

The role of work-based learning (WBL) in achieving job satisfaction: An empirical study on retail companies in Egypt

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Abstract

Retail companies are among the small business organizations that face the most challenges in all fields, especially how to support employee performance levels and increase the level of job satisfaction. Therefore, there are many methods of functional learning, whether inside or outside work, that organizations use to ensure an appropriate level of employee skills and abilities. WBL is considered one of the most important methods used to increase the value of learning within the work environment and ensure the achievement of an appropriate level of job satisfaction. Therefore, the current research sought to study the role of WBL in achieving job satisfaction in retail companies in Egypt by distributing 500 questionnaires; the number of correct responses was 153, representing 30.6%. Using a descriptive analytical approach to test the hypotheses, it was concluded that there is agreement among the research sample about the positive role that WBL plays in achieving job satisfaction in the companies studied, supported by quantitative data on the work turnover rate before and after the initial use of WBL in one of the retail companies in Egypt. This research recommends the need to support the use of WBL by specialists, universities, and consulting centers in the field of learning.

Keywords

work-based learning, WBL, job satisfaction, retail companies.

ملخص البحث

تعد شركات البيع بالتجزئة من منظمات الأعمال الصغيرة التي تواجه أكبر التحديات في كافة المجالات، وخاصة كيفية دعم مستويات أداء الموظفين وزيادة مستوى الرضا الوظيفي. ولذلك، هناك العديد من أساليب التعلم الوظيفي، سواء داخل العمل أو خارجه، التي تستخدمها المنظمات لضمان مستوى مناسب من مهارات وقدرات الموظفين. يعتبر التعلم في بيئة العمل من أهم الأساليب المستخدمة لزيادة قيمة التعلم داخل بيئة العمل وضمان تحقيق مستوى مناسب من الرضا الوظيفي. ولذلك سعى البحث الحالي إلى دراسة دور WBL في تحقيق الرضا الوظيفي في شركات البيع بالتجزئة في مصر من خلال توزيع 500 استبيان؛ وبلغ عدد الإجابات الصحيحة 153 بنسبة 30.6%. وباستخدام المنهج الوصفي التحليلي لاختبار الفرضيات، تم التوصل إلى أن هناك اتفاق بين أفراد عينة البحث حول الدور الإيجابي الذي تلعبه WBL في تحقيق الرضا الوظيفي في الشركات المبحوثة، مدعمة ببيانات كمية عن معدل دوران العمل قبل وبعد الاستخدام الأولي لـ WBL في إحدى شركات البيع بالتجزئة في مصر. ويوصي هذا البحث بضرورة دعم استخدام التعلم في بيئة العمل من قبل المتخصصين والجامعات والمراكز الاستشارية في مجال التعلم.

الكلمات المفتاحية

التعلم في بيئة العمل، الرضا الوظيفي، شركات البيع بالتجزئة.

Introduction

Business units always need to make continuous improvements in production and service activities (Jeong et al., 2018), which requires the need to continue creativity and learning. (Bierema and Eraut., 2004) Many studies have indicated that learning contributes to performance in general and human performance in particular as a reflection of individuals' level of job satisfaction and fulfillment. (Shamri.,2020) Work-based learning (WBL) is considered one of the most effective approaches to learning and assumes that learning should become the basic value for individuals in their practice at work by placing education and training within the work environment and away from training and educational institutions. (Eddy.,2010) WBL allows individuals to be empowered to face different situations in the work environment. and increase their ability to make the required adjustments immediately. (Spouse.,2003)

The Egyptian retail market is still based on individual efforts amid the dominance of small boutiques and family-run stores in densely populated urban areas. (General Authority for Investment and Free Zones,2023)

There is no specific and acceptable concept for small and medium-sized companies (Coetzer et al., 2019. According to the EU definition, companies with a few employees ranging from 10-250 and with either an annual turnover of less than EUR 50 million or a balance sheet total of less than EUR 43 million are considered small and medium-sized companies. (Bella et al., 2023)

