Total	**32**	**100.0**	**100.0**	

Source: Primary data

The results in the table 9, indicate that majority employees of the NGOs their number range between 1 - 15 staff (46.9%), followed by 16-25 staff (37.5%), and 26 staff and above were represented by (15.6%). This implies that majority of employees in these NGOs range from 1 - 15.

4.2 Correlation Analysis Results

In this analysis we determined the extent to which changes in project sustainability is associated with changes in community participation and accountability. To quantify the strength of the relationship between the variables, the study used Pearson's coefficient of correlation. The Pearson product-moment correlation coefficient is a measure of the strength of a linear association between two variables and is denoted by r. The Pearson correlation coefficient, r, can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association, that is, as the value of one variable increases the value of the other variable also increases. A value less than 0 indicates a negative association, that is, as the value of one variable increases the value of the other variable decreases. The Pearson's coefficient was used to verify the existence or non-existence of linear correlation between and among the variables.

The objective of the study was to establish the relationship between Learning culture, workplace support and employee resilience. To achieve this, a Pearson correlation matrix

was used to test the relationship that exists between the independent variables (Learning culture and workplace support) against the dependent variable (employee resilience). The results of the study are shown in the table below;

Table 10: Correlation Coefficients Results

Variables	1	2	3
Learning culture **(1)**	1		
Workplace support **(2)**	.628**	1	
Employee Resilience **(3)**	.662**	.634**	1

Source: Primary data **. Correlation is significant at the 0.01 level (2-tailed).

4.2.1 The relationship between learning culture and employee resilience

The first objective tested the relationship between learning culture and employee resilience. The findings in table 10 indicate that there was a positive significant relationship between learning culture and employee resilience ($r = 0.662$, $p<0.01$). This implies that a positive change in learning culture is associated with a positive change in employee resilience.

4.2.2 The relationship between workplace support and employee resilience

The second objective tested the relationship between workplace support and employee resilience. The findings in table 10 establish that there was a positive significant relationship between workplace support and employee resilience ($r = 0.634$, $p<0.01$). This implies that a positive change in workplace support is associated with a positive change in employee resilience.

4.3 The Regression Model

Regression analysis is the statistical technique that identifies the relationship between two or more quantitative variables: a dependent variable, whose value is to be predicted, and an independent or explanatory variable (or variables), about which knowledge is available. The technique is used to find the equation that represents the relationship between the variables.

Multiple regressions provide an equation that predicts one variable from two or more independent variables. Regression analysis is used to understand the statistical dependence of one variable on other variables. The technique can show what proportion of variance between variables is due to the dependent variable, and what proportion is due to the independent variables.

The regression model was used to answer the third objective of the study as was to examine the predictive power of learning culture and workplace support on employee resilience.

The regression results are presented in the table 11;

Table 11: Multiple Regression Analysis for Study Variables

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.045	.249		4.199	.000
	Learning culture	.387	.074	.435	5.265	.000
	Workplace support	.307	.070	.361	4.368	.000
a. Dependent Variable: Employee Resilience						
R		.719				
R^2		.516				
Adj. R^2		.508				
F		62.489				

Source: primary data a. Dependent Variable: Employee resilience **Note: **p<.01, *p<.05**

The results in model indicate that learning culture and workplace support contributes 50.8% of the variance in employee resilience (Adjusted R Square=.508). This implies that a unit change in learning culture and workplace support can cause a change in employee resilience by 0.508. The results also show that learning culture is a positive significant predictor of employee resilience ($\beta = 0.435$, $p<0.05$). This means that a unit change in learning culture can bring a change in employee resilience by 0.435. On the other hand, results further

indicate that workplace support is a positive significant predictor of employee resilience (β = 0.361, $p<0.05$). This implies that a unit change in workplace support can cause change in employee resilience by 0.361. The overall results indicate that learning culture was the best predictor of employee resilience (β = 0.435, $p<0.05$). This implies that when it comes to resilience of employees in this context, learning culture has a greater impact than workplace support, hence it should be given more attention.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of three parts, i.e.; discussions, conclusions and recommendations from the results obtained in the study.

5.1 Discussion of findings

5.1.1 Learning culture and Employee resilience

The first hypothesis states that: there is a positive significant relationship between learning culture and employee resilience. From the findings of this study, overall learning culture was positively and significantly related to employee resilience. All three components of learning culture that were focused on (Inquiry & Dialogue, Strategic Leadership, empowering people, Organizational values, Open Communication and Managers' Involvement), had a positive and significant relationship employee resilience. If employees appreciate the learning culture of the organization they are working in, for example those with problems are helped and they feel a sense of togetherness (supportiveness), their resilience increases. This means that favorable learning culture leads to high employee resilience.