Small and medium-sized companies operating in Egypt, which employ more than 90% of the country's workforce, have not been able to benefit from the same developments that large companies have benefited from. It is estimated that only 10% of the workforce in Egypt works in modern sectors, compared to 90% in traditional and governmental sectors, and this represents a major challenge in applying learning and training systems in the work environment because these traditional companies are less motivated to do so than large companies. (El-Ashmawi.,2018)

The organized retail market in Egypt has been developing slowly but surely in recent years. The number of consumers who tend to rely on modern retail methods is increasing, and there is no doubt that the market share of small neighborhood shops has begun to decline (5% annually) with the growth of the modern retail sector. With the emergence of a large-scale grocery retail sector, Egyptian consumers have experienced a new

shopping experience. (General Authority for Investment and Free Zones,2023)

Egypt's ranking advanced 19th in the Kearney Global Retail Development Index in 2021, where it ranked 7th out of 35 emerging countries. of 52 points, compared to 26th place out of 30 emerging countries in 2019. (Kearney,2021)

Small and medium-sized retail companies in both developing and developed countries are interested in workplace learning because they are mainly providers of employment opportunities. (Storey 2018); Egyptian society has a negative culture toward manual and technical work, including industrial apprenticeships and WBL. One study conducted in 2012 on the performance of small and microenterprises in the Egyptian national economy estimated the number of trainees in the informal apprenticeship system and WBL. Programs with no direct link to education represent approximately 3.3% of the total workforce based on a sample of 3,000 small and microenterprises, meaning there are approximately 1 million informal trainees in the system, most of whom are male. The study also indicated that compared to a similar survey conducted in 2006, the number of informal trainees decreased from 8% of employees to 3.3% in 2012, showing a downward trend. (El-Ashmawi.,2018)

Therefore, the current research paper aims to identify the role of work-based learning in achieving job satisfaction in retail companies in Egypt with evidence to investigate the role of WBL in reducing the work turnover rate as a case study.

Literature review and backgrounds

Work-based learning

Individuals need to acquire many professional skills and competencies that require a new basis for professional and intellectual knowledge within the organization. (Eddy, 2010)

The learning aspect in the field of work focuses on increasing the level of performance of workers (Susomrith and Coetzer.,2019) through retraining workers, supporting the technological level in the systems in the unit, and redescribing the organizational procedures within the unit to keep pace with developments occurring in work methods, which may lead to increasing the morale of workers and increasing the level of satisfaction with work.(Nadem.,2013) Thus, work-based learning may offer many insights into how sustainability can be integrated. (Wall., et al.,2017)

Work-based learning (WBL) refers to a set of practices that lead to developing employees' skills and knowledge and learning about new situations while performing their tasks, which leads to beneficial results in the short and long term for the employee and the organization. (Wickramasinghe and Ramanathan., 2021) It also refers to providing the opportunity for workers to learn mainly through.

Participation in daily work practices and interactions with more experienced people. (Billett et al., 2015) There are many forms of WBL, including learning through social interaction with more experienced and skilled colleagues or managers, learning through reflection and experimentation, and participating in new and challenging work activities that require multiple skills. (Nikolova et al., 2014)

WBL is considered a form of high-level learning that has long-term effects on organizations. This type of learning occurs with reasoning and the development of skills and insights; therefore, it is a more cognitive process than lower-level learning. (Fitzpatrick et al., 2010)

Job satisfaction

Job satisfaction is an intangible emotion that occurs when a worker feels a sense of accomplishment in the workplace. (Cronley and Kim.,2017) There are many criteria by which to judge the level of job satisfaction. (Varshney., 2020) includes criteria such as the work turnover rate, which measures the rate at which workers leave work (Rehman., 2012), salary, working hours, schedule, benefits, level of stress, and flexibility (Cronley and Kim,2017; Birdi et al, 2012; Varshney,2020). Job satisfaction with work can also be measured by determining whether there are sufficient facilities to support the work, including the work environment and work facilities that enhance the ability of workers to do the work well. According to Ishak et al. (2019), job satisfaction is the most widely studied psychological indicator of employee turnover. (Kumar et al., 2014; Shahpouri et al., 2016)