The findings of the study are in line with the findings of Malik and Garg (2017), who urged that that learning culture had a positive effect on employee resilience. (Ahmed, Loh, & Zairi, 1999) also urges that Organizations with strong learning cultures view change as an opportunity to learn and improve rather than as a threat. Kuntz *et al*., (2017) posits that Organizations have tended to associate resilience development with personal resilience-oriented activities (e.g., hardiness training), which are removed from daily work demands and contexts. (Näswall *et al.,* 2019) adds that resilience development requires an enabling organizational environment where employees are supported with the resources to engage in proactive and adaptive learning behaviors.

Crane & Searle, (2016) urges that recent research provides evidence that stress may be an important opportunity for building the capacity of resilience, which leads to a beneficial growth in wellbeing and mental health. (Seery *et al.,* 2010) also posits that workers with some lifetime adversity or stressors tend to experience less psychological distress, as well as have a capacity for psychological resilience.

5.1.2 Workplace Support and Employee Resilience

Resilient employees build strong connections and relationships with others. Ralston and Blackhurst (2020) adds that these high-quality relationships can be characterized by a number of features. Connections are characterized by effective communication in which an individual listen actively and is responsive to their colleague and their emotions. For instance, in positive workplace relationships, a resilient worker will do what they can to help another person to achieve success in the workplace. The resilient worker is a team-player who aims for a win-win with their fellow employees.

Ager *et al.,* (2012), demonstrated a link between social support and depression symptoms. Those workers who reported higher levels of perceived social support were significantly more likely to report a lower number of depression symptoms. Conger, Rueter, and Elder (1999) adds that other research in adult populations has also shown that social support can protect and increase resilience levels in a variety of pathological states. Jackson, Firtko, & Edenborough, (2007) explains that workplace support plays an important role in workplace resilience. (Jackson *et al.,* 2007) adds that It is beneficial to develop personal as well as professional networks, which can be a source of guidance and support during times of stress or simply to provide a nurturing relationship. It is also helpful for employees to have contact with colleagues outside of their own immediate work setting. These people can provide validation to the worker, and can potentially be accessible to the individual when accessing support within their own work situation would make the employee vulnerable.

5.1.3 Learning Culture, Workplace Support and Employee Resilience

London, 1993; von Eisenhart Rothe *et al*., (2013) defined Employee Resilience as the person's ability to adapt in a favorable way to challenging situations and to utilize organizational resources to develop and advance in the workplace (Kuntz *et al.,* 2017).

Watkins and Marsick (2019) explain that continuous learning demonstrates a firm's endless efforts to introduce learning opportunities for its members. Inquire and dialogue is also another dimension that the authors explain that helps in creating a culture that encourages questioning and providing employees with feedback. (Putz *et al.,* 2012) urges that in such conditions, mistakes and setbacks are viewed as opportunities for feedback to enhance future endeavors rather than chances for punishments. (Lee *et al.,* 2013) explains more that organizations dealing with such challenges require a workplace that is adaptive and proficient. Therefore, employees should be resilient and engaged. (Cooke *et al.,* 2019; Hodliffe, 2014) posits that resilient employees are capable of facing challenges and have strong self-efficacies, which also positively impact their work environment.

Lin & Huang, (2020) agreed that an organization's culture is critical in the facilitation or hindrance of psychological capital development. Frequent change or uncertainty at the organizational level may result into perceived risk and increased mobilization of adaptive mechanisms at the individual level.

5.2 Conclusions

In conclusion, the study establishes a statistically significant positive correlation between learning culture and employee resilience. The evidence implies that a favorable shift in the learning culture within an organization is associated with a corresponding positive change in the resilience of its employees. This substantiates the interconnected nature of organizational learning culture and individual resilience, highlighting their mutual influence on one another.

Pursuant to the second objective, the study elucidates a statistically significant positive relationship between workplace support and employee resilience. The empirical evidence suggests that an improvement in the level of workplace support is concomitant with an increase in employee resilience. This underlines the integral role that workplace support plays in influencing the resilience of employees, thus confirming its importance as a variable in the broader organizational context.

This study extended previous work by examining the relationship between learning culture, workplace support and employee resilience. And the results indicated that if there is good culture put at the workplace by top management, employees can actually become resilient to their jobs.

5.3 Recommendations

Below are recommendations on policy, practice and theory.