Sageer believes that many organizational variables affect employee satisfaction, such as organizational development, wages, and benefits, promotion and career development, work security, work environment and conditions, relationships with supervisors, workgroups, and leadership styles. Other factors include feedback and encouragement, a sense of belonging to the group, and the use of high technology at work. (Sageer et al.,2012)

Organizational behavior theory is concerned with the concept of job satisfaction as an important indicator of employee retention and is significantly negatively related to employee turnover. Contemporary literature has confirmed, according to many studies, the contribution of job satisfaction to reducing the turnover rate. (Collini et al., 2015; Shahpouri et al., 2016)

Work-based learning (WBL) in achieving job satisfaction

Lopez linked appropriate training to job satisfaction, as training provides socialization at work and can reduce workers' uncertainty and enhance learning, leading to increased role clarity, skill acquisition, person-job fit, and social integration and supporting the talent of employees. (Lopez et al., 2014; Rehman, 2012)

Training is one of the most important factors affecting employees' job satisfaction (Karatepe et al., 2007), along with a group of other factors, such as compensation and work relations, in addition to a group of personal factors related to gender or age (Rust et al., 1996).

Few studies indicate that there is a set of formal and informal learning tools adopted by the organization's management, which depends on the nature of the leadership style in the organization and its role in encouraging learning within the work environment, which in turn works to increase the level of job satisfaction and reduce the rate of work turnover. (Rubery et al., 2018)

Several previous studies have confirmed that attention should be given to formal training and learning activities to provide employees with knowledge, skills, abilities, etc.

to respond and adapt quickly to unexpected changes is not sufficient alone to increase the level of employee performance and increase employee satisfaction with work. (Inanc et al., 2015) Small companies rely strongly on informal learning processes rather than employee participation in formal training. (Bishop., 2017) A study by Birdi revealed that various training and learning activities, including job duties, work to increase employee morale and solve problems creatively. (Birdi et al., 2012) Other studies also indicated that there is a relationship between practical training and development and the employee's ability to adapt to changing job situations thus increasing their level of job satisfaction and reducing the rate of turnover. (Park., 2021)

The results of Varshney's research showed that the level of employee satisfaction increases when employees feel that management has taken

effective initiatives to create an intellectually stimulating learning environment supported by the latest appropriate tools and technology. The research also indicated the need for personal, psychological, and social enhancement of employees through learning programs rather than a negative arrangement of resources. (Varshney.,2020)

According to Ishak, increasing the intellectual level of workers and their qualifications contributes to increasing the level of job satisfaction and thus increasing work performance rates. (Ishak et al.,2019)

Khan's study focused on examining the relationship between transformational leadership style and the direction of learning in the work environment and on achieving employees' job satisfaction and indicated that there was no significant effect of leaders' role in enhancing learning processes in the work environment on achieving employees' job satisfaction. (Khan et al.,2020) The WBL programmer helps workers achieve work-related competencies, increase job satisfaction, increase opportunities for career advancement, and improve quality of care. (Lopez et al.,2014)

According to the previous literature, the following hypothesis is tested to reach the research objectives:

There is a significant positive relationship between WBL and achieving job satisfaction.

Research Methodology

The research relied on a descriptive analytical method to determine the relationship between independent (WBL) and dependent variables (job satisfaction) using descriptive analysis, correlation, and multiple regression models.