Policy

Organizations should institute a policy mandating that employees engage in continuous learning, specifically by acquiring new skills or knowledge every quarter and demonstrating this learning through their job responsibilities. The justification for this recommendation is based on the established significant positive relationship between learning culture and employee resilience. By formalizing continuous learning as a policy, organizations directly contribute to fostering a robust learning culture, which in turn is likely to enhance employee resilience.

Additionally, organizations are advised to cultivate a collaborative work environment that encourages the sharing of knowledge, skills, and experiences. Collaboration should be further facilitated by the implementation of digital platforms like internal wikis or online forums. The empirical findings linking workplace support and employee resilience offer a rationale

for this recommendation. A collaborative environment serves as a form of workplace support, enhancing the collective capabilities of the team and thereby boosting employee resilience.

It is also advisable to offer workshops and training sessions aimed at instilling a growth mindset among employees, encouraging them to view challenges as opportunities for growth rather than as barriers. This aligns with the broader objective of enhancing resilience, as a growth mindset can serve as a psychological foundation for developing resilience, thereby contributing to both individual well-being and overall organizational performance.

Lastly, managers in INGOs should introduce mentorship programs where more experienced employees guide and offer support to newer staff members. Given the demonstrated relationship between workplace support and employee resilience, mentorship programs can provide a critical layer of workplace support. These programs can help less-experienced employees build resilience through experiential learning and foster a sense of belonging and community within the organization.

Practice

INGOs should actively encourage employees to adopt a growth mindset, wherein challenges are viewed not as insurmountable obstacles but as opportunities for personal and professional growth. To facilitate this shift in perspective, organizations should offer targeted workshops and training sessions designed to cultivate such a mindset. The justification for this recommendation lies in the empirically substantiated positive correlation between learning culture and employee resilience; a growth mindset aligns well with the principles of a robust learning culture and is likely to positively influence resilience levels among staff.

Managers within INGOs are advised to establish mentorship programs that pair experienced employees with newer or less-experienced colleagues. These programs should aim to provide guidance, support, and an avenue for the sharing of knowledge and expertise. The rationale for this recommendation is grounded in the research findings that demonstrate a positive

relationship between workplace support and employee resilience. Mentorship serves as an added layer of workplace support and, by offering both guidance and experiential learning, can contribute significantly to fostering a supportive learning environment and boosting employee resilience.

Lastly, INGOs should put in place mechanisms that encourage open communication and collaboration among team members. Specifically, organizational culture should emphasize building a sense of trust and mutual respect, such that employees feel comfortable sharing their ideas, feedback, and concerns without fearing judgment or retribution. The justification for this strategy is twofold. Firstly, a culture of open communication serves as an integral form of workplace support, which has been proven to positively impact employee resilience. Secondly, such a culture indirectly supports the development of a resilient learning environment, thereby potentially enhancing both individual and organizational performance.

Theory

The findings of this study should also be published to further support existing theory on employee resilience, with learning culture and workplace support seen as major predictors especially in the case of health workers.

5.4 Areas for further research

To assess the impact of learning culture, workplace support on employee resilience. To account for the factors that might lead to successful employee resilience strategy. To determine whether employee resilience can lead to improved performance. To account for factors that hinder employee resilience at work.

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APPENDICIES

Appendix 1: Questionnaire

Dear Respondent,

I am a student pursuing a Master's Degree in Human Resource Management at Makerere University. This study seeks to generate data and information on **Learning Culture, Workplace Support and Employee Resilience: A Case of Selected International Non-Government Organizations in Uganda.** You have been nominated to contribute in this study and the information you provide will be strictly for academic purposes and will be preserved with utmost confidentiality. This is therefore to request you to kindly spare your minutes off your schedule to fill in this questionnaire.

SECTION A: Background Information

Please tick the appropriate box for the questions below;

1. Gender: Male ☐ Female ☐
2. Age group: Below 25 ☐ 26 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐
   41 & above ☐
3. How long has the NGO been in existence? 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16 & above ☐
4. No of employees in this NGO? 5-10 years ☐ 11-20 years ☐ 21-30 years ☐
   40 & above ☐
5. Education level: Certificate ☐ Diploma ☐
   Degree ☐ Master's degree ☐ PhD ☐
6. work experience: 1-2 years ☐ 3-4 years ☐ 5-7 years ☐ 8-10 years ☐
7. Marital Status: Married ☐ Single ☐ Widow ☐
   Divorced ☐

SECTION B:

In this section, please let us know how you agree or disagree with the statements below by reading the statement and ticking what you feel is most appropriate to you.

Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5

Part 1: Learning culture

A culture of learning, or learning culture, is one in which employees continuously seek, share, and apply new knowledge and skills to improve Employee Resilience**.**

	Inquiry and Dialogue	**1**	**2**	**3**	**4**	**5**
ID1	In the organization, my manager gives open feedback to each other.					
ID2	In the organization, whenever my manager states their view, they also ask what others think.					
ID3	In the organization, my manager spends time building relationships with each other.					
ID4	In the organization, managers help each other to learn.					
ID5	In the organization, my manager gives time to support learning.					
ID6	In the organization, managers reward for learning.					
	Strategic Leadership	**1**	**2**	**3**	**4**	**5**
SL1	In my organization, the line managers mentor those they lead.					
SL2	In my organization, managers continually look for opportunities to learn.					
SL3	In my organization, managers ensure that the organization's actions are consistent with its values.					
SL4	My organization encourages employees to get answers from across the organization when solving problems.					
SL5	My organization works together with the outside community to meet mutual needs.					
	Organizational values	**1**	**2**	**3**	**4**	**5**
OV1	At the organization I work in, salaries are paid on time.					
OV2	At the organization I work in, bonuses are provided in accordance with performance.					
OV3	At the organization I work, it provides all social guarantees (for					

	example, paid vacations, health insurance, pension plan, benefits in the event of accidents, maternity/paternity benefits, benefits in cases of serious illness and etc.)					
OV4	At the organization I work in, benefits for matching with personal needs are provided (for example, participation in health education program, expenses for sports, treatments & various courses)					
OV5	At the organization I work in, it provides cash bonuses for length of person's service.					
OV6	At the organization I work in, it is oriented in the constant development.					
OV7	At the organization I work in, only qualified employees are employed.					
OV8	At the organizations I work in, initiatives and new ideas provided by the employees are valued.					
OV9	At the organization I work in, the employees who are productive and work effectively are valued.					
OV10	At the organization I work in, the morality of the employees is valued.					
OV11	At the organization I work in, it encourages open knowledge and information sharing.					
OV12	Friendly and pleasant working relationships prevail at the organization I work in.					
	Open Communication	**1**	**2**	**3**	**4**	**5**
OC1	I am kept well informed about my work group's plans and progress.					
OC2	I am kept well informed about company plans and progress.					
OC3	There is good communication in my group.					
OC4	There is good communication between people in different areas of the company.					
OC5	I am kept well informed by upper management on what's going on in the company.					
OC6	There are opportunities available to me to express my ideas to upper management.					
	Managers' Involvement	**1**	**2**	**3**	**4**	**5**

MI1	My manager is a great role model for employees.					
MI2	My manager has shown a genuine interest in my career aspirations.					
MI3	My manager gives positive feedback when work is done well.					
MI4	My manager makes decisions that improve our team's work and efficiency.					
MI5	My manager values and promotes diversity on our team.					
MI6	My manager exhibits strong leadership qualities.					
MI7	When there are problems at work, the manager is the first to help out.					
MI8	If I have personal problems, I feel comfortable going to my manager for help.					
	Empower Employee	**1**	**2**	**3**	**4**	**5**
EP1	In my organization, teams/groups have the freedom to adapt their goals as needed.					
EP2	In my organization, teams/groups revise their thinking as a result of group discussions or information collected.					
EP3	In my organization, teams/groups are confident that the organization will act as their recommendations.					
EP4	My organization recognizes people for taking initiatives.					
EP5	My organization gives people control over the resources they need to accomplish their work.					
EP6	My organization supports employees who take calculated risks.					

Part 2: Workplace Support

Employee support means giving the people who work for your business the right tools to get the job done. When employees have everything, they need to perform, their job satisfaction levels increase dramatically.

Support is something all humans want, need and crave for. Support comes in many forms and can be given in words or actions. Workers spend more time at their workplace with their co-workers than anywhere else in a work week, which means the workplace is where many employees look for support on a daily basis.

	Co-worker	**1**	**2**	**3**	**4**	**5**
CW1	I know who to contact at work when I need specific expertise or support.					