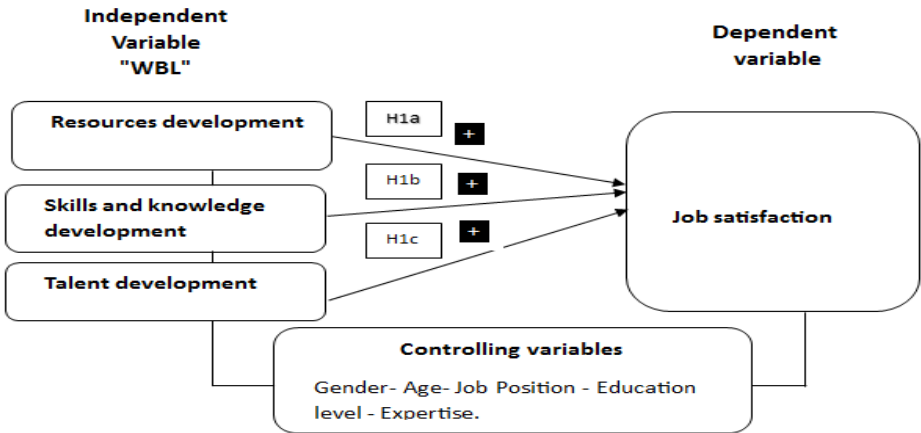


Figure (1): Research Model Variables

Source: Prepared by the researcher by referring to contemporary studies and literature in the field of study.

Data collection

This research relied on two methods of data collection, secondary data, which cover the theoretical side by reference to books, research, and specialized periodicals, in addition to statistics collected on the retail sector in Egypt. Primary data covering the applied side of the research were collected electronically from employees by answering the questions in the proposed questionnaire at some retail companies. To ensure that the largest possible number of responses were obtained from the research sample, the questionnaire was distributed on social media (Facebook, Twitter, Instagram), in addition to being directly distributed at work sites in retail stores. The questionnaire tool is divided into three sections: the first is measured by questions about the controlling variable or demographic characteristics of the study sample, which consists of 5 items; the second section is related to the independent variable (WBL) which consists of 17 items with three sub variables, including resource development which consists of 6 items, skills and knowledge development which consists of 6 items and talent development which consists of 5 items; and the third section of the questionnaire is measured by questions about the dependent variable (job satisfaction), which consists of 6 items. The duration of distributing the questionnaire was two months, and field visits were made to obtain data on the turnover rate, which took approximately a month and a half, including the period of obtaining approval, to obtain data for the period before the adoption of the WBL in 2021 and after the year 2022,

divided according to the months, in one of the retail stores, which is the Fathallah Markets Group.

Population and Sample

The number of retail companies in Egypt reached 2,147 companies distributed throughout the country. The main industries of the sector include (General Authority for Investment and Free Zones, 2023).

- (a) Food products, beverages, and tobacco
- (b) Clothing and shoes
- (c) Household supplies
- (d) Healthcare products and personal belongings
- (e) Tourism spending
- (f) Clothing and shoes
- (g) Goods, tools, and household electrical appliances

The main channels through which retail products are exchanged: (General Authority for Investment and Free Zones.,2023)

- (a) Large stores
- (b) E-commerce sites and electronic markets
- (c) Pharmacies and drug stores
- (d) Shopping centers and commercial centers

According to the latest statistics, there are 19,136 employees in the retail sector. (Statistical Yearbook, 2023)

To represent the community in the research sample, 500 questionnaires were distributed randomly, and 179 responses were obtained. Twenty-six items were rejected for not completing them; thus, the number of correct responses was 153.

Research limitations

- 1- The search variables are limited to three variables, the independent variable, which includes three sub variables—resource development, skills, knowledge development, and talent development—which measures work-based learning (WBL); the dependent variable, which includes achieving job satisfaction; and the controlling variable, which includes gender, age, job position, education level and years of work experience.
- 2- The study was prepared from the last quarter of 2023 to the first quarter of 2024. The data collected on the work turnover rate included the period before the adoption of the WBL during the period from the last quarter of 2020 until the end of 2021, which is the base year, and from the beginning

of 2022 until the first quarter of 2023, which is the comparison year, divided by months.

- 3- Measuring the turnover rate was limited to one of the retail companies, Fathallah Markets, due to its adoption of the WBL beginning in 2022 after it signed a tripartite protocol with the Ministry of Education, the Manpower Authority, and the United States Agency for International Development to establish the first modern trade school. In Egypt, it will work with a competency system based on WBL and divide those competencies into cognitive, skills, and behavioral dimensions. This was done in partnership with an elite group of industry and education professionals, which will provide its workers with learning skills in the workplace.*
- 4- The researcher used the Statistical Package for the Social Sciences (SPSS v.25) program to conduct descriptive analysis of variables and hypothesis tests.

Research Findings

1- The characteristics of the research sample

The characteristics of the research sample are gender, age, job position, education level, and years of work experience, which are analyzed as follows.

Table. (1) Characteristics of the research sample

Controlling Variable		N	%
Gender	Male	146	95.42
	Female	7	4.58
Age	30>age	31	20.26
	30<age<39	77	50.33
	40<age<49	37	24.18
	50≤ age	8	5.23
Education level	Middle	10	6.54
	High	111	72.55
	Mater	27	17.65
	PhD	5	3.22
Job position	Employee	34	22.22
	Supervisor	90	58.82
	Manager	29	18.95
Expertise	10> years	63	41.18
	10<years<20	73	47.71
	20≤ years	17	11.11

It is clear from the characteristics of the study sample that according to gender, the number of male employees represents the largest percentage, which exceeds 95% of the total study sample; more than half of the

* Information was obtained by holding personal interviews with those responsible for human resources activities at Fathallah Markets Group during the study period.

workers fall in the age group from 30 to 39 years, and this is due to the sector’s reliance on the physical capabilities of the workers. The research sample is also dominated by people with university education compared to other levels of education, most of whom were supervisors, and the number of holders of professional master's degrees has increased recently due to an agreement between some retail companies and universities to enroll workers in their professional programs, which enhances their opportunities to acquire learning skills, especially for those with years of experience ranging from 10 to 20 years or more. They can also be used to train less experienced workers in the workplace.

2- Validity and Reliability

The validity of the scale used was verified using correlation coefficients between each paragraph of the variables to ensure the consistency of the questionnaire items with the variable to which they belong.

The correlation coefficients in the following table indicate that there is a strong correlation between the items included in each of the variables; therefore, they measure both WBL and job satisfaction.

To measure the reliability of the questionnaire, we relied on the Cronbach's alpha, which measures the homogeneity of the questionnaire items by giving the scale the same reading when used again, and its value must exceed 0.7 to ensure the reliability of the questionnaire and circulate it to the sample.

Table. (2) Internal validity and reliability of variables

Variables	Items	Cronbach's alpha	correlation coefficients*
Resources development	6	0.862	0.915
Skills and knowledge development	6	0.883	0.929
Talent development	5	0.902	0.923
Total	17	0.948	0.922
Job satisfaction	6	0.917	0.857

*Significant at the 5% level

The previous table indicates that all variable items have a high degree of reliability, ranging between 0.862 and 0.917, which are all higher than the acceptable statistical level of 0.7. Accordingly, the questionnaire can be relied upon to obtain highly reliable results.

3- Hypothesis Testing

The research seeks to test the following main hypothesis:

"There is a significant positive relationship between WBL and achieving job satisfaction in retail companies in Egypt".

$$Y=Xa+Xb+Xc$$

The hypothesis is tested based on descriptive statistical analysis of the variables using the mean and standard deviation, in addition to using Pearson correlation coefficients and multiple regression models.

It is clear from the following table that all variable items, whether the independent variable WBL or the dependent variable job satisfaction, were high, indicating a high degree of agreement among the members of the research sample on the variable items.

Table. (3) The means and standard deviations of the research variables.