CW2	I effectively collaborate with others to handle unexpected challenges.					
CW3	I strive to solve problems at work.					
CW4	I view a close call at work as a chance for re-evaluation and improvement.					
CW5	I effectively respond to feedback, even criticism.					
	Work environment	**1**	**2**	**3**	**4**	**5**
WE1	Work station/area is comfortable.					
WE2	Workplace has enough quality work furniture for its staff.					
WE3	At work, broken furniture and equipment are repaired on time.					
WE4	At work, emergency doors are permanently locked.					
WE5	There are no cases of theft at work.					
	Supervisor support	**1**	**2**	**3**	**4**	**5**
SS1	Supervisors include employees in the decision-making process.					
SS2	Supervisors allow employees to workout problems on their own in complex situations.					
SS3	Supervisors guide employees on what should be done.					
SS4	Supervisors help employees to find their passion.					
SS5	Supervisors provide employees with clear responsibilities that allow them to decide how to accomplish them.					
	Employee Involvement	**1**	**2**	**3**	**4**	**5**
EI1	I receive useful and constructive feedback from my manager.					
EI2	Teamwork is encouraged and practiced in this organization.					
EI3	The environment in this organization supports a balance between work and personal life.					
EI4	I receive the training I need to do my job well.					
EI5	My job does not cause unreasonable amounts of stress in my life.					
EI6	People are held accountable for the quality of work they produce.					
E7	This organization is extremely focused on customer needs.					
EI8	We constantly look for ways to improve our products and services.					
EI9	My manager is always consistent when administering policies concerning employees.					
E10	Doing my job well gives me a sense of personal satisfaction.					
EI11	I am comfortable sharing my opinions at work					
ER1	**Employee Recognition**	**1**	**2**	**3**	**4**	**5**

ER2	I am aware of the procedure of nominating my team member for appreciation and awards.					
ER3	I am aware of the criteria for receiving any appreciation at work.					
ER4	Appreciation recipients are communicated timely.					
ER5	Appreciation programs are accessible to all employees.					
ER6	Appreciation is important to me.					
ER7	I want the team to be appreciated along with me.					
	Collaboration/Teamwork	**1**	**2**	**3**	**4**	**5**
C1	Team members clearly understand their roles.					
C2	Team members appreciate one another's unique capabilities.					
C3	We are able to resolve conflicts with other teams collaboratively.					
C4	Team members take personal responsibility for the effectiveness of our team.					
C5	Communication in our group is open and honest.					
C6	Team members take initiative to resolve issues between themselves without involving the team leader.					
C7	Our collaborations with other teams are productive, worthwhile, and yield good results.					
C8	Team members display high levels of cooperation and mutual support.					

Part 3: Employee Resilience

Employee resilience is the capacity of employees that is supported and facilitated by organizations to positively cope, adapt, and even thrive in response to dynamic and challenging environments (Nguyen et al., 2016; Kuntz et al., 2017; Prayag, 2018).

	Positive Emotions	**1**	**2**	**3**	**4**	**5**
PE1	I find it easy to be hopeful about the future.					
PE2	I am sensitive to other employees' emotions.					
PE3	I am very good at seeing the positive side of things.					
PE4	Usually, I am not attentive to what is going on in my body.					
PE5	I can feel when something is bothering a person by just looking at them.					
PE6	I am not good at identifying my own feelings.					
PE7	When I experience a setback, I do not stay upset for very long.					
	Autonomy	**1**	**2**	**3**	**4**	**5**
A1	I approach managers when I need their expertise or support.					

A2	I continuously re-evaluate my performance to improve the way I do my work I do my work.					
A3	I effectively respond to feedback, even criticism.					
A4	I know who to contact at work when I need specific expertise or support.					
A5	I effectively adapt to change at work.					
	Self-esteem	**1**	**2**	**3**	**4**	**5**
SE1	I am self-assured about my capabilities to perform my work activities.					
SE2	I am confident in my ability to do my job.					
SE3	I have significant autonomy in determining how I do my job.					
SE4	I have a chance to use personal initiative in carrying out my work.					
SE5	My job is well within the scope of my abilities.					
	Job Satisfaction	**1**	**2**	**3**	**4**	**5**
JS1	My Job is usually interesting enough to keep me away from getting bored.					
JS2	I enjoy my work more than my leisure time.					
JS3	I feel fairly satisfied with my job.					
JS4	I feel that I am happier in my work than most other people.					
JS5	Most days I am enthusiastic about my work.					
JS6	I like my job better than the average worker does.					
JS7	I feel real enjoyment in my work.					
	Work Engagement	**1**	**2**	**3**	**4**	**5**
WE1	I am highly engaged with my organization.					
WE2	I am highly engaged in this job.					
WE3	I have a strong and reliable network of supportive colleagues at work.					
WE4	I am in a very cheerful and happy mood when I am working.					
WE5	When I'm working, I feel energetic.					
WE6	I am proud of my work.					
WE7	I am immersed in my work when I'm working.					
WE8	I feel happy when I am working intensely.					

THANK YOU

Krejcie and Morgan's Table to Determine Sample Size

Sample size (S) required for the given population size (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V Krejcie and D.W. Morgan (1970), determining the sample size for research activities, educational and psychological measurement.