Variables	Mean	S. D	Standard error	Agreement degree	Ranking
Resources development	4.0447	0.65728	0.05314	high	2
Skills and knowledge development	4.1634	0.66707	0.05393	high	1
Talent development	3.8575	0.77618	0.06275	high	4
Total	4.0315	0.64187	0.05189	high	
Job satisfaction	4.0109	0.73664	0.05955	high	3

The previous table indicates that the highest degree of agreement was for the Skills and Knowledge Development variable, for which the mean value reached 4.1634. This is largely due to the increased interest of the surveyed companies in training workers to improve their knowledge by preparing adequate and appropriate training programs for them in the work environment. Next in the variable ranking is resource development, where the mean value reached 4.0447. This is largely due to the increased interest of the surveyed companies in promoting information technology learning and providing technological learning resources within the work environment to develop work performance. The dependent variable, job satisfaction, ranked third, with a mean value of 4.0109. This is due to companies' desire for relationships between employees to be based on trust and mutual respect. Finally, the variable Talent development, as one of the independent variables, comes in last place, with the mean value reaching 3.8575. However, it is also highly valuable because of the increased desire of the surveyed companies to retain employees with high performance, pay attention to them, and motivate them. Thus, all the previous results indicate that all the independent and dependent variables tend to rise together.

The results of the following table indicate that all Pearson correlation coefficients between the independent variables that measure WBL and the dependent variable, job satisfaction, were strongly positive. The correlation coefficients were all greater than 0.70, and the total correlation between the independent and dependent variables reached 0.823, which indicates that there is a statistically significant correlation at the 5% significance level. Therefore, the greater the reliance on WBL is, the greater the increase in job satisfaction among employees in the companies studied.

A multiple linear regression model was used to identify the effect of WBL on job satisfaction in the companies studied. The model includes three independent variables in addition to the constant, as follows:

$$Y = 0.247 + 0.397 X_a + 0.219 X_b + 0.323 X_c$$

Table No (4). Linear regression and Pearson correlation analysis

dependent variable Y	R**	F test		R2	Constant	T test			Significance*	
		F value	P value			X*	B	T value		p value
job satisfaction	0.767	105.844	0.000	0.681	0.247	Xa	0.397	4.496	0.000	Significant
	0.743					Xb	0.219	2.343	0.020	Significant
	0.768					Xc	0.323	4.114	0.000	Significant
Total	0.823					X	0.944	17.799	0.000	Significant

* Statistically significant at the 5% significance level

**R refers to the Pearson correlation coefficient

*** X refers to WBL, X_a Resources development, X_b skills and knowledge development, and X_c talent development.

The results of the previous table indicate that the P value of 0.000 is less than the P value of 0.05; therefore, the regression is significant for the model at an F value of 105.844. The value of the coefficient of determination also indicates that 68.1% of job satisfaction is explained by WBL variables; therefore, the regression model explains a large part of that relationship.

The results also indicate that the T values are significant. According to the beta values of the variables, the development of learning resources within the work environment is considered one of the most influential variables on job satisfaction in the companies studied; therefore, if the learning resources within the work environment improve by one unit, the level of job satisfaction improves by 0.397, and increasing companies' interest in talent development by one unit will support job satisfaction by 0.323.

Finally, increasing the development of skills and knowledge within the work environment by one unit will support job satisfaction by 0.219.

According to the beta value of the model, the WBL variables have a significant impact on job satisfaction in the companies studied, as supporting learning resources and developing talent, skills and knowledge within the work environment with one unit will improve job satisfaction by 94.4%, which is a large percentage; therefore, the hypothesis is accepted that there is a significant positive relationship between WBL and achieving job satisfaction in retail companies in Egypt.

To verify the previous impact results, the turnover rate was measured before and after using the WBL in one of the retail companies, Fathallah Markets Company, during the period from the last quarter of 2020 until the end of 2021, which is the base year, and from the beginning of 2022 until the first quarter of 2023, which is the comparison year, divided by months. The normality of the variables will be tested using the Shapiro–Wilk and Kolmogorov–Smirnov tests to determine whether parametric or nonparametric tests will be used.

Table No (5). Normality test

Turnover rate	Normality test					
	Kolmogorov- Smirnov			Shapiro -Wilk		
	Statistics	Df	Sig	Statistics	Df	Sig
Before	0.117	31	0.200	0.970	31	0.507
After	0.156	31	0.054	0.945	31	0.113

The results of the previous table indicate that the value of the significance level is greater than 0.05, and therefore, the values of the variables follow a normal distribution; therefore, the T test will be used for linked samples (before and after-test).

Table No (6). Before and After the T test

Turnover rate before and after	Paired Differences					T value	Df (n-1)	Sig
	Mean	S. D	Standard error	The confidence interval is 95%				
				Lower	Upper			
	0.710	1.101	0.198	0.306	1.114	3.588	30	0.001

The results of the T test indicate that the significance level is less than 0.05, and therefore, there are significant differences between the turnover rate before and after using WBL, which proves the validity of the descriptive analysis of the opinions of the study sample about the effect of work-based learning on achieving job satisfaction using the work turnover rate.

Conclusion and recommendations

There are many learning methods available inside and outside the work environment, and the use of WBL is one of the learning methods used in the work environment. Many studies have indicated the positive role it plays in improving performance in general and achieving job satisfaction in particular. The WBL has recently been used by many companies, but its use in Egyptian organizations may be limited or limited to different names. Therefore, the current research aims to identify the dimensions of the WBL in one of the sectors within Egypt, the retail sector, and to determine its relationship to job satisfaction within the work environment.

This is done by testing a main hypothesis: “There is a significant positive relationship between WBL and achieving job satisfaction in retail companies in Egypt.” Based on the descriptive analysis of the variables and the results of the correlation and determination coefficients, in addition to designing a multiple regression model of three independent variables, it was concluded that there is a statistically significant relationship between WBL and achieving job satisfaction at the specified level of significance. This result agreed with the study of Shamri., 2020, the study of Nadem., 2013, and the study of Lopez et al., 2014.

Mobilizing learning resources in the work environment also had the greatest positive impact on achieving job satisfaction in the companies studied, and these results agreed with the studies of Varshney, 2020; Lopez et al., 2014; and Sageer et al., 2012.

Providing training on skills and knowledge for workers in the work environment had a positive effect on job satisfaction, but this effect was less pronounced than the effect of developing learning resources. This result agreed with the findings of the studies of Rehman, 2012, Karatepe et al., 2007, Rubery et al., 2018, and Inanc et al., 2015. The study by Bishop, 2017, and the study by Birdi et al., 2012. The contribution of talent development to improving job satisfaction was the least effective, although it was positive, and this result agreed with the study of Lopez et al., 2014 and the study of Rehman, 2012.

The job turnover rate was used to measure job satisfaction according to the study by Kumar et al., 2014; Collini et al., 2015; Rehman, 2012; Shahpoury et al., 2016, before and after using the WBL in one of the retail companies, Fathallah Markets Company, during the period from the last quarter of 2020 until the end of 2021, which is the base year, and from the beginning

of 2022 until the first quarter of 2023, which is the comparison year, divided by months. The results indicated that applying the WBL contributed to reducing the turnover rate according to the specified level of significance. These results agreed with the studies of Lopez et al., 2014, Rehman, 2012, Rubery et al., 2018, and Park, 2021.

The results of this research differed from those of El-Ashmawi., 2018, who indicated that Egyptian society has a negative culture toward manual and technical work, including industrial apprenticeships and WBLs, while the current study confirmed that applying the WBL, even if initially accepted from a large percentage of the research sample, also has a positive impact on improving job satisfaction.

This study highlights the need for companies in general to support the WBL concept and for the retail sector, particularly through the assistance of specialists, universities, and consulting centers, so that its application can be enhanced and the best results achieved in the work environment, such as supporting performance levels, increasing the skills and capabilities of workers, retaining talent and achieving a high degree of job satisfaction, can be achieved.

